

PRIMARY SUBJECT LEADERS

Geography

Name: _____

School: _____

LA/Trust: _____

Date: _____



Hounslow
Education
Partnership

Geography:

Geography Subject Leaders (Sept 2021)

This workbook has been designed specifically to support the work of subject leaders in primary schools as they keep a record of both their actions and the outcomes of these actions.

This Geography Subject Leaders Workbook is the companion document to the Geography Subject Leaders Resource File.

There are subject leaders resource files & workbooks for the following subjects:

- Art & Design
- Computing
- English
- Design & Technology
- Geography
- History
- Mathematics
- MfL
- Music
- PE
- PSHE
- Science

The structure of each workbook follows the same format:

Part A: Subject leader audit questions	Page 3
Part B: Snapshot <i>www/ebi*</i> for Geography	Page 6
Part C: Statement of curriculum intent	Page 7
Part D: Geography & cultural capital	Page 8
Part E: Subject leaders response to Ofsted's June 2021, research report into Geography	Page 9
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(***www** – what went well; **ebi** – even better if)

Part A: Subject leader audit questions

TASK	NOTES	COMPLETED	DATE
Am I clear about the NC Aims for Geography?			
Have I checked out the subject association website to identify resources for: * Me, as the subject leader * Teachers/assistants			
Have I completed an audit of my own knowledge, skills & understanding against these aims?			
Have I identified sources to support me in my own subject knowledge?			
Have I written a Statement of Intent for Geography?			
In writing the Statement of Intent, did I refer to paragraph 179 of Deep Dive Resource 1?			
Re: Para: 179, do I have a written response for each of the five bullet points?			
Has this statement been approved by HT/SLT/all staff?			
Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in Teaching, Learning & Assessment (TLA) for Geography?			

Geography:

Have I clarified with my line manager what good or better TLA in Geography 'looks' like? (and hence what is not yet 'good' enough)			
Supplementary questions:			
How long have I been the subject leader for Geography, and what support (CPD) have I received either internally or externally?			
What resources do I use to support me as a subject leader?			
How have I designed the Geography curriculum?			
What am I trying to achieve through the Geography curriculum?			
What scheme of learning does the school follow (published or your own)?			
How is this subject taught, and why?			
How do children progress in this subject from one year to the next? (Remember that progress is knowing more, remembering more and being able to do more.)			
How do I ensure that pupils retain their subject knowledge?			
How do I ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject?			

Geography:

What would I expect an inspector to see when they visit Geography lessons and speak to the pupils?			
How do teachers clarify any misconceptions by pupils?			
What links are made between Geography and other subjects – can I give an example of where this works particularly well?			
Can I tell of any examples where I have supported other teachers/assistants in Geography and the impact that this has had on their teaching/pupils' learning?			

Geography:

Part B: Snapshot www/ebi for Geography

THE KEY STRENGTHS IN:

Teaching, learning & assessment in Geography are:

The Geography curriculum are:

THE MAIN AREAS WE NEED TO DEVELOP IN:

Teaching, learning & assessment in Geography are:

The Geography curriculum are:

Part C: Statement of curriculum intent

From the Ofsted Education Inspection Framework (EIF)

Intent

Para: 196.

In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

Para: 197.

The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education and pupils achieve highly. These factors are listed below.

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

Geography: Statement of Intent (School name):

Write your Statement of Intent here:

Part D: Geography & cultural capital

From the Ofsted Education Inspection Framework (EIF)

Cultural capital

Para: 203.

