Geography Subject Leaders
Resource Pack

July 2020
Geography SL Resource Pack

This, and subsequent resource packs, have been designed specifically to support the work of subject leaders for the foundation subjects (Art & Design; Computing; Design & Technology; Geography; History; MFL; Music; PE; RE, PSHE and Science) in primary schools.

The structure of each resource pack follows the same format:

**Part A: Resources & NC Requirements**
This includes:
- a list of key websites, including those of the professional subject association;
- key publications to support the subject leader, and
- a brief statement of curriculum intent

**Part B: Best practice as identified by Ofsted**
This provides numerous examples of what were ‘recently’ described as best practice in teaching & learning in Geography in primary schools. They provide excellent examples for sharing out amongst class teachers as well as for subject leaders to audit their school’s provision against.

**Part C: Geography - Good (in ‘old’ money)**
This outlines, albeit from 6 years ago, the last time that Ofsted wrote a set of subject specific criteria to complement the ‘generic’ whole school criteria in the then Inspection Framework. Whilst there is now a new Inspection Framework (May 2019) what was ‘good’ learning & teaching in geography (in this instance) in 2013 is clearly still ‘good’ geographical learning & teaching today.

I have taken the criteria for ‘good’ as a starting point, not as a deficit model, i.e. not using ‘outstanding’ but, because I make the assumption that all teachers and pupils want to have a good days learning & teaching. If both a subject and senior leaders’ evaluation is that provision meets the criteria for ‘good’ then there is every good reason to refer to the criteria for ‘outstanding’. The subject specific criteria for Outstanding (Dec 2013) are included in Annex 1.

**Part D: Geography: Quality of Education**
This template includes the current ‘good’ criteria for the Quality of Education judgement along black columns for the SL / SLT to insert where they perceive is a best-fit with the ‘old’ subject specific criteria along with their own internal evidence.
As such it serves two purposes, one as a CPD activity to consider the match between the ‘old’ subject specific criteria and then ‘new’ criteria and secondly to benchmark / evaluate the school’s provision against this.

**Part E (exemplar)** is my initial interpretation of a best-fit between the old and the new.

Annex 1: Geography – Outstanding (in ‘old’ money)

Annex 2: Progression in Geography: exemplar

July 2020
Part A: Resources & NC Requirements

Links

- Geographical Association
  www.geography.org.uk
  (Membership: School £51 / annum – Individual £51 / annum)
- Interpreting the 2014 NC – Guidance for teachers
  https://geognc.wordpress.com/
- Ordnance Survey resources for schools
  https://www.ordnancesurvey.co.uk/education/index.html
- Royal Geographical Society
  http://www.rgs.org/HomePage.htm

Resources

- Primary Geography Handbook (Geographical Association)
- Early Years Handbook (Geographical Association)
- The Everyday Guide to Primary Geography: Maps / Local Fieldwork / Art / Story (Geographical Association)
- Mastering Primary Geography (Bloomsbury Academics)

The study of Geography helps pupils make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human features on the earth's surface.

It has a direct relevance for them because it relates to many aspects of their own lives and of the environment in which they live.

Pupils will learn about both their local area as well as localities throughout the world. They will explore how people manage, adapt and survive in different environments. They will also consider the impact that people have on their environments both in a positive and negative way. Furthermore, they will also learn how their own personal actions can have an impact on the environment in which they and others live.
Geography programmes of study: key stages 1 and 2

Purpose of study
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Aims
The national curriculum for geography aims to ensure that all pupils:

♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
♣ are competent in the geographical skills needed to:
  • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Subject content
Key stage 1
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:
Locational knowledge
♣ name and locate the world’s seven continents and five oceans

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name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
use basic geographical vocabulary to refer to:
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2
Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:
Locational knowledge
locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
identify 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 (including day and night)

Place knowledge

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understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

**Human and physical geography**
- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
## Initial subject self-evaluation

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<td><em>The Geography Curriculum are:</em></td>
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| The main areas we need to develop in: |  |
| *Teaching, learning & assessment in Geography are:* |  |

| *The Geography curriculum are:* |  |

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The last time Ofsted reported specifically on Geography\(^1\) (2011), they stated that:

**Schools should:**
- focus strongly on developing pupils’ core knowledge in geography, particularly their sense of place
- ensure that where they teach geography thematically or within a humanities programme, the subject elements are identified clearly and taught properly
- maximise opportunities for fieldwork to enhance learning and improve motivation
- make the best use of new technology in geography to enthuse pupils and provide immediacy and relevance
- provide more opportunities for writing at length and focused reading
- ensure that geography enables pupils to recognise their contribution to, and responsibilities for, their locality, their country and the global community

