**Primary Initial Teacher Education: Curriculum Plan**

**Geography: Undergraduate Programmes**

**Curriculum Intent:**

Our intention is to instil the following into every Edge Hill University graduate teacher:

* *An ability to inspire curiosity and think geographically (Jackson, 2006; Geographical Association, 2013) about the world around them and the interactions between humans and their environment.*
* *A secure geographical locational and place knowledge as well as a secure physical and human geography subject knowledge so that they can teach across the primary age-range with confidence.*
* *A secure understanding of the importance of place study. This is fundamental to understanding both human and physical geography processes (and their interactions) in a particular place (Ofsted, 2021).*
* *A secure understanding of primary geography pedagogy and an appreciation for the importance of enquiry skills (Dolan, 2020) and practical first-hand experiences (Barlow, 2019) through carefully planned fieldwork opportunities to develop geographical skills.*
* *A desire to be a curious, reflective, lifelong learner who believes in the principles of social justice and the opportunities that a solid geography education can provide.*

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1 (Y1)** | **Trainees will know:**  | **Trainees will be able to:**  |
| * the humanities are subjects that study aspects of human society and culture and that geography has its own rationale, identity, key values and underpinning principles
 | * encourage children’s geographical thinking and use enquiry approaches in their planning and teaching of geography lessons to enhance pupils’ disciplinary knowledge **(LH3.1)**
 |
| * the key locational knowledge from the primary geography national curriculum (continents, oceans, world countries, countries and counties of the UK and its surrounding seas)
 | * consider adaptive teaching and behaviour management strategies when children are engaged in geographical learning **(LH5.1, LH7.2)**
 |
| * where geography provides opportunities to enhance children’s cultural capital **(LT1.2, LT1.6)**
 | * consider the principles behind planning a learning experience in geography that harnesses pupils’ enquiry skills and fosters a ‘sense of place’ of the locality and further afar **(LH3.1)**
 |
| * there are underlying principles behind learning through enquiry and they should consider pupils’ cognitive load when planning such an enquiry **(LT2.4)**
 | * identify and address the perpetuation of stereotypes about other people and places **(LH8.2)**
 |
| * the three-lens approach to teaching geography can help them to understand the relationship between subject identity, subject pedagogy and teaching tips
 | * read maps, use a compass and use 4- and 6-figure grid references
 |
| * knowledge and experience of the world is determined by age, gender, social and cultural dimensions, economic considerations and location **(LT1.2)**
 | * to plan for progression in map skills across the primary geography curriculum, with support from Digimap progression documentation **(LH2.3)**
 |
| * how to develop opportunities to teach children key place knowledge (understanding geographical similarities and differences through studying the human and physical geography of the local area) knowing that developing a ‘sense of place’ is vital to children’s knowledge and understanding of the world **(LT3.3)**
 | * embed map skills in children’s long-term memory using retrieval activities **(LH2.9)**
 |
| * that progression in map skills across the primary phase can include working with maps at progressively smaller scales of increasingly distant localities, working with a range of aerial photos (both oblique and bird’s eye views), globes and atlases and use 4- and 6-figure grid coordinates for a range of places at different scales.
 | * use the local area for meaningful and high-quality enquiry-based fieldwork, incorporating appropriate opportunities for map skills.
 |
| * key geographical skills from the primary geography national curriculum (how to read maps, use a compass and use 4- and 6-figure grid references)
 | * identify behaviour management approaches that could be used during fieldwork experiences **(LH7.2)**
 |
| * children should be given opportunities to undertake meaningful and high-quality fieldwork, particularly utilising the local area
 | * plan their own high-quality geography learning experience **(LH4.1)**
 |
| * short-term plans are necessary to identify the sequence of learning which takes into account pupils’ component and composite knowledge as well as approaches to adaptive teaching **(LT4.2)**
 | * plan for teaching of geography concepts within a wider context of ‘place’ **(LH3.4, LH3.7)**
 |
| * behaviour management and adaptive considerations (including approaches to negate cognitive overload) are key to successful geographical learning experiences **(LT5.1, LT7.1)**
 | * use models, analogies, images and drama to enhance children’s understanding of volcanoes and be able to apply this to other areas of geography **(LH3.5)**
 |
| * further key locational knowledge (the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones)
 | * research to support planning for primary geography **(LH3.6)**
 |
| * the subject knowledge for teaching about volcanoes in the primary geography curriculum and how to research in preparation for teaching other areas of physical and human geography **(LT3.2)**
 | * identify and implement approaches for teaching environmental geography in the primary curriculum, including the use of GIS
 |
| * how to develop opportunities to teach children key place knowledge e.g. of a region of South America (Ecuador) (understanding geographical similarities and differences through studying the human and physical geography)
 | * assess children in primary geography using the Geographical Association’s progression framework **(LH6.2)**
 |
| * that high-quality visual resources can help to develop children’s knowledge and understanding of places
 |
| * strategies to support learning of key geographical vocabulary and that these strategies can help to embed this learning in children’s long-term memory **(LT2.2, LT2.7, LT2.8)**
 |
| * the importance of addressing environmental and sustainability issues in primary geography **(LT3.1)**
 |
| * using viewpoints of influential environmentalists can stimulate and engage children and using relevant environmental issues, that children can individually act upon, can make children feel empowered
 |
| * medium-term plans are necessary to identify the component knowledge, composite knowledge and the sequence of learning during a unit of learning **(LT3.3)**
 |
| * the Geographical Association’s progression framework for geography can be used to aid assessment of children’s progress **(LT6.1, LT6.3)**
 |
| **Trainees will understand:**  |
| * what enquiry-based learning looks like for geography and identify approaches to negate cognitive overload **(LT2.4)**
 |
| * the principles behind planning a geography lesson, using the three-lens approach, for effective learning to take place
 | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** the key approaches to teaching challenging geographical vocabulary, concepts and processes **(LH3.20)**