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:

'It (cultural capital) is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

How Geography at (School x) contributes to the development of pupils' cultural capital:

Part E: Subject leaders response to the Ofsted June 2021, research report into Geography

<https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography>

High-quality Geography education may have the following features:

Curriculum

Main findings	My commentary
The Geography curriculum identifies sufficient breadth of content and ensures that pupils learn this in sufficient depth.	
Pupils' geographical education begins in the early years and builds year on year, developing pupils' expertise.	
The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning. Pupils are increasingly able to apply generalisations to understand the world around them.	
Teachers are the adjudicators of curriculum content and select it judiciously. They use their good subject knowledge to do this and take into account how pupils build their geographical knowledge over time.	
Geographical expertise is built on substantive geographical knowledge. Drawing from the breadth of concepts gives pupils the knowledge they need to appreciate the whole domain of Geography. They understand how common concepts draw different aspects of the subject together.	
Teachers break down the content they wish pupils to learn into component parts. When selecting that content, teachers take into account what their pupils need based on their prior knowledge and experiences.	
What do I need to do next	

Locational knowledge

Main findings	My commentary
<p>Pupils gain a secure knowledge of distance, orientation, scale and positioning systems, which begins in the early years. This gives them the framework they need to understand locational knowledge.</p>	
<p>'Knowing where's where' supports pupils' identity and sense of place and contributes to their understanding of geographical processes.</p>	
<p>Over time, pupils learn and remember more locational knowledge. They become increasingly fluent in identifying specific locations.</p>	
<p>What do I need to do next</p>	

Place knowledge

Main findings	My commentary
<p>Place knowledge is prioritised in the Geography curriculum. It brings meaning to locations and processes studied.</p>	
<p>The curriculum and teachers' plans build pupils' knowledge of place by linking to places pupils already know or are familiar with. This may be from their personal experience as well as through what they have been taught.</p>	
<p>The curriculum gives pupils the knowledge they need to develop an increasingly complex understanding of place. Their understanding of place helps them to connect different aspects of Geography. It also gives them different perspectives through which to consider the content studied.</p>	

What do I need to do next	
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Environmental, physical and human Geography

Main findings	My commentary
Increasingly detailed knowledge of physical and human processes allows pupils to describe and explain different environments. Through this, pupils develop an appreciation of interconnectedness.	
Component knowledge is identified precisely and sequenced so that pupils first learn underpinning phenomena before moving on to more complex, multi-variate processes. This allows pupils to fully understand a wide range of environmental, human and physical processes.	
Over the course of study, pupils learn about processes that they are less familiar with or that are less visible.	
The curriculum ensures that older pupils are able to take a broader view, generalise, and critique models that represent specific processes.	
What do I need to do next	

Geographical skills and fieldwork

Main findings	My commentary
Pupils' procedural knowledge (geographical skills) allows them to gather, analyse, present and interpret spatial information. In doing so, they are adept at identifying patterns and trends.	

<ul style="list-style-type: none"> • Pupils have the specific skills they need to represent and interpret geographical data. These skills are integrated into the curriculum so that pupils understand their application. 	
<ul style="list-style-type: none"> • Repeated practice of geographical skills improves pupils' fluency and accuracy. 	
<ul style="list-style-type: none"> • Fieldwork includes data collection, analysis and presentation. The experience of fieldwork draws together pupils' locational knowledge and that of human and physical processes. It supports pupils to appreciate the interplay between them. 	
What do I need to do next	

Think like a geographer

Main findings	My commentary
Leaders who plan the curriculum appreciate that the body of knowledge covered by Geography is vast. They make informed and careful choices about what is taught. This may go beyond the content prescribed in the national curriculum. For example, they may choose to explore particular phenomena that are prevalent in the locality.	
The curriculum includes the most appropriate examples and case studies to demonstrate each aspect being learned. These are always real and relevant to the content.	
When introducing new component knowledge, teachers make sure that pupils can relate this to what they already know, so that they build a strong schema and so remember more. Teachers emphasise this interconnectedness between forms of knowledge to help pupils do this.	