**When the teaching was good or outstanding:**
- the sequence of lessons and activities was well planned, and teachers used a good range of resources to ensure progressive learning and acquisition of skills in geography
- lessons engaged and motivated pupils, especially through the imaginative use of ICT
- teachers had high expectations of pupils’ learning and, in their planning, ensured that pupils of all abilities, strengths and needs were given appropriate support and challenge
- teachers had good geographical knowledge, were enthusiastic, explained things clearly and anticipated pupils’ misconceptions
- teachers made the lesson objectives, the learning that was expected and any key questions explicit to pupils at the beginning of each lesson and referred to these frequently during the lesson
- high-quality questioning was well-targeted, ensuring that all pupils were involved
- opportunities for discussion allowed pupils to reflect and added depth to their understanding
- the interaction between the teacher and the pupils was good and there was a strong emphasis on pupils learning through discovery and enquiry
- pupils learnt geographical skills in meaningful geographical contexts and they were given opportunities to become involved in responsible action connected to the topics they were studying
- pupils’ personal and social skills were developed well through drama, working in pairs and through group presentations
- formative assessment, through a variety of means, was an integral part of each lesson and self-assessment was promoted
- support staff had clear roles and provided good support for individuals and groups.

**Examples of best practice**

**A: Mapwork** was threaded into teachers’ plans wherever possible and mapwork skills were developed sequentially through the school. Beginning in the Reception class, pupils used photographs of rooms and features in school and could place them accurately on a blank map of the corridor. They could describe a journey along the corridor, using appropriate vocabulary such as ‘opposite’, ‘next to’, ‘forward’, ‘right’ and ‘left’. In a Year 2 lesson, pupils were able to locate a number of physical features using coordinates and follow accurately a number of routes.

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\(^1\) Geography: learning to make a world of difference (2011)
to enable them to arrive at destinations. By Year 6, pupils were able to recall the route they had taken to the Pennines, particularly the roads, towns and villages visited on the journey. They had then used Ordnance Survey maps to trace the route, revised key symbols and used this to draw their own maps accurately, complete with keys.

**B: Fieldwork:** In Reception, pupils were confident in finding routes and used a programmable toy (Beebot) to develop a sense of direction and directional language. They had learned about a variety of places and how they differed. They used maps with increasing confidence to find out where they had been on holiday. They had also looked at Costa Rica in general terms as part of a fund-raising activity.

In Year 1, pupils had studied their school and considered how to make their local area safe. By Year 2, most pupils were working at levels broadly average for their age. They had used Barnaby Bear to study places around the world. They had used maps to compare and contrast the imaginary island of Struay, well-known through the Katie Morag stories and based on the Isle of Coll, with Weston-Super-Mare.

They were able to use simple grid references and could locate key features on a map. The pupils were keen to study geography and liked learning about maps and other countries. They could describe, for example, the Brazilian rainforest and the habitat of monkeys.

Year 3 pupils moved on to studying their local environment, visiting the local shopping area and using maps of the locality, considering social problems such as graffiti. They were able to locate their place in the United Kingdom and in the world. They had also visited the local park and a hill farm and had compared and contrasted where they lived with the countryside.

By Year 4, pupils extended their learning further afield, with a good development of mapwork. Good opportunities for extended writing had been provided through their developing study of the Brazilian rainforest. They used resources and photographs effectively to support their understanding of contrasting locations.

Year 5 pupils had compared and contrasted differing localities and used fieldwork to support their learning. They had studied themes such as Antarctica and the tropical rainforests to consider issues of conservation and global warming.

In Year 6, the major focus of their learning had been on rivers and valleys. Pupils visited Dovedale which supported this learning well. Topics such as sustainability and conservation were covered effectively. Homework was used to support learning, with some pupils extending their learning to study other rivers around the world. They had gained awareness of how we cause flooding. By the time they left school, most of the pupils were working at National Curriculum Level 4 with an increasing number at Level 5. This represented good to outstanding progress from their starting points on entry.

**Many of the characteristics of good and outstanding teaching were evident in the following Year 5 lesson.**

- The lesson was an introduction to a unit on London and focused on developing mapping skills, as well as raising awareness of London as a diverse place.
- The lesson started with a quick sharing of ideas on what pupils already knew about London and their thoughts were summarised on the interactive whiteboard.

