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Geography Subject Leaders Resource File

Geography SL Resource File (September 2024)

This, and subsequent resource files have been designed specifically to support the work of subject leaders in Primary Schools who have responsibility for any of the following subjects: Art & Design; Computing; Design & Technology; English; Geography; History; Mathematics; MfL; Music; PE; PSHE and Science.

The structure of each resource file follows the same format:

To support the work of a subject leader, there is a subject specific work-book for you to keep a record of all of the actions you have taken as well as the impact / outcome of those actions.

Geography Subject Leaders Work-Book

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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*
- *NC Programmes of Study*

Links

- Geographical Association

www.geography.org.uk
(Membership: School £54 / annum – Individual £54 / 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.

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Geography programmes of study: Key Stages 1 and 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

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

♣ 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 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

♣ 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.

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Part B: Subject leaders audit: Geography

Task	Notes	Completed	Date
Am I clear about the N.C. 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 K, S & U 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 D-D Resource 1?			
Re: Para: 179, do I have a written response for each of the 5 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 T, L & A for Geography?			
Have I clarified with my line manager what good / better T, L & A 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 you ensure that pupils retain their subject knowledge?			
How do you ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject?			
What would you 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 does – can you give an example of where this works particularly well?			
Can you tell of any examples where you have supported other teachers / assistants in subject X and the impact that this has had on their teaching / pupils' learning?			

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Part C: Progression in Geography – an exemplar

Aims

Step	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, 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.
EYFS	Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	Draw information from a simple map.
a	Pupils show their knowledge, skills and understanding in studies at a local scale.	They recognise and make observations about physical and human features of localities. They	They use resources that are given to them, and their own observations, to ask and respond to

		express their views on features of the environment of a locality.	questions about places and environments.
b	Pupils show their knowledge, skills and understanding in studies at a local scale.	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.	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.
c	Pupils show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features.	They recognise that different places may have both similar and different characteristics that influence the lives and activities 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.	They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.
d	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.	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.	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.
e	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.	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	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

		recognise the range of views held about environmental interaction and change.	writing using appropriate vocabulary.
f	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 characteristics of places.	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, including their own, result in different approaches to environmental interaction and change.	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 vocabulary and reach conclusions that are consistent with the evidence.
g	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.	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.	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.
h	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,	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	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

	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.	people and environments can result in complex and unintended changes.	accurately. They evaluate critically a range of sources, they present full and coherently argued summaries of their investigations and reach substantiated conclusions.

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Part D: Initial subject self-evaluation proforma Date:

This is a basic self-evaluation proforma in order for the subject leader to gain a brief overview of strengths and areas for improvement possibly prior to undertaking a more comprehensive review and monitoring process.

Summary:
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:

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Part E: Best practice as identified by Ofsted

In this section, I make reference to:

- **Ei:** the main findings **/** recommendations from **'**Getting our bearings: geography subject report' (Ofsted Sept 2023)
  https://www.gov.uk/government/publications/subject-report-series-geography/getting-our-bearings-geography-subject-report#discussion-of-findings)
- **Eii:** a recent (May 2021) blog from the Ofsted lead for Geography which preceded..
- **Eiii:** a full research report (June 2021):
  https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography
- **Eiv:** the last 'triennial' report the Ofsted wrote about Geography in Primary & Secondary schools (Ofsted state that they are in the process of producing similar reports). This report provides numerous examples of what were 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 Ei: 'Getting our bearings: geography subject report' (Ofsted Sept 2023)

Context

This report explores common strengths and weaknesses in the geography education we have seen in schools across the country. It recommends ways for school and curriculum leaders to build on successes and address common issues for the benefit of pupils. Its findings should also be of use to policymakers and others working in the education sector. The report builds on our geography research review, published in 2021. Each of these sections explores the following topics:

- curriculum
- pedagogy
- assessment
- impact
- the way schools are organised

We evaluate schools against the criteria in the school inspection handbooks. Inspectors will not use findings from this report as a 'checklist' when they are inspecting schools. We know that there are many different ways that schools can put together and teach a high-quality geography curriculum.

Main findings

- There have been many recent improvements to the geography curriculum in most schools. Leaders have rewritten curriculum plans so that they better identify exactly what should be taught and how pupils' knowledge and capabilities should build over the course of a topic. They have also made changes to ensure that the content of the geography taught is more ambitious and better represents the distinctive nature of the subject.

Q: Do you have an example of how the curriculum plans for Geography identify how pupils' knowledge and capabilities should build over the course of a topic?

- Although leaders had planned their curriculum so that pupils built their knowledge within each topic, in many schools there was little sense of knowledge building across topics. Each topic usually sat in isolation.

Q: Can you provide an example of how learning in one topic is built on in subsequent topics?

- Changes in the EYFS have led to much more geographical content being introduced to younger children. This was particularly true of geographical vocabulary. However, the key stage 1 curriculum does not always go much beyond what pupils have already learned by the end of Reception.

Q: Have you checked to see how pupils learning in KS1 develops from their learning in EYFS? Are you able to provide an example?

- The curriculum in some schools did not match the scope and ambition of the national curriculum. Most often, this was because the aims of the national curriculum had been overlooked or because place and/or geographical skills were not being taught.

Q: How well do you know the aims of the NC for Geography to ensure all 3 are addressed in each unit of learning?

- In almost all schools, all pupils were working towards the same curriculum goals. This included pupils with special educational needs and/or disabilities (SEND). However, in a minority of cases, tasks were differentiated. Pupils with SEND worked towards different curriculum goals, which narrowed the curriculum that they learned. At times, this was appropriate for these pupils, but in most cases it was an unintended consequence of the way tasks had been designed.