Through careful curriculum design, each form of knowledge receives due consideration. Pupils build their knowledge both within the form and in how each form relates to others. Crucially, the interplay between each develops pupils' secure geographical thinking.	
Leaders appreciate the structure of the subject, so their curriculum plans are constructed effectively to ensure that pupils know more, remember more and are able to do more.	
What do I need to do next	

Thematic or topic based approaches

Main findings	My commentary
Over time, curricular goals are increasingly challenging. For example, they may increase in complexity, consider more variables, make multiple comparisons or require the application of abstract ideas.	
Teachers revisit content taught previously in order to introduce new, more complex knowledge to deepen pupils' understanding.	
In cross-subject or thematic approaches, each subject is carefully planned to ensure that pupils can make progress in each subject. The curriculum goals retain subject specificity.	
In planning a thematic curriculum, teachers are aware of the disciplinary nature of the subject. Their plans respect these disciplinary structures.	
Staff who plan thematic approaches are sufficiently expert in each discipline. They have a secure appreciation of how Geography relates to other subjects and use this to develop clear plans.	
What do I need to do next	

Selecting examples and case studies

When selecting case studies and examples, leaders and teachers take great care in:

Main findings	My commentary
accurate representation	
avoiding portraying a 'single story'	
ensuring sufficient depth of understanding	
reflecting the dynamic nature of Geography	
supporting pupils to see the interconnected nature of the subject	
broadening pupils' knowledge of the world	
fostering a sense of place	
supporting pupils' appreciation of generalisations and models	
What do I need to do next	

Disciplinary knowledge

Main findings	My commentary
The curriculum is designed to allow pupils to see that Geography is a dynamic subject where thinking and viewpoints change.	
In developing pupils' disciplinary knowledge, teachers' plans allow pupils to:	
<ul style="list-style-type: none"> take a holistic view of the content studied 	

<ul style="list-style-type: none"> establish whether the geographical questions posed, the methods used, and the answers found are valid 	
<ul style="list-style-type: none"> recognise the interconnectedness of different geographical content 	
<ul style="list-style-type: none"> appreciate what it means to be a geographer by asking geographical questions such as ‘why is this place like this?’, ‘how is this place changing?’ and ‘how are other places affected?’ 	
<p>Disciplinary knowledge ensures that pupils appreciate the context in which substantive knowledge was generated. This helps pupils to appreciate context and the perspective from which knowledge was created, different standpoints and how views have changed as time has moved on.</p>	
What do I need to do next	

Misconceptions

Main findings	My commentary
<p>Teachers correct pupils’ misconceptions through secure subject knowledge and effective teaching approaches. They also ensure that their own teaching is accurate and clear. This means that pupils learn the individual building blocks before moving on to broader composite (or conceptual) knowledge.</p>	
<p>Teachers respect that in many aspects of Geography there is a necessary order to the sequence of learning.</p>	
<p>Teachers teach content thoroughly without ‘corner-cutting’.</p>	
What do I need to do next	

Curriculum structure

Main findings	My commentary
The knowledge pupils learn is well organised with clear connections between components, which means they are more likely to remember it in the long term.	
The curriculum builds on pupils' prior learning and re-visits the content, which supports pupils in developing strong schemata.	
What do I need to do next	

Pedagogy

Main findings	My commentary
Teachers avoid overloading pupils' working memory. They break larger concepts or ideas into smaller 'bite-size' chunks and teach a small number of these.	
Pupils commit knowledge to their long-term memory through recalling and repeated practice.	
Pupils are efficient at carrying out tasks such as using grid references because they practise their procedural knowledge regularly.	
What do I need to do next	

Carrying out enquiries and making decisions

Main findings	My commentary
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Pupils are proficient in carrying out enquiries and decision-making exercises because they are secure in the prior knowledge they need for these.	
Carefully structured tasks give pupils sufficient instruction, guidance and support.	
The enquiry approach supports the development of pupils' disciplinary knowledge. For example, it increases their capacity to recognise and ask geographical questions, and to critique sources and reflect on what they have learned, as well as the methods used.	
What do I need to do next	

Special education needs and/or disabilities

Main findings	My commentary
Pupils with SEND generally study the same curriculum scope as other pupils.	
Teachers have the same level of ambition for all pupils. They use specialist advice to adapt their teaching approaches where necessary.	
Teaching assistants are well-briefed in the Geography that is to be learned and the approaches taken. Teachers and specialists, including the SENCo, support them in their role.	
Classroom resources and fieldwork are adjusted as required to ensure that all pupils take part.	
What do I need to do next	

Pupils motivation and interest

Geography:

Main findings	My commentary
Through its very nature, geographical knowledge is stimulating and motivating. Teachers make the most of this and use many thought-provoking aspects of Geography in the curriculum.	
Teachers motivate pupils by building on what pupils already know, ensuring that they experience success.	
Events or locations that interest pupils may be chosen to exemplify specific aspects of Geography.	
When using personal experiences to generate interest, teachers manage the risks of:	
<ul style="list-style-type: none"> ● narrowing the geographical curriculum 	
<ul style="list-style-type: none"> ● politicising teaching 	
<ul style="list-style-type: none"> ● losing subjectivity 	
Teachers use examples carefully to compare and contrast, as well as to stimulate interesting discussion.	
When using contemporary media coverage to engage pupils, teachers ensure that the geographical knowledge to be learned is always at the forefront of their teaching. Teachers are alert to the need to check that media content is geographically accurate.	
What do I need to do next	

Assessment:

Main findings	My commentary
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Geography:

Assessments allow pupils and teachers alike to appreciate what has been learned.	
Teachers are clear about the assessment criteria, which both helps pupils to improve their attainment and motivates them.	
Assessments are designed so that teachers can identify specific gaps in pupils' knowledge and any misconceptions.	
Assessment information flags areas where pupils have a secure knowledge and where they need some aspects to be re-taught. If there are common issues, leaders review and adapt the curriculum.	
Teachers recognise that progress is rarely linear due to the cumulative nature of Geography.	
What do I need to do next	

Culture, policies and systems

Main findings	My commentary
Leaders invest in high-quality, subject-specific professional development for teaching staff. This ensures that teachers have the substantive, disciplinary and pedagogical knowledge they need.	
Teaching staff have a wide range of up-to-date resources to develop pupils' locational knowledge and spatial cognition. They use live data sources to motivate pupils.	
Geography leaders have sound subject knowledge and understanding of the discipline. They ensure that they, and the teachers of Geography they support, have clarity about both the content to be learned and effective teaching approaches.	

Geography:

Geography leaders use their monitoring of pupils' progress to evaluate the strengths and relative weaknesses of the subject. The curriculum is revised based on their findings.	
Sufficient teaching time is allocated to cover the breadth of subject knowledge pupils are to learn. School leaders give careful thought to how Geography is timetabled.	
Wherever possible, specialist teachers are allocated to teach Geography classes. Non-specialist teachers are well supported and receive further professional development and support in both subject knowledge and the nature of Geography.	
What do I need to do next	

Part F: Annual monitoring calendar

- 1) Exemplar calendar
- 2) Your version
- 3) Checklist: groups
- 4) Annual overview
- 5) Evidence collected against NC Aims

Exemplar calendar

Month	Learning Observation	Pupil Voice * suggest doing this at the same time as 'pupil work'	Pupil Work	Any Other Activity
September	xxx	week 3/4: talk to pupils about experiences in subject last year	if new to post, search out pupils' work from previous year to get an overview of learning against the subject's NC Aims	meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals'
October	learning walk in EY/KS1/L & U KS2 (eg – visits to YN, Y2, 4 & 6)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	always feedback the www/ebi from any monitoring/review activities
November	learning observations in EY/KS1/L & U KS2 (eg – a selection of YR, 1, 3 & 5)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	always feedback the www/ebi from any monitoring/review activities
December	xxx			Gather feedback from Teachers from Term 1 (re: www/ebi) Prepare termly update of www/ebis (for feeding back to HT/SLT – and possibly linked Governing Body (GB) representative)
January	xxx	talk to pupils about experiences in subject last term		meet with teachers to clarify 'understanding' of NC Aim/expectations for end of topic 'goals'

February	learning walk in EY/KS1 L & U KS2 (eg – visits to YR, Y1, 3 & 5) (<i>check whether the www/ebis from term 1 are the same/improving ...</i>)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
March	learning observations in EY/KS1 L & U KS2 (eg – a selection of YN, 2, 4 & 6) (<i>check whether the www/ebis from term 1 are the same/improving ...</i>)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
April				Gather feedback from teachers from term 2 (re: www/ebi) Prepare termly update of www/ebis
May	follow-up learning observation/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
June	follow-up learning observation/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	Gather feedback from teachers from terms 1-3 (re: www/ebi)
July				Gather feedback from teachers from terms 1-3 (re: www/ebi) Complete subject self-evaluation report/action plan for the next academic year (<i>share with HT/SLT – and possibly also linked GB representative</i>)

