# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## Geography

Subject rationale

The BUL primary geography curriculum aims to develop BSTs’ subject curriculum and pedagogic knowledge to equip them to plan, teach and assess geography across the early years and primary phases. Our aim is that all BSTs feel confident about teaching geography as part of a broad and balanced curriculum. They should understand the potential of a high-quality geography education to inspire curiosity and wonder about people and the world, and to develop responsible global citizens with respect for other cultures and perspectives. BSTs develop an understanding of substantive and disciplinary knowledge in geography; exploring the importance of developing pupils' locational knowledge, place knowledge, environmental, physical and human geography and geographical skills and fieldwork alongside understanding geographical concepts, practice and application. An emphasis is also placed on understanding and integrating the signature pedagogies of geography, for example building on pupils' prior knowledge, building in meaningful links to sustainability as well as selecting examples carefully to avoid telling a single story about a place.

## **Sequencing the subject for each phase**

Phase 1: BSTs develop explore the perspectives, pedagogy specific to, and the curriculum of, early years and primary geography. Through engaging in the session, they will understand the importance of teaching geography, including challenging misconceptions and stereotypes. BSTs will learn about the requirements of the geography curriculum and develop an understanding of pedagogical approaches, particularly in relation to mapping.

Phase 2: Through critical consideration of planning and assessment in geography, BSTs explore progression in geography and learn how to use a range of assessment pedagogies to assess geography. BSTs learn how to plan for progression in geography learning, including using a cross-curricular approach, whilst ensuring appropriate geography substantive and disciplinary knowledge is planned. BSTs develop an appreciation of the importance of signature pedagogies in geography.

Phase 3: Session 3 focuses on geography fieldwork, being a geographer and next steps in personal practice. BSTs explore what ‘being a geographer’ might mean within an EYFS and primary context. They consider progression in fieldwork skills and develop their understanding of how to plan fieldwork into geography topics, including risk assessment. Through self-reflection and support from expert colleagues, BSTs identify their next steps in terms of geography teaching and professional development.

### How mentors can support BSTs in school

* ​​​​​​​Provide opportunities to observe geography (may be in a different class in terms of timetabling restrictions).
* ​​​​​​​Ensure the BST knows where to find geography resources e.g. atlas, globes etc.
* ​​​​​​​Provide opportunities for the BST to plan and teach geography (this could be a lesson or if timetabling during placement is restricted could be a learning episode/activity linking a class topic or book to geographical ideas).
* ​​​​​​​Direct the BST to talk to the school geography lead.
* ​​​​​​​Discuss the school’s approach to geography (is it taught as a discrete subject or a cross-curricular topic?).
* ​​​​​​​When observing a BST teaching geography, focus feedback around geographical signature pedagogies and subject knowledge.
* ​​​​​​​Share and discuss preparing a risk assessment for a fieldwork activity or trip.
* ​​​​​​​Share how the class/school approach teaching about sustainability.
* ​​​​​​​Share how you select examples carefully or discuss with the class to avoid telling a single story about a place.

### Indicative open access reading

1. Ofsted (2021) Research review series: geography Available at: [Research review series: geography - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography)
2. Owens, P. (2021) Teaching map skills to inspire a sense of place and adventure. Ordnance Survey. Available at: [teaching-map-skills-primary.pdf (ordnancesurvey.co.uk)](https://www.ordnancesurvey.co.uk/documents/resources/teaching-map-skills-primary.pdf)