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• The class teacher then focused on identifying where London was and used the interactive whiteboard excellently to support this.
• The teacher initially looked at the location on a global scale and quickly had pupils identifying and naming continents.
• This was followed by working down through continental, country and regional scales.
• Pupils were invited to come out to the whiteboard to locate London at each scale.
• Pupils were given some additional information about London and introduced to the map of the London Underground. About five minutes were spent on asking some very clear questions about what each part of the map showed and what was useful and what was not. The underground map was linked to Google maps which showed the locations of stations so that pupils gained an understanding of the location of stations and the contrasting patterns between the two types of map. Introductory questions, becoming progressively more difficult, introduced them to using the underground map. This activity thoroughly engaged them.
• Careful questions checked their progress and learning at each stage. Pupils then moved on to exploring a treasure map based on the map of the Underground. This generated high levels of engagement and excitement and included good basic numeracy as well as a range of map skills. Pupils really enjoyed this and worked well in pairs and small groups to solve the clues.
• By the end of the lesson pupils had gathered some basic information about London and could locate the city on maps of various scales. They had gained considerable knowledge and understanding of the Underground map and how to use it, as well as identifying various places of interest in London. They had developed their map skills and an understanding of travel, time and distance. They had made excellent progress. Very high-quality questioning by the teacher always challenged the pupils and encouraged them to check their responses.

Learning was often good where the teaching was carried out through structured play, as in this lesson in a Reception class.

• In the starter activity, the children had been issued with flight tickets for their journey to Mexico. Carlos (an imaginary character) left them messages under his poncho and sombrero. The use of Carlos really held the children’s imagination.
• Visual images on the interactive whiteboard and the storyline involving Carlos had been used very effectively to introduce children to the village in Mexico. Their perceptions about what the village might be like as well as questions about their journey were used well.
• Pupils knew what they had flown over to get to Mexico and discussed their journey home in the final part of the lesson. They all mimed packing their bags, putting on their seat belts and flew back (noises and arms like aeroplanes) on their long journey.
• They knew they had flown over the Atlantic Ocean and had to land in England.
• The final stage was used effectively to share findings and enable the children to begin to make comparisons with their home town. Expectations and levels of challenge were high but all the pupils responded well to these.
• The teaching, supported by the teaching assistant, was dynamic and inspirational. Both the teacher and the teaching assistant constantly encouraged and supported the children’s learning and made excellent use of opportunities for the children to talk in pairs.
• At the end of the lesson, the teacher ensured that the pupils knew what they had learnt and how and what they would be learning next.
Part C: Geography - Good (in ‘old’ money\(^2\))

Achievement
- Most pupils have a good knowledge of where places are and what they are like. They have a good understanding of the ways in which places are interdependent and interconnected and how human and physical environments are interrelated.
- Pupils have a good basis of core geographical knowledge and vocabulary.
- Pupils are able to use data and information sources to search and select, organise and investigate, and refine and present information well.
- Pupils explore hypotheses which enable them to show good geographical understanding. They are able to reach conclusions and develop generally well-reasoned arguments to explain their findings.
- Pupils are able to work independently when given the opportunity, taking the initiative in their work and when working with others. They demonstrate some originality, imagination or creativity in their subject work.
- Most pupils acquire and use a range of fieldwork and other geographical skills, including numerical and quantitative skills, and techniques.
- The majority of pupils enjoy the subject and can explain its value. Most are interested in the world around them and in contemporary issues in society and the environment, and realise that geography helps us to understand them.

Teaching
- Teachers have a clear understanding of the value of geography and they plan and teach effective lessons. Teaching is informed by knowledge of current good practice in geography.
- They plan and teach effective lessons, making use of specialist expertise. An appropriate range of teaching strategies promote good learning across all aspects of the subject.
- Good use is made of the outside environment and fieldwork to support learning.
- A range of topical multi-media resources is available to support learning to develop a good understanding of a range of places and geographical issues.
- Tasks set interest pupils in the study of places and help them to make sense of some of the complexities of a dynamically changing world in which they live.
- Lessons build up geographical knowledge, skills and understanding over time.
- Good use is made of geographical enquiry to support questioning, investigation and thinking about issues affecting the world and people’s lives.
- Frequent use is made of maps to a variety of scales to support learning well. This ensures that pupils are secure in their ability to locate the places they are studying.
- Good use is made of ICT and Geographical Information Systems (where relevant) to promote learning and enable pupils to use data and information sources to search and select, organise and investigate, and refine and present information well.