Q: Can you give any examples as to how the geography curriculum has been modified to meet the needs of pupils with SEND?

- In some primary schools, the rationale for decisions about what to teach and when was unclear. This was usually when leaders' decisions about geography were led by considerations in other subjects, such as the timing of historical topics or class texts. When schools combined history and geography into a topic, history usually took precedence, and little geography was taught.

Q: Can you explain how the Geography curriculum has been planned and sequenced and the reasons behind this?

- Many leaders, in both primary and secondary schools, had started to include geographical enquiry questions in each topic. This was where lessons within a topic built towards pupils being able to answer a question. This had the greatest positive impact when the topic had been designed around the question. It was much less successful when the question was added to the topic retrospectively.

Q: Can you give some examples of how enquiry questions have been embedded into topic planning?

- In schools where leaders had identified the component knowledge (the individual elements that support the learning of more complex ideas) that they wanted pupils to learn in each topic, teachers were able to assess pupils' progress through the curriculum more accurately. However, in some schools, limited formative assessment was taking place, even when leaders believed that this was happening regularly.

Q: How are you assessing pupils learning in Geography and how do you ensure that it is both accurate and used to inform future planning?

- In primary schools, teachers were often asked to make summative judgements about pupils' progress. However, these were not always underpinned by assessments that gave a sufficient or accurate picture of pupils' knowledge and skills.

Q: ditto above (How are you assessing pupils learning in Geography and how do you ensure that it is both accurate and used to inform future planning?

- Fieldwork was underdeveloped in almost all schools, as the curriculum did not consider how pupils would make progress in their ability to carry out fieldwork over time. Although COVID-19 had an impact on the number of field trips and visits taking place, fieldwork had rarely been a strong feature of the curriculum before the pandemic. Leaders had not considered how fieldwork should be taught or how pupils would learn more about how geographers carry out their work.

Q: When and where are fieldwork opportunities built into the geography curriculum and how are the pupils skills developed from YR to Y6?

- Disciplinary knowledge (the knowledge of how geographical knowledge is formed, debated and contested) was a weaker area of curriculum thinking in both primary and

secondary schools. Where it was stronger, leaders had identified geographical concepts that underpinned the curriculum and used them in their planning. This allowed them to decide what to teach about each topic and gave a stronger sense of purpose.

Q: How are you addressing the theme of Disciplinary knowledge? Have you read the section from the Research Review report *(Forms of geographical knowledge)* and what are the implications of this for you as a school / subject leader?

- Procedural knowledge (the knowledge of how to use geographical skills) was rarely planned for in the same way as substantive knowledge (established facts about the world). Leaders had not identified when to teach different aspects of procedural knowledge or how pupils would have the opportunity to practise using it to become more skilled in applying it.

Q: Can you describe how pupils are developing their geographical skills from YR-Y6?

- Teachers of all phases received very little subject-specific continuing professional development (CPD). The areas where there was the greatest need for this were planning effective fieldwork and teaching procedural knowledge.

Q: Can you describe where you as subject leader receive your CPD and the impact that this is having on your own competency as well as that of fellow colleagues and ultimately, the pupils?

Discussion of findings

This report finds that there have been substantial improvements over the last few years. Almost all primary schools visited had distinct geography lessons, and leaders had thought carefully about what they wanted pupils to learn in each one. In many primary schools, pupils were knowledgeable about geography and could use this knowledge to complete challenging geographical work.

Differentiated activities are sometimes used well. When done well, these differentiated activities are carefully planned to allow pupils to meet the same lesson goals in different ways. However, too often they involve pupils choosing from an array of activities. This has the unintended consequence of pupils learning very different things, with no plan to then address the gaps in knowledge that develop as a result.

In key stages 1 to 3, the content of the national curriculum for geography is the bedrock for leaders' decisions about what to include in their own curriculum. Every school visited, whether an academy or not, chose to follow the national curriculum. However, 2 issues are apparent.

- First, despite what school leaders asserted, in a large number of schools, aspects of the national curriculum were not covered. These tended to be around the way place was approached (many schools missed any kind of regional study), or they missed out fieldwork and GIS.
- A second issue is that the national curriculum only gives broad topic headings for what is to be covered, such as 'rivers' or 'economic activity'. It does not specify what should be taught about these topics. Some more guidance on what to cover is given in the aims of the subject's national curriculum. *However, school leaders often overlook thes[1]e,* and they only give a very broad sense of what should be achieved. Leaders could look at the key and organising concepts that sit behind the content that is taught and use them to guide their decisions. These include concepts like place or earth systems and scale or interconnection. *However, curriculum planning in the vast majority of schools we visited failed to take account of such concepts.*

In many areas of the curriculum, pupils' knowledge of geography is strong. In most schools, this is particularly the case with knowledge about location and knowledge of human, physical and environmental geography. Knowledge about place is more variable. Some schools include a large number of places across their curriculum. But these are not returned to in different contexts, and pupils only know about them in the context of one 'single story'. This is especially true of places in Africa, which are too often only taught about through a lens of economic development. Sometimes the resources that teachers have selected present an outdated and inaccurate view of the places being studied. At other times, pupils' knowledge of places is little more than a list of disconnected facts. This often happens when pupils are expected to find out information for themselves, with little explicit teaching on how to organise this information into a coherent geographical understanding of the place.

The weakest form of geographical knowledge in almost all schools is procedural knowledge. Leaders rarely consider how to plan a curriculum for procedural knowledge in the same way as they do for substantive knowledge. For example, they may consider when best to teach pupils substantive knowledge about how water acts in a meander, but do not consider when best to

[1] Anything highlighted is by me, to highlight a specific point you may wish to make a careful note of…

teach pupils about choropleth maps. Pupils are also given few opportunities to develop their skills in using this procedural knowledge, as they do not return to it and practice it until fluent.