*By the end of this phase trainees will* ***understand:**** that well-considered sequencing of component and composite knowledge is key for children’s progress in learning **(LH2.3)**

*By the end of this phase trainees will* ***be able to:**** confidently plan a geography lesson that considers pupils’ prior learning, component and composite knowledge **(LH2.4, LH2.5)**
 |
| * that stereotypes and misconceptions are children’s ideas which are based on their past experience and interactions with others and these must be directly addressed (**LT1.2)**
 |
| * that map skills are part of ‘procedural knowledge’ and can support children’s enquiry/fieldwork in order to evoke a sense of place.
 |
| * what fieldwork is and why high-quality, meaningful fieldwork experiences are important for children’s geographical learning
 |
| * the importance of secure locational knowledge when teaching primary geography **(LT3.2)**
 |
| * that place study which adopts geographical enquiry strategies is important for developing children’s geographical skills, knowledge and understanding
 |
| * that high-quality visual resources support children’s teaching and the children’s understanding of places.
 |
| * the importance of understanding and using key geographical vocabulary and strategies to help embed this knowledge in children’s long-term memory **(LT2.7)**
 |
| * how to research and plan for an effective series of geography lessons.
 |
| * that environmental and sustainability issues can be taught through the context of ‘place’ and that teaching of environmental and sustainability issues can enhance children’s critical thinking ability **(LT3.6)**
 |
| * that a well-sequenced series of geography lessons that identifies component and composite knowledge will enable children to progress in their geographical knowledge and skills **(LT4.2)**
 |
| * that a well-sequenced series of geography lessons that include the use of retrieval strategies will help to embed learning in children’s long-term memory **(LT2.8)**
 |
|  | **Phase 1 Assessment:*** Trainees will take a short multiple-choice assessment to identify areas where additional support is required. This support will be provided during an intervention week via in-person and asynchronous sessions.
* Trainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary.
* Planning will be assessed via a directed task: small group planning activity and a discussion board contribution.
* Assessed via subject-specific feedback from mentors on professional practice.
* Assessed through PED1023 reflective journal and trainees’ reflections in portfolio from professional practice.
 | **Research, literature and resources supporting the curriculum design of Phase 1:*** OFSTED, 2021. Research review series: geography.
* CATLING, S and WILLEY, T., 2018. Understanding and Teaching Primary Geography. 2nd ed. London: Sage.
* DOLAN, A.M., 2020. Powerful Primary Geography: A Toolkit for 21st Century Learning. Milton: Routledge
* RAWLING, E., 2018. Reflections on ‘place’. Teaching Geography. 43 (2), pp. 55-58.
* MASSEY, D., 1994. Space, Place and Gender. Minneapolis: Polity Press.
* TAYLOR, L., 2015. Research on young people’s understandings of distant places. *Geography.* 100 (2), pp.110-113.
* DIGIMAP FOR SCHOOLS, 2016. *Progression in mapping.*
* The Geographical Association
* The Royal Geographical Association
* WALSHE, N. and PRICE, H. 2020. Finding creative approaches to environmental and sustainability education. *Primary Geography.* 101, pp. 10-11.