\(^2\) Taken from the Subject Specific Guidance (Ofsted 2013)

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Curriculum
• Links with other subjects in the school strengthen pupils’ achievement in geography.
• Opportunities to promote pupils’ social, moral, spiritual and cultural development are planned and delivered systematically.
• Awareness of current and relevant local, national and global issues is planned into the geography curriculum.
• Good links are forged with other agencies and the wider and global community to provide a range of enrichment activities to promote pupils’ learning and their engagement with the subject.
• Opportunities for fieldwork are clearly identified and all classes participate in the experience in a variety of locations; it is well used in building up pupils’ understanding of related geographical concepts and is linked well into the teaching programme.
• The key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are clearly identified in the planning. The curriculum provides frequent opportunities for pupils to develop and consolidate key geographical skills of enquiry, graphicacy and geographical communication.
• The geography curriculum is broad, balanced and well informed by current initiatives in the subject. It is designed to match a range of pupils’ needs and ensure effective continuity and progression in their geographical learning.

Leadership & management
• Leadership is well informed by current developments in geography.
• Subject reviews, self-evaluation and improvement planning are clearly focused on raising attainment and improving the provision for the subject.
• There is a shared common purpose among those involved in teaching the subject, with good opportunities to share practice and access subject training.
• Out of classroom learning is seen as an essential component of the subject.
• The subject makes a good contribution to whole-school priorities, including literacy and numeracy policies.
### INTENT

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<td>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]</td>
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<td>The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]</td>
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<td>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.]</td>
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<td>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</td>
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<td>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</td>
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<td>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned</td>
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<td>curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</td>
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<td>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</td>
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<td>Reading is prioritised to allow pupils to access the full curriculum offer.</td>
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<td>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</td>
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<td>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</td>
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<td>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</td>
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**IMPACT**

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<td>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</td>
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<td>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</td>
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<td>Pupils’ work across the curriculum is of good quality.</td>
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<td>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</td>
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### Part E: Geography: Quality of Education - Good (exemplar)

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<td>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</td>
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<td>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These</td>
<td>Lessons build up geographical knowledge, skills and understanding over time. Good use is made of geographical enquiry to support questioning, investigation and thinking about issues affecting the world and people’s lives. Frequent use is made of maps to a</td>
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<td>materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</td>
<td>variety of scales to support learning well. This ensures that pupils are secure in their ability to locate the places they are studying. Good use is made of ICT and Geographical Information Systems (where relevant) to promote learning and enable pupils to use data and information sources to search and select, organise and investigate, and refine and present information well.</td>
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<td>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</td>
<td>Lessons build up geographical knowledge, skills and understanding over time.</td>
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<td>Reading is prioritised to allow pupils to access the full curriculum offer.</td>
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<td>A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</td>
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<td>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</td>
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<td>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</td>
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### IMPACT

<table>
<thead>
<tr>
<th>NEW HANDBOOK</th>
<th>EVIDENCE</th>
<th>OLD SUBJECT CRITERIA</th>
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<tbody>
<tr>
<td>Pupils develop detailed knowledge and skills across the curriculum and, as a</td>
<td>Most pupils have a good knowledge of where places are and what they are like. They have a good understanding of the</td>
<td>Pupils have a good basis of core geographical knowledge and vocabulary. Pupils are able to use data and information sources to search and select, organise and investigate, and refine and present information well.</td>
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<td>result, achieve well. This is reflected in results from national tests and</td>
<td>ways in which places are interdependent and interconnected and how human and physical environments are interrelated.</td>
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<td>examinations that meet government expectations, or in the qualifications</td>
<td>Pupils have a good understanding of places and what they are like. They have a good understanding of the ways in which</td>
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<td>obtained.</td>
<td>places are interdependent and how human and physical environments are interrelated.</td>
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<td></td>
<td>Pupils have a good basis of core geographical knowledge and vocabulary.</td>
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<td>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they</td>
<td>Pupils explore hypotheses which enable them to show good geographical understanding. They are able to reach conclusions and develop generally well-reasoned arguments to explain their findings. Pupils are able to work independently when given the opportunity, taking the initiative in their work and when working with others. They demonstrate some originality, imagination or creativity in their subject work.</td>
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<td>need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests</td>
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<td>and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</td>
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<td></td>
<td>Pupils` work across the curriculum is of good quality.</td>
<td>The majority of pupils enjoy the subject and can explain its value. Most are interested in the world around them and in contemporary issues in society and the environment, and realise that geography helps us to understand them.</td>
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<td></td>
<td>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply</td>
<td>Most pupils acquire and use a range of fieldwork and other geographical skills, including numerical and quantitative skills, and techniques.</td>
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<td>mathematical knowledge, concepts and procedures appropriately for their age.</td>
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Annex 1: Geography – Outstanding (in ‘old’ money)