Another area that is underdeveloped in many schools is the approach to fieldwork. In primary schools, fieldwork is often conflated with field trips. Pupils may go out of school on a visit, but they are rarely learning how to carry out geographical work when they do so. Very few schools approach fieldwork as a body of knowledge that needs to be taught. Pupils are rarely taught how geographers collect, present and analyse data and how they then reach conclusions and evaluate their work.

These areas where the curriculum is weak, and therefore pupils' knowledge is weak, are also those least well served by CPD. In most schools, there is very little subject-specific CPD. However, generic CPD alone does not equip teachers with all the knowledge they need to teach geography effectively.

Most geography lessons include elements of retrieval practice, where pupils are expected to recall what they have learned. In schools where this is strongest, pupils recall knowledge until they are fluent in it and then, later in the lesson, apply this knowledge in a new context. This helps them to make connections between lessons and between topics. Teachers also use formative assessment in lessons to check for understanding. They are increasingly using technology to set quizzes that can identify and address pupils' misconceptions, give pupils automatic feedback and give teachers information they can use to help plan subsequent lessons. The quality of summative assessments is more varied. Where practice is most effective, leaders plan assessments to combine shorter questions that check that pupils have gained the component knowledge they will need, along with longer questions that check their ability to apply this knowledge to novel situations. *In some primary schools, teachers are being asked to make summative judgements about how pupils are progressing in geography, without any meaningful assessment to help form these judgements*[2]. This raises a question about whether making these judgements has any value.

Most geography lessons are taught well. At their best, teachers have the subject knowledge to provide explanations containing examples and anecdotes that help bring places, processes and geographical issues to life. In many lessons, pupils are given geographical information (such as graphs, pictures, texts and maps), and are taught how to make sense of them and draw conclusions from them. They are then given opportunities to complete activities in which they apply what they have been taught to answer distinctly geographical questions.

This (misconceptions) is particularly an issue in primary schools, where teachers often miss pupils' misconceptions and sometimes even pass them on to the pupils in their class.

The second barrier is time. In primary schools that give very little time to geography, teachers are more likely to teach the subject in superficial ways. The curriculum still attempts to cover all the content of the national curriculum in distinct blocks, but this does not give pupils time to apply what they are being taught. There is no time for pupils to reflect on what they have been taught or to make connections to other parts of the subject. In both cases, this is having an impact on what pupils know and can do.

[2] Ditto, previous footnote

Recommendations

Curriculum

Schools should:

- Consider how pupils will build on knowledge, not only within a topic but over a series of topics, so that they can apply what they have learned in different scenarios.
- Make sure that pupils learn about places in an appropriately nuanced and complex way. They should encounter the same places at different times and in different contexts, or look at a place through a range of geographical lenses. Pupils should have some opportunities for regional as well as thematic studies.
- Plan procedural knowledge into their curriculum in the same way as they do substantive knowledge, so that pupils make progress in their ability to use different geographical skills.
- Teach pupils about fieldwork. Pupils should know how to collect, present and analyse data, and how to reach and evaluate conclusions based on this data. Some of this should include first-hand experience of collecting data. Pupils should get better at carrying out fieldwork over time.
- Make sure that there is a planned transition between key stages. Teachers should plan their respective curriculums to support effective transition from EYFS into key stage 1, key stage 1 into key stage 2 and key stage 2 into key stage 3, so that content is not repeated across key stages.

Pedagogy and assessment

Schools should:

- Identify likely misconceptions in each topic and plan how they will be identified and addressed, especially to support non-specialist and less experienced colleagues.
- Make sure that pupils have opportunities to apply what they have been taught. Conversely, make sure that they have been taught and have learned securely the knowledge and skills they are being asked to apply. Teachers should be aware of the problems caused by an approach that encourages them to cover content quickly when it does not lead to pupils learning it securely.
- Consider the prior knowledge that pupils need in order to engage in classroom activities. Teachers should avoid asking pupils to guess their way towards answers for which they do not have the necessary knowledge or to research a subject independently when they do not know how to make sense of what they find.
- Ensure that, if teachers are being asked to make some form of summative judgement about what a pupil knows or can do, this judgment is based on reliable and accurate assessment.
- Plan assessments that check both that pupils have learned component knowledge and that they can apply it. Assessments should check pupils' procedural knowledge as well as their substantive knowledge.

Systems at subject and school level

Schools should

- Ensure that the time given to geography matches the leaders' ambitions for their curriculum. This does not necessarily mean giving geography more curriculum time. It

could mean using existing time more productively and making sure that time allocated for geography is not being used to teach other subjects.

- Support subject leaders in gaining a deeper understanding of geography's curriculum concepts and how these help to shape a school's curriculum.
- Support non-specialist teachers in how best to explain complex geographical ideas and how to identify and address misconceptions.
- Provide the time, resources and necessary CPD for fieldwork to take place.

Part Eii: Best practice as identified by Ofsted (2021)

Geography in outstanding primary schools (May 2021)

Iain Freeland HMI, Ofsted's subject lead for geography, discusses geography subject inspections.

Studying geography is so important for children, regardless of their age or stage of learning. Geography helps them to make sense of the world around them and piques their curiosity in places and people. Done well, it engages pupils in their world, often spurring them into action, and is fun!

Between January and March 2020, we carried out 23 geography subject inspections of primary schools. The schools were selected at random from schools that were graded as outstanding at their most recent inspection. These inspections were carried out to:

- develop further our understanding of the primary curriculum
- better understand strong curriculum management in primary leadership
- identify good practice at subject level.