* THE GEOGRAPHICAL ASSOCIATION, 2020. A progression framework for geography.
* WALSHE, N. 2013. Exploring and developing student understandings of sustainable development. *Curriculum Journal.* 24 (2) pp. 224–249.
* KITCHEN, R. and MADDISON, J., 2021. A fieldwork toolkit for early career geography teachers. *Teaching Geography.* 46 (1), pp. 17-20.
* TANNER, J., 2021. Progression in geographical fieldwork experiences. *Primary Geography.* 104, pp. 13-17.
 |
| **Phase 2 (Y2)** | **Trainees will know:** | **Trainees will be able to:** |
| * the key locational knowledge for primary geography (locate the world’s countries, and major cities, counties and cities of the United Kingdom, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
 | * teach aspects of the primary national curriculum through place to ensure that children see the relevance of their learning
 |
| * place knowledge falls under substantive knowledge for geography
 | * develop children’s ’sense of place’ through the use of high-quality supporting resources
 |
| * pupils will use their disciplinary knowledge to find out about places
 | * effectively sequence children’s learning of places so it builds upon their prior knowledge and understanding by considering children’s component and composite knowledge **(LH2.1, LH2.3)**
 |
| * areas of the geography curriculum that can be taught through the study of different places **(LT3.7)**
 | * critically evaluate the resources that might be used in lessons to support children’s understanding of unfamiliar places
 |
| * key questions can be used to inform planning for place study **(LT4.2)**
 | * challenge stereotypes that may exist about difference places **(LH3.7, LH8.2)**
 |
| * high-quality visual resources can help to develop children’s understanding of place
 | * plan for teaching of geography concepts within a wider context of ‘place’ **(LH3.8)**
 |
| * how stereotypes and misconceptions about people and places can emerge **(LT2.6)**
 | * use models, analogies, images and drama to enhance children’s understanding of volcanoes and be able to apply this to other areas of geography (**LH4.2)**
 |
| * the subject knowledge for teaching about volcanoes in the primary geography curriculum and how to research in preparation for teaching other areas of geography **(LT3.2)**
 | * research to support planning for primary geography **(LH3.6)**
 |
| * how to develop opportunities to teach children key place knowledge e.g. a region of Europe (Sicily, Italy)
 | * identify links between areas of the primary geography curriculum so that teaching of geography concepts is not isolated **(LH3.4)**
 |
| * that high-quality visual resources can help to develop children’s knowledge and understanding of places
 | * plan a well-sequenced geography lesson that considers children’s component and composite knowledge **(LH2.1)**
 |
| * strategies to support learning of key geographical vocabulary and that these strategies can help to embed this learning in children’s long-term memory **(LT2.2, LT2.7, LT2.8)**
 |
| * areas to consider when planning geography lessons (prior knowledge, outcomes, assessment, learning objectives, vocabulary, misconceptions, resources, risk assessment, adaptive teaching approaches, steps in learning)
 |
| **Trainees will understand:** | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** key locational knowledge, place knowledge and vocabulary for teaching primary geography.