Achievement

• Pupils have excellent knowledge of where places are and what they are like. They have excellent understanding of the ways in which places are interdependent and interconnected and how human and physical environments are interrelated.
• Pupils have an extensive base of core geographical knowledge and vocabulary.
• Pupils are able to carry out increasingly complex geographical enquiry, apply questioning skills and use effective analytical and presentational techniques in a wide range of environments, scales and contexts. They reach clear conclusions and are able to develop reasoned argument to explain their findings.
• Pupils show exceptional independence; they are able to think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations and working constructively with others. They show significant levels of originality, imagination or creativity in their understanding and skills within the subject.
• Fieldwork and other geographical skills, including numerical and quantitative skills, and techniques are highly developed and frequently utilised.
• Pupils develop passion and commitment to the subject and exhibit a real sense of curiosity in finding out about the world around them and the people who live there.
• Pupils are able to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Teaching

• Teachers communicate enthusiasm and passion about geography to pupils.
• They use specialist geographical vocabulary/terminology confidently and use their excellent knowledge to ensure that pupils have very good understanding of key geographical concepts.
• The outside environment – including through fieldwork – is used extremely well to secure high-quality learning. Lessons are carefully structured. A range of innovative resources, especially those linked to topical issues are used regularly and very effectively to explore a wide range of geographical topics at a range of scales and across a variety of places.
• Pupils are engaged and places are brought to life with the aid of multimedia resources. Work in lessons builds on previous learning to ensure progression in geography.
• Pupils’ interest and a sense of wonder are stimulated through tasks which also help them to make sense of a complex and dynamically changing world. Very effective use is made of geographical enquiry to encourage questioning, investigation and critical thinking about issues affecting the world and peoples’ lives, now and in the future.
• Pupils’ understanding of diverse places and landscapes is routinely strengthened.
• Maps, at a variety of scales, are used frequently as a matter of routine and are an intrinsic part of learning in geography. This ensures that pupils have good spatial awareness and are very secure in their ability to locate the places they are studying.

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• Very effective use is made of ICT and Geographical Information Systems (where relevant) to promote learning and enable pupils to use data and information sources to search and select, organise and investigate, and refine and present information skilfully and independently. Teachers have high expectations and a high level of confidence and expertise, in terms of both their specialist and up-to-date knowledge and their understanding of effective learning in the subject.

• Teaching ensures that pupils are able to make use of their prior learning in moving their geographical understanding forward; as a result lessons are stimulating and often innovative, with geographical rigour at their core.

Curriculum
• The imaginative and stimulating geography curriculum is skilfully designed to match the full range of pupils’ needs and to ensure highly effective continuity and progression in their learning.
• The key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are clearly embedded in the planning.
• The curriculum provides consistently high-quality opportunities for pupils to develop and consolidate the key geographical skills of enquiry, graphicacy and geographical communication.
• Fieldwork is well planned and clearly identified as an integral part of the schemes of work. Pupils experience fieldwork on a regular basis, with activities that offer clear progression rather than repetition and include diverse landscapes and varied locations.
• The contribution of geography to learning and understanding about current and relevant local, national and global issues is at least good in all major respects, and is exemplary in significant elements.
• Excellent links are forged with other agencies and the wider, as well as the global, community to provide a wide range of enrichment activities to promote pupils’ learning and engagement with the subject.
• Links with other subjects in the school are highly productive in strengthening pupils’ learning in geography.
• Rigorous curriculum planning ensures that the subject makes an outstanding contribution to pupils’ social, moral, spiritual and cultural development.