Many strengths

There were strengths in the quality of geography education in many of the schools we went to. Overall, curriculum planning was well thought through, and there was clear organisation to make sure that pupils built on what they had already learned. In a few schools, where subjects were taught discretely, there were sophisticated links across subjects to make sure there was cohesion across the whole curriculum.

Teaching geography in the early years was almost universally strong. Teachers were adept at helping pupils to understand their locality, the wider world and phenomena, such as the weather and seasons. Pupils with special educational needs and/or disabilities were fully included in the provision for geography. Teachers and other adults supported these pupils well so that they could access the same content.

The vast majority of the schools we inspected were significantly revising their curriculum plans for geography. In almost every school, leaders were using the national curriculum as the basis for their planning. However, at the time of the inspections, just under half of the schools did not meet the scope or ambition of the national curriculum. In most cases, the most significant gaps were in key stage 2. However, headteachers were aware of this and, in almost all schools, plans were already in place to improve this.

Areas for improvement

In some schools, we found that practice was not always as good as it could be. Very few teachers had actually been trained in teaching geography, although some could remember a brief session as part of their initial teacher training. In some cases, this led to teachers not drawing out important geographical concepts or introducing errors. We found that pupils often struggled to recall places they had studied, including the principal cities of the United Kingdom and major world oceans. Very few showed a good appreciation of scale.

Important geographical skills (using maps, atlases, globes and digital mapping, using locational and directional language, using aerial photographs, devising maps, using

Ordnance Survey maps and fieldwork) were not taught particularly well. When pupils were constructing their own plans or maps, these often lacked the accuracy or conventions followed by geographers, such as the use of scale. In some schools, teachers were making good use of the plentiful supply of globes, atlases and maps at various scales. In others, this was less common.
Fieldwork is vital to geographical practice, but this was weak in key stage 2 in many of the schools we inspected. That's not to say that pupils did not visit different places, but, when they did, they did not make the observations or collect data that they could analyse and present their findings. Fieldwork was much stronger in the early years and key stage 1.
Very few schools were working with secondary schools (or junior/middle schools in the case of infants schools). This limited the precision with which primary schools set their curriculum goals and make sure pupils are properly prepared for the next phase of education.
While there was room for improvement, it's also clear that these schools had a lot to be proud of. Pupils told us how much they love geography, showing great curiosity about the world around them and the people in it. Many were passionate about the planet and looking after it – a number told us that they were taking direct action to protect the environment. Given that school leaders were clearly aware of the gaps in their curriculum and were actively working to fill them, I hope that these successes are built on.

Background
These inspections were carried out under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for a no formal designation inspection of schools. The inspections were carried out to enable Her Majesty's Chief Inspector to better understand the quality of education in specific subjects provided by outstanding primary schools. Twenty-three geography inspections were carried out between January and March 2020.
As these inspections only looked into one subject, inspectors were not expected to evaluate or infer the quality of education in the school. This is because the education inspection framework methodology requires a minimum of three subjects to be reviewed in order to draw out systemic features. This was not the purpose of these inspections.

Schools inspected
The full detail of the findings of each inspection are published on each school's web page on Ofsted's reports website.
Abacus Belsize Primary School, Camden
All Saints' Church of England Primary School, Ilkley, Bradford
Bournehall Primary School, Hertfordshire
Broomhaugh Church of England First School, Northumberland
Castlethorpe First School, Milton Keynes
Challock Primary School, Kent
Charnwood Primary School, Leicester
East Haddon Church of England Primary School, Northamptonshire
Gomer Infant School, Hampshire

Lindley Church of England Infant School, Kirklees
Louth Kidgate Primary Academy, Lincolnshire
Lowdham Church of England Primary School, Nottinghamshire
Lumley Infant and Nursery School, County Durham
Merrow Church of England Controlled Infant School, Surrey
Oulton Broad Primary School, Norfolk
Purleigh Community Primary School, Essex
Shepherdswell Academy, Milton Keynes
Silkstone Common Junior and Infant School, Barnsley
St John's (Church of England) Primary Academy, Clifton, Calderdale
St Mary's Catholic Primary School, Falmouth, Cornwall
St Matthew's Roman Catholic Voluntary Aided Primary School, South Tyneside
Trowse Primary School, Norfolk
Yardley Hastings Primary School, Northamptonshire

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Part Eiii: Research review series: geography *(June 2021)*

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

Main findings:

In this research report, Ofsted say:

This review explores the literature relating to the field of geography education. Its purpose is to identify the nature of high-quality geography education in schools. We review pedagogical approaches, assessment practices and the impact whole-school policies and systems have on geography education.

We will use this understanding of subject quality to examine the state of geography education in England's schools. We will then publish a subject report so that we can share our findings with the sector and government. The ultimate goal is that, through this work, we will contribute to raising the quality of geography education for all young people.

In this review, we have:

- *outlined the national context in relation to geography*
- *summarised our review of research into factors that can affect quality of education in geography*
- *considered curriculum progression in geography, pedagogy, assessment and the impact of school leaders' decisions on the quality of geography education*

The review draws on a range of sources, including a programme of research from our Research and Evaluation team. This piece of work builds on previous research, including the 'Education inspection framework: overview of research' and 'Principles behind Ofsted's research reviews and subject reports'.