Geography:

Your version

Month	Learning Observation	Pupil Voice * suggest doing this at the same time as 'pupil work'	Pupil Work	Any Other Activity
September				
October				
November				
December				

Geography:

January				
February				
March				

Geography:

April				
May				
June				
July				

Geography:

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Geography:

Checklist: Have I included as many as possible of the following 'groups' of pupils?

Group	When	Who
EYFS		
KS1		
KS2 (Lower)		
KS2 (Upper)		
Lower/Middle/Upper Ability pupils		
Disadvantaged/Non-disadvantaged pupils		
Pupils with SEND		
EAL pupils		
(What other 'groups' do you need to focus on?)		

Geography:

Annual overview

Month	Learning Observation	Pupil Voice	Pupil Work	Any Other Activity
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				

Evidence collected against NC Aims

NC Aims	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics ...	Understand the processes that give rise to key physical and human geographical features of the world ...	Are competent in the geographical skills needed to collect, analyse and communicate with a range of data; interpret a range of sources of geographical information, and communicate geographical information in a variety of ways
Yr N www			
Yr N ebi			
Yr R www			
Yr R ebi			
Yr 1 www			
Yr 1 ebi			
Yr 2 www			
Yr 2 ebi			
Yr 3 www			
Yr 3 ebi			
Yr 4 www			
Yr 4 ebi			
Yr 5 www			

Geography:

Yr 5 ebi			
Yr 6 www			
Yr 6 ebi			

Monitoring Calendar B (Summary)

Yr N			
Yr R			
Yr 1			
Yr 2			
Yr 3			
Yr 4			
Yr 5			
Yr 6			

Overall Summary

<p>NC Aims</p>	<p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics ...</p>	<p>Understand the processes that give rise to key physical and human geographical features of the world ...</p>	<p>Are competent in the geographical skills needed to collect, analyse and communicate with a range of data; interpret a range of sources of geographical information, and communicate geographical information in a variety of ways</p>
<p>www</p>			
<p>ebi</p>			

Part G: Geography self-evaluation report

This is the author's initial interpretation of a best-fit between the previous subject criteria and the current (2021) Quality of Education (QoE) criteria. (See Subject Leaders Resource File for this information).

INTENT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
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. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>		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.
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>		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 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. <i>[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</i>		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.

IMPLEMENTATION		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p>		<p>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.</p>
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>		<p>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.</p>
<p>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.</p>		<p>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.</p>
<p>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.</p>		
<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create</p>		<p>Lessons build up geographical knowledge, skills and understanding over time.</p>

<p>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 curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>		<p>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.</p>
<p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>		<p>Lessons build up geographical knowledge, skills and understanding over time.</p>
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>		
<p>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.</p>		
<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to</p>		

Geography:

communicate, gives them the foundations for future learning.		
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.		

IMPACT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
<p>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.</p>		<p>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.</p>
<p>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.</p>		<p>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.</p>
<p>Pupils' work across the curriculum is of good quality.</p>		<p>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.</p>
<p>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are</p>		<p>Most pupils acquire and use a range of fieldwork and other geographical skills, including numerical and quantitative skills, and techniques.</p>

Geography:

able to apply mathematical knowledge, concepts and procedures appropriately for their age.		
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Part H: CPD Log

- 1) CPD I have attended
- 2) CPD I have delivered

CPD I have attended

Date	Title	Provider	Actions

Geography:

CPD I have delivered

Date	Title	Who to	Impact/feedback

Geography:

Part I: Subject leader development plan

Subject: _____

Subject Leader: _____

Academic year: _____

Date	Target	Record of actions taken	Impact/evaluation	Target achieved (& date)
Autumn Term				
Spring Term				
Summer Term				
End of year summary				