Leadership & management
• Leadership in geography is informed by a high level of subject expertise and vision.
• There is a strong track record of innovation and success.
• Out of classroom learning is seen as an entitlement within the subject and is highly promoted by the subject leaders.
• Subject reviews, self-evaluation and improvement planning are well informed by current best practice in the subject and in education generally.
• Subject leadership inspires confidence and whole-hearted commitment from pupils and colleagues.
• There is a shared vision and effective strategies to share good practice and update teachers’ subject knowledge through high-quality professional development in the subject.
• Geography has a very high profile in the life of the school and is at the cutting edge of initiatives within the school.
• The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.
Annex 2: Progression in Geography - Exemplar

### Aims

<table>
<thead>
<tr>
<th>Steps</th>
<th>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</th>
<th>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</th>
<th>Are competent in the geographical skills needed to: – collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes – interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) – communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</th>
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<tr>
<td>a</td>
<td>Pupils show their knowledge, skills and understanding in studies at a local scale.</td>
<td>They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a locality.</td>
<td>They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</td>
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<tr>
<td>b</td>
<td>Pupils show their knowledge, skills and understanding in studies at a local scale.</td>
<td>They describe physical and human features of places, and recognise and make observations about those features that give places their character. They show an awareness of places beyond their own locality. They express views on the environment of a locality and recognise how people affect the environment.</td>
<td>They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary.</td>
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<td>c</td>
<td>Pupils show their developing knowledge and understanding of places by describing the physical and human features of different</td>
<td>They recognise that different places may have both similar and different characteristics that influence the lives and activities</td>
<td>They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to</td>
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<td>localities and offering explanations for the location of some of those features.</td>
<td>of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments.</td>
<td>communicate their findings.</td>
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<tr>
<td>Pupils show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework.</td>
<td>They describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different views.</td>
<td>Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.</td>
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<td>Pupils show increasing depth of knowledge and understanding of aspects of the geography of the UK and the wider world. They use this to describe physical and human characteristics of places within a wider locational and contextual framework.</td>
<td>They describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They describe and begin to explain geographical patterns. They understand some ways that human activities cause environments to change. They demonstrate an awareness of sustainable development and recognise the range of views held about environmental interaction and change.</td>
<td>Drawing on their knowledge and understanding, they suggest relevant geographical questions and use appropriate geographical skills to investigate places and environments. They select and begin to evaluate sources to establish evidence for their investigations. They suggest plausible conclusions to their investigations and present their findings both graphically and in writing using appropriate vocabulary.</td>
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<td>Pupils use their knowledge and understanding of the geography of the UK and the wider world to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales. They explain physical and human processes and recognise that these interact to produce the distinctive</td>
<td>They begin to explain the ways in which physical and human processes lead to diversity and change in places. They identify geographical patterns at a range of scales. They recognise how conflicting demands on the environment may arise and compare sustainable and other approaches to managing environments. They appreciate that different values and attitudes,</td>
<td>Drawing on their knowledge and understanding, they suggest appropriate sequences of investigation into relevant geographical questions and issues and use geographical skills effectively when carrying these out. They evaluate sources to establish evidence for their investigations. They present their findings in a coherent way using appropriate methods and</td>
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<tr>
<td>Characteristic</td>
<td>Description</td>
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<td>Characteristics of places.</td>
<td>Including their own, result in different approaches to environmental interaction and change.</td>
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<td>Vocabulary and reach conclusions that are consistent with the evidence.</td>
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<td><strong>g</strong></td>
<td>Pupils make links in their knowledge and understanding of the geography of the UK and the wider world. They use these links to analyse the physical and human characteristics of places, drawing on their knowledge of a wide range of locations, contexts and scales. They explain interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments.</td>
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<tr>
<td>They identify and analyse the geographical patterns that result from these interactions at a range of scales. They understand that many factors influence the decisions made about sustainable and other approaches to developing places and environments, and use this understanding to explain the resulting changes. They appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places. They recognise that human actions, including their own, may have unintended environmental consequences and that change sometimes leads to conflict.</td>
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<td>Drawing on their knowledge and understanding, they plan their own sequences of investigation into relevant geographical questions and issues and use a wide range of geographical skills accurately when carrying these out. They evaluate sources by considering critically their origin, nature and purpose, present well argued summaries of their investigations, use accurate geographical vocabulary and begin to reach substantiated conclusions.</td>
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<td><strong>h</strong></td>
<td>Pupils use their knowledge and understanding of the geography of the UK and the wider world to analyse the physical and human characteristics of places. They explain changes in the characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales. They analyse the interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments.</td>
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<td>They describe and analyse the geographical patterns these interactions create at a range of scales and the changes that result. They analyse different approaches to developing places and environments and explain the causes and consequences of environmental change. They show how the interaction between people and environments can result in complex and unintended changes.</td>
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<td>They understand and describe a range of views about environmental interaction. Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. They select a wide range of skills and use them effectively and accurately. They evaluate critically a range of sources, they present full and coherently argued summaries of their investigations and reach substantiated conclusions.</td>
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