The report identifies a number of features which it states as: *'High-quality geography education may have the following features":*

For the subject leader – it 'may' prove beneficial to work through each theme: e.g. Curriculum; Locational knowledge etc one at a time, assessing your school's own practice against what Ofsted have identified in this report. *(see pages 17- 27 below)*

High-quality geography education may have the following features:
Curriculum:

- *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.*

High-quality geography education may have the following features:
Locational knowledge:

- *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.*
- *'Knowing where's where' supports pupils' identity and sense of place and contributes to their understanding of geographical processes.*
- *Over time, pupils learn and remember more locational knowledge. They become increasingly fluent in identifying specific locations.*

High-quality geography education may have the following features:
Place knowledge:

- *Place knowledge is prioritised in the geography curriculum. It brings meaning to locations and processes studied.*
- *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.*
- *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.*
- *The curriculum builds pupils' place knowledge over time. This allows them to make meaningful comparisons.*

High-quality geography education may have the following features:
Environmental, physical and human geography:

- *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.*

High-quality geography education may have the following features:
Geographical skills and fieldwork:

- *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.*
- *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.*
- *Repeated practice of geographical skills improves pupils' fluency and accuracy.*
- *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.*

High-quality geography education may have the following features:
Think like a geographer:

- *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.*

High-quality geography education may have the following features:
Thematic or topic based approaches:

- *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.*

High-quality geography education may have the following features:
Selecting examples and case studies:

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

High-quality geography education may have the following features:
Disciplinary knowledge:

- *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:*
    - *take a holistic view of the content studied*
    - *establish whether the geographical questions posed, the methods used, and the answers found are valid*
    - *recognise the interconnectedness of different geographical content*
    - *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?'*
- *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.*

High-quality geography education may have the following features:
Misconceptions:

- *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.*

- *Teachers respect that in many aspects of geography there is a necessary order to the sequence of learning.*
- *Teachers teach content thoroughly without 'corner-cutting'.*

High-quality geography education may have the following features:
Curriculum structure:

- *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.*

High-quality geography education may have the following features:
Pedagogy:

- *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*

High-quality geography education may have the following features:
Carrying out enquiries and making decisions:

- *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.*

High-quality geography education may have the following features:
Special education needs and/or disabilities:

- *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.*

High-quality geography education may have the following features:
Pupils motivation and interest:

- *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:*
    - *narrowing the geographical curriculum*

    - *politicising teaching*
    - *loosing 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.*

High-quality geography education may have the following features:
Assessment:

- *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.*

High-quality geography education may have the following features:
Culture, policies and systems:

- 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 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.

Conclusion

This review has drawn on a range of evidence to identify the features of a high-quality geography education. High-quality geography is underpinned by sufficiently knowledgeable teachers who have the necessary subject knowledge and appreciation of the discipline. They can construct a curriculum that respects the discipline, contains judiciously selected content, is cohesively organised and is contextualised to the school.
The review shows the significance of a well-planned curriculum, both in terms of what pupils are to learn and how it is organised to ensure that pupils remember what they have been taught. Research from a range of studies shows the importance of sound locational knowledge for pupils. However, international studies show us that this is a weaker aspect of pupils'

geographical knowledge. This impedes pupils' abilities to locate features, navigate effectively and appreciate the impact location has on geographical processes.

Similarly, prioritising pupils' understanding of place knowledge brings meaning to the locations and processes that they learn about. When pupils have an appreciation of place, the connections between different geographical processes and locations are revealed.

Through teachers' careful identification of each component of geographical knowledge and thoughtful sequencing, pupils learn and remember more and more. Curriculum plans reflect the importance of each interrelated form of substantive knowledge (locational knowledge; place knowledge; environmental, human and physical processes; geographical skills and fieldwork). They consider each in a proportionate manner and reveal the connections between them. Through teachers' curriculum planning and pedagogical approaches, pupils gain an insight into the discipline. Research shows that this is most effective when pupils build on their existing knowledge.

As pupils progress through their school years, they develop their knowledge from specific examples to generalisations that they can apply in different locations. Pupils will also be developing the range of geographical skills they use. Foregrounding the use of maps is critical in supporting pupils to present spatially organised data and to analyse it using their knowledge of geographical processes. Research shows that pupils learn geographical skills most effectively when they are integrated into the teaching of processes and when pupils have sufficient opportunities to practise using them.
Fieldwork is a mainstay of geography education. Through first-hand data-gathering, analysis and presentation, pupils gain an insight into the discipline of geography. The connections between processes and location are revealed and pupils remember more of what they have been taught.

The literature shows that a well-planned curriculum is implemented successfully when it is accompanied by effective teaching approaches. Research identifies the range of different approaches and specific considerations that teachers reflect on when planning their teaching. The research also notes the risk of misusing popular contemporary media representations when teaching geography as this can limit or skew the content that is taught.

The importance of accurate assessment to ensure that pupils have learned the components of the curriculum is a common feature in the literature. By using assessment information to shape (and sometimes reshape) the curriculum, teaching ensures that pupils remember the content.

The research also highlights the impact of decisions made by leaders and those responsible for governance. Their allocation of resources, time and investment in professional development, as well as their operational decisions, such as timetabling and who teaches which class, all contribute to the quality of geography education in a school.

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Part Eiv: Best practice as identified by Ofsted (2011)

Ofsted published the last of their triennial reviews of teaching & learning in Geography[3] in 2011, tin which 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*

[3] Geography: learning to make a world of difference (2011)

- *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 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.*
- *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.*

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Part F: Geography - Good (in 'old' money[4])
Ofsted produced this guidance to support their subject specific reviews (Eiii above)

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.

[4] Taken from the Subject Specific Guidance (Ofsted 2013)

- 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.

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.

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Part G: Geography: Quality of Education (Good)

This template includes the current criteria for the Quality of Education judgement of 'Good' along with 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.