*By the end of this phase trainees will* ***understand:**** how to make links between different areas of the primary geography curriculum which are underpinned by ‘place’ so that children see the relevance of their learning **(LH3.4)**

*By the end of this phase trainees will* ***be able to:**** confidently plan, deliver and reflect upon a primary geography lesson that develops children’s geographical skills, knowledge and understanding of place **(LH3.1)**
 |
| * questions that can inform planning and pedagogical approaches to teaching about places
 |
| * that the local area can be a rich resource to utilise when making comparisons to other places
 |
| * that teachers must recognise their own shortcomings of knowledge and perceptions of places in order to prevent the perpetuation of stereotypes **(LT3.2, LT3.4)**
 |
| * strategies to address stereotypes and misconceptions about people and place through their teaching
 |
| * the importance of secure locational knowledge when teaching primary geography
 |
| * that place study which adopts geographical enquiry is important for developing children’s geographical skills, knowledge and understanding **(LT3.5)**
 |
|  | * the importance of understanding and using key geographical vocabulary and strategies to help embed this knowledge in children’s long-term memory **(LT3.10, LT2.8)**
 |
|  | * pedagogical approaches to teaching physical geography – high-quality visuals, models, analogies, enquiry, place
 |
|  | * how to use component and composite knowledge to plan a well-sequenced geography lesson **(LT2.2)**
 |
|  | **Phase 2 Assessment*** Trainees will take a short multiple-choice assessment to identify areas where additional support is required. This support will be provided during an intervention week via in-person and asynchronous sessions.
* Trainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary.
* Assessed via subject-specific feedback from mentors on professional practice.
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* CATLING, S and WILLEY, T., 2018. Understanding and Teaching Primary Geography. 2nd ed. London: Sage.
* DOLAN, A.M., 2020. Powerful Primary Geography: A Toolkit for 21st Century Learning. Milton: Routledge
* RAWLING, E., 2018. Reflections on ‘place’. Teaching Geography. 43 (2), pp. 55-58.
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* TAYLOR, L., 2015. Research on young people’s understandings of distant places. *Geography.* 100 (2), pp.110-113.
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| **Phase 3** | **Trainees will know:** | **Trainees will be able to:** |
| * there is scope within the national curriculum to address environmental and sustainability issues.
 | * identify and implement approaches to teaching environmental geography in the primary curriculum, including the use of GIS
 |
| * that using viewpoints of influential environmentalists can stimulate and engage children
 | * plan for progress across a series of primary geography lessons **(LH4.3)**
 |
| * that using relevant environmental issues that children can individually act upon can make children feel empowered
 | * assess children in primary geography **(LH6.3)**
 |
| * medium-term plans are necessary to identify the sequence of learning during a lesson as well as approaches to adaptive teaching **(LT5.2, LT5.3)**
 |  |
| * the Geographical Association’s progression framework for geography can be used to aid assessment **(LT6.1, LT6.3)**
 |
| * that Geographical Information Systems (GIS) can be used to support children’s geographical enquiry.
 |
| * that the Geographical Association is key in identifying CPD opportunities during their ECT career **(LT8.2)**
 |
| **Trainees will understand:** | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** approaches to teaching about environment and sustainability issues (and to link these to a ‘place’) and how to incorporate GIS into their teaching and children’s learning **(LT3.7)**

*By the end of this phase trainees will* ***understand:**** how to introduce environmental and sustainability issues using a sensitive and age-appropriate approach.

*By the end of this phase trainees will* ***be able to:**** research, plan, deliver and reflect upon a well-sequenced series of geography lessons.
 |
| * that environmental and sustainability issues can be taught through the context of ‘place’ and that teaching of environmental and sustainability issues can enhance children’s critical thinking ability **(LT3.6)**
 |
| * how to use GIS to support children’s geographical enquiry
 |
|  |
|  | **Phase 3 Assessment*** Trainees will take a short multiple-choice assessment to identify areas where additional support is required. This support will be provided during an intervention week via in-person and asynchronous sessions.
* Trainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary.
* Assessed via subject-specific feedback from mentors on professional practice.
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