

GEOGRAPHY RESEARCH SUMMARY FOR PRIMARY LEADERS AND TEACHERS

(Based on Ofsted's Report)



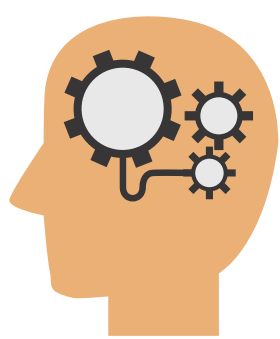
The curriculum needs to specify the substantive knowledge to be taught. This includes **place** knowledge, **locational** knowledge, **human, physical and environmental** knowledge, and **geographical skills**.



Formal learning starts in **EYFS**: children should begin to acquire a wide range of **vocabulary** and develop a sense of place. They should learn to create and read simple plans.



Carefully choose examples and contexts to exemplify geographical concepts. By exploring different concepts in the same example, we can avoid telling a '**single story**' about a place and give a fuller picture which can avoid creating stereotypes.



Children are expected to **remember** the key content from their lessons. This can be achieved by breaking down learning into manageable chunks, and providing ample opportunities for **retrieval practice**, which strengthens their memories. Consider overlearning for key skills.



Schools should develop **disciplinary knowledge** alongside and between each strand of substantive knowledge so that children develop the habits of thinking geographically.



The **curriculum is the progression** model. The key knowledge should be considered carefully by leaders. Depending on school choices, knowledge may need to go beyond the requirements of the National Curriculum.



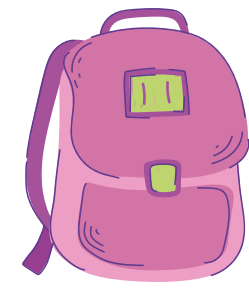
Children bring a range of **misconceptions** to their lessons which teachers need to be aware of and address. This can often involve misunderstandings they have gained from their experiences, such as views about immigration and over-generalisations about places.



SEND pupils are expected to access the same curriculum as others, but it might be that teaching methods need to be **adapted**. Breaking down the content into smaller chunks or components is one way of doing this. Approaches which benefit SEND children will also benefit the entire class.



Map reading skills should be taught to automaticity. Through being able to interpret a range of maps, children develop spatial thinking, and increase their understanding of how places are connected. Children should have access to a wide range of up-to-date maps and atlases..



Fieldwork is integral to the curriculum and should occur regularly and with purpose: it enables formal learning to occur outside of the classroom and immerses children in the key content of their learning, allowing them to think deeply and therefore make stronger memories.



The **pedagogy** of geography is important to translate the intended curriculum into reality. Careful choice of activities is important in developing children's geographical understanding and their development of the big concepts. .



Schools should invest in both **subject leaders** and the subject knowledge of **non-specialist** teachers. Subject knowledge and access to professional expertise makes a substantial difference to the quality of a geography curriculum.

The **big concepts** of geography are **place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness, and cultural diversity**.