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. [*If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]*		
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.]*		
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.]*		

IMPLEMENTATION		
NEW HANDBOOK	**EVIDENCE**	**OLD SUBJECT CRITERIA**
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.		
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.		
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.		
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.		
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 curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.		
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.		
Reading is prioritised to allow pupils to access the full curriculum offer.		
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.		
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.		
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**
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.		
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.		
Pupils' work across the curriculum is of good quality.		
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.		

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Part H: Geography: Quality of Education - Good (exemplar) *This is the authors initial interpretation of a best-fit between the old and the new.*

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. [*If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]*		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. *[If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]*		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. *[If this is not yet fully the case, it is clear from leaders' actions*		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.

that they are in the process of bringing this about.]		

IMPLEMENTATION		
NEW HANDBOOK	**EVIDENCE**	**OLD SUBJECT CRITERIA**
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.		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.
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.		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.
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.		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.
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.		
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		Lessons build up geographical knowledge, skills and understanding over time. Good use is made of geographical enquiry to support questioning, investigation and thinking about

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.		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.
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.		Lessons build up geographical knowledge, skills and understanding over time.
Reading is prioritised to allow pupils to access the full curriculum offer.		
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.		
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.		
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**
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.		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 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.		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.
Pupils' work across the curriculum is of good quality.		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.
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.		Most pupils acquire and use a range of fieldwork and other geographical skills, including numerical and quantitative skills, and techniques.

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Part I: Preparing for a subject specific deep-dive: Geography

Geography Resources (to have at hand)

- Geography self-evaluation report
- Geography development (action) plan
- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning

Suggested questions

What is your rationale behind the Geography curriculum? *When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)*

- How you have designed and planned the Geography curriculum / is it the school's own design or a published scheme?
- How does the Geography curriculum fit in with the wider school curriculum?
- How does the school's plan from Y1-Y6 develop pupil's Geography skills (e.g. their mapping skills) and knowledge (e.g. of places and locations around the world) as they progress through the school and how does it impact on their wider school life? (can you give specific examples of which skills are developed, when and where?)
- Can you demonstrate how pupils' skills and knowledge) (in geographical skills; knowledge of locations throughout the world; physical and human patterns and processes) are built upon year on year?
- How do you assess pupil's learning during lessons? What aspects of their Geographical learning (skills development; knowledge and understanding of places; patterns and processes of physical & human features are you assessing?) (Can you give me an example / two?)
- What core knowledge in Geography, particularly their sense of place would you expect pupils to know and understand by the end of Y6?
- If pupils learn geography / history etc, as part of a topic or project - how do you ensure that the subject elements are identified clearly and taught properly and the programmes of study are covered fully?
- As the subject leader for Geography what subject-specific support and professional development has been provided to improve teachers' confidence and expertise, enabling them to teach geography more effectively?

- What fieldwork opportunities are there for pupils' from Y1-Y6, both locally and further away? What impact does this have on pupils understanding of Geographical skills, knowledge and understanding?
- How do pupils use new technology to support their learning in geography? o What opportunities do pupils have to write at length how is their reading developed through their Geographical learning?
- How do you ensure that Geography enables pupils to recognise their contribution to, and responsibilities for, their locality, their country and the global community?
- How does the Geography curriculum contribute to pupils cultural capital / development?

Annex 1: Geography – Outstanding (in 'old' money[5])

Ofsted produced this guidance to support their subject specific reviews (Eiii above)

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.

[5] Ofsted Dec 2013

- 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. ν 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.
- 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: Meeting the needs of pupils with SEND

Notes taken from
Teacher Handbook SEND – Embedding inclusive practice (January 2024)
(https://nasen.org.uk/resources/teacher-handbook-send)

Planning inclusive lessons

- In the first instance the purpose, process and products of the lesson (the learning journey/intent) need to be clearly articulated to learners and time taken to ensure all learners understand the journey ahead.
- Connection making can reduce a learner's fear of the unknown and can make them more ready to engage in the learning.
- Always present connections in a clear manner, verbally and visually; some learners will likely require a scaffold, for example a visual representation or key vocabulary, in their books that they can refer to at the start of each lesson.
- As all foundation subjects are often only an hour or so a week (out of 25 hours of lessons), some learners are likely to need a reminder of what they are learning about at the start of a lesson, and where it sits within the learning sequence as well as where it sits in relation to other relevant subject specific contexts and knowledge that it is building upon, prior to a whole-class retrieval starter activity.

When planning inclusive lessons, teachers need to consider how they can enable pupils to engage with the new learning:

- Are you connecting previous learning - are there prior skills or knowledge that learners can build on in this unit of study?
- Are there key words whose meanings they need to be able to understand in order to be able to engage with the core concepts being taught?
- Are there pre-requisite skills or knowledge that are required to be successful, e.g. in **History:** do pupils need a clear understanding of the difference between primary & secondary sources?

Task:

- *Have you identified the key subject specific words for each of the topics that pupils will learn during each year and how/when are these made available to pupils?*
- *What subject specific skills will pupils need to know and understand prior to the start of each new topic? And how will you ensure that pupils will be able to practice these?*

- Explicit instruction needs to be carefully planned for learners with SEND.
- New material needs to be delivered in small steps, with teachers considering how much information is presented at any one time.
- All new material should be presented both verbally and visually (dual-coded) wherever possible.

- High-interest, engaging materials such as images or short documentary clips can provide a strong start to a lesson, e.g. in **Geography** a short clip of an erupting volcano can help learners begin to understand the impact of an eruption the surrounding area.

Task:

- *Have you identified for each topic 'high-interest, engaging materials' that will be accessible to all pupils?*

- Less confident learners will benefit from having access to content of a time period prior to reading as this can motivate and support them when working through what may for them be challenging texts.

Task:

- *How do you make available to all pupils resources to support them prior to the introduction of each new topic?*

Modelling and scaffolding are key components of an inclusive lesson.

- Learners benefit from seeing the teacher model the application of for e.g. in **Art & Design** of skills in connection with subject content and watching a teacher perform 'live' research and live writing.
- A teacher / assistant 'thinking aloud' whilst modelling writing tasks can support learners when they progress to independent practice.
- Modelling should be a planned part of every lesson, with further modelling and/or scaffolding as needed when identified through formative assessment in a lesson.
- Given that for almost all foundation subjects, lessons are usually spread apart over a week/fortnight, it is crucial that new learning is recapped at the start of the following lesson. Teachers should also ensure, wherever possible, to address any misconceptions within that lesson. Misconceptions that are observed through marking between lessons can be addressed through short videos uploaded on a virtual classroom between lessons and/or at the start of the next lesson.
- For some learners with additional learning needs, misconceptions can become embedded in their understanding, impacting further progression. It is therefore vital that misconceptions are addressed directly at the earliest possible stage. It will often be beneficial to address these misconceptions in small groups or with individuals to check understanding.

Task:

- *Have you identified what 'may be' the common misconceptions that teachers and assistants need to be aware of prior to the start of each new topic? (e.g. in **Geography** it's not uncommon for pupils to be clear about the differences between: ocean; sea & channel. In **Science**, it is frequently: permeable; porous; pervious & absorbant.)*

Teaching strategies that can support learners in answering whole-class questions in lessons are:

- Additional processing time, e.g. provide questions to learners in advance of the discussion • Visual prompts
- Co-constructing answers with peers, e.g. Think - Pair - Share
- Pre-teaching content ahead of the lesson
- Mixed-ability groupings

- Communication aids
- Sentence frames and/or sentence starters with explicit reference to language function (specific to **Scientific** skills, e.g. hypothesising, summarising, evidencing).

Strategies to Scaffold Learning

How to support learners who struggle to access lessons because of literacy difficulties?

- Encourage oracy; talking about writing first and unpicking tricky words results in better understanding and written fluency. Think, Pair, Share tasks are essential, and enabling learners with SEND to succeed here by seating them near a student who is more confident with speaking would be an asset.
- Provide sentence starters and key word banks, ideally as a generic 'literacy mat' which can be used alongside knowledge organisers to embed common styles of geographical writing.
- As evaluation is a key skill it should be built into all topics. This is often challenging for pupils, especially those with SEND. Showing learners how to evaluate using models, guided examples on a visualiser, and guided reading are very helpful. Using an evaluation prompt, such as the one below, can be very useful to enable the students to apply their own ideas to the evaluation.
- Remember that **Historical; Geographical & Scientific** literacy is often high level. Consider your own use of tier 2 and 3 language in explanations; make links to everyday language and ensure your use of tier 2 and 3 language is accessible. Regularly check understanding of learners with SEND through questioning.
- Provide visual aids to enable learners to identify, for e.g. in **Art & Design:** artists and their work, as well as to identify equipment and media**; Design & Technology –** the tools and techniques they will be expected to use / perform**; Geography –** rivers around the world; different building styles and materials / rural and urban environments; **History –** images of where in the world specific events took place and of the people involved**.**
- Use frequent modelling to show learners how to structure sentences but keep it achievable; it is better to model an imperfect answer and ask the learner to suggest improvements than to model an unachievably high-quality response. This is especially important when preparing for assessments and giving feedback, so learners clearly understand how they can achieve an excellent answer and improve their own.
- Using extended guided reading in lessons is an essential way of enabling all learners, and especially those with SEND, to access the content effectively. Articles should be adapted where necessary, and often it is more effective to write pieces bespoke for the topic you are doing. The process of delivering these in class is also important to get right, and there is an example of a Highly Intentional Process below, Figure 1, page 4. (Figure 2 on page 5 is a task for the subject leader to complete)

Figure 1: Highly Intentional Process - Guided reading in Geography Lessons

HIP stage	Activity	Rationale/ notes	Sample Language
0: Homework to learn vocabulary (1 week before the reading)	In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant	This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read	This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this.
1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long)	Using the glossary, which is found at the start of the article, Select up to 5 pieces of tier 2 or 3 vocabulary from the article. Teach it directly, giving a simple definition and one or two sentences using the word. Ensure that you make the pronunciation of the word clear. Some teachers may want the class to repeat the words back to them - this will depend on your class dynamic.	Teach briskly - limit the number of questions. Word choice and definitions must be preprepared - it is very difficult to make up on the spot and retain clarity.	This word is …. Say it back to me (my turn your turn) It means …… It might be used like this (example 1) Or like this (example 2)
2: Preview the article (1-3 mins max - be careful not to spend too long)	Explain to the students what the article will be about, and what content it will cover. Teachers should also explain WHY the article is being read - this is important metacognitively - and could be related to why the knowledge is important, but also what they will be using the knowledge for afterwards (eg extended writing/ comprehension questions)	Helps students feel secure before reading, and be more likely to understand Head off any likely misconceptions re particularly difficult words, ideas or concepts	We are going to learn from an article about…. Some of the things it will help us to understand are… Look out for the section about…. Basically, this means that …..
3: Teacher reads (approx 15 mins but will vary)	Teacher reads from the article with enthusiasm and clarity. Teacher uses this stage to inspire the class: invite questions, explain things, check understanding. As you read each paragraph, scroll through the visual prompts on the board. Do explain these but not for more than 15 seconds to try not to break the flow of the reading too much. Depending on the class, their confidence and your feeling, you may also want to try 'jump in' reading. This is when the teacher pauses on a word of note (often those in the glossary) and the whole class repeats it out loud. If going on to do extended writing, the students should highlight sections which are relevant to the question they will be answering. If doing comprehension questions, this is not needed as questions will be numbered to match paragraphs and students should have to look and re-read sections to find answer.	Allows teachers to teach and inspire Provides another opportunity to check and address misconceptions The jump in reading can aid in concentration and tracking, and also enhance the ability of students in their pronunciation of the more challenging and relevant key terms	Now's your chance to check that you understand, and ask any questions you may have.

Figure 2: Highly Intentional Process - Guided reading in xxxxxx Lessons
(This is a task for you to complete)

HIP stage	Activity	Rationale/ notes	Sample Language
0: Homework to learn vocabulary (1 week before the reading)	In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant	This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read	This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this.
1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long)			
2: Preview the article (1-3 mins max - be careful not to spend too long)			
3: Teacher reads (approx 15 mins but will vary)			

How can I support learners who struggle to retain vocabulary?

- Print knowledge organisers including word banks and visual supports for learners with SEND who need them as a reference in every lesson.
- Use retrieval practice at the start of lessons to revisit key words, identify and repeatedly focus on the most important tier 3 vocabulary. Use oracy strategies; learners are more likely to retain words between lessons if they are able use them verbally in sentences. This will include questioning to probe learners to retrieve the correct word.
- Ask learners to highlight where they have used key vocabulary in their sentences in order to recognise and reinforce this skill.

Task:

- Have you identified key vocabulary / terms for each topic and do all pupils have access to these before and during lessons?

How can I support learners who struggle to access lessons because of numeracy difficulties?

- Work with colleagues to embed geographical numeracy in the curriculum, so that learners come to expect it as part of geography lessons, e.g. mean, median, mode, range and interquartile range
- Work with colleagues in the maths department to ascertain how and when mathematical skills and concepts are taught. If there are resources learners use to scaffold their learning in maths, ensure they have access to them in geography as well.
- Allow the use of calculators. As they are always permitted in geography exams, they should also be available in lessons.

Task:

- Have you worked alongside the subject leader for Mathematics to identify where learning in the subject you lead can support pupils numeracy?

How can I support learners who need additional time to develop conceptual understanding?

- What will hold learners back if they don't understand it? Identify what the 'threshold concepts' in each topic are, e.g. democracy; evaluation; analysis & composition and refer to these concepts in some way during every lesson.
- Give examples of the same concept in different contexts. Try to personalise this or use examples from the news/ media/local area, at least something that is 'relevant' to the pupils. This is a vital part of effective teaching, with teachers regularly referring to recent events to engage the learners, and encourage them to go and seek out information themselves independently.
- Plan specific hinge questions you will ask learners, to ensure you can evaluate the extent to which each learner is understanding. Probe learners to go beyond three-word responses to questions.
- Anticipate misconceptions and when they arise in lessons, challenge them quickly; include them in your explanations.
- Ensure that all resources are uploaded for all lessons and homework and revision onto a suitable electronic platform, e.g. Google Classroom, and clearly labelled so that learners, support staff and families can access these remotely and at any time. This will enable learners to recap work and concepts where they need to and want to.

Task:

- Have you identified in advance of a topic the key questions which you will want to ask of pupils – questions that address not only: who; what; where; when; why and how as well as: similarities / differences; cause & effect; rank in order of importance; synthesise your responses, etc

How can I support learners who struggle with attention?

- Plan seating arrangements carefully. Consider the use of proximity for learners who need prompting. Also, ensure learners are sat away from distractions - these could be environmental, e.g. windows next to a playground, or relational, e.g. peers.
- Share the big picture of the lesson but also show examples of the outcome so that learners can visualise what the overall aim is.
- Chunk lessons into distinct episodes of explanation, modelling, practice, feedback, etc. so that learners have a structure to expect. Represent these parts of the lesson on a visual timetable, which you refer to throughout the lesson.
- Plan in active breaks and opportunities for learners to move during lessons.
- Use behaviour-specific praise to reinforce effort and focus.

Task:

- Re: a visual of the outcome expected of pupils – do you have / are you starting to build up examples from 'past' pupils as to what a 'good' example would be to share with pupils?

How can I support learners who struggle with change and transition?

- Predictable classroom routines are vital, with well-planned and structured lessons with clear expectations.
- Build trust through positive interactions and praise.

How can I support learners who struggle with fine motor skills?

- Consider using frames or adhesives (**e.g. in Art & Design and Design & Technology),** masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
- Encourage learners to experiment with different media, for e.g. in **Art & Design** - when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
- Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources

alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.

- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

Task:

- Do you have / are you building up a bank of examples of 'finished' work to share with pupils, so that they can visualise the learning process / journey?

How can I support learners who struggle with attention?

- Starting off each lesson with a 'hook' - a question or image which inspires curiosity - can help engage learners. This is most effective when two to three questions are displayed, at varying levels of complexity, with learners invited to choose and engage with one of the questions. It could be helpful if the hook has a link to their own context so that learners have a concrete reference point.
- A 'chunked' approach alongside cognitive shifts can aid attention and focus. For example, after having read independently for a set amount of time, learners can then discuss in small groups before writing an answer to a set question in their books. Having a dual-coded lesson plan with known images for the different parts of the lesson and time allocated can support learners in engaging in each component of the lesson.
- Develop tasks that keep pupils engaged in their learning, e.g. if showing a video clip, provide learners with phrases to listen for or key questions to answer.

Task:

Do pupils have access to a resource (e.g. pen / pencil / paper) when observing a video / images which has key words / questions (e.g. who: what; where; when; why and how) to focus their notes?