



PGQM Moderation feedback: September 2023

Geographical Association

School: St Thomas C of E Primary School

Bronze Silver Gold

Section A: What is the quality of geography education like?

1. Intent: To what extent does the school's geography curriculum set out and share the knowledge and skills that pupils will build?

(i) Vision:	The geography curriculum articulates a shared vision for geography and takes account of the school's local context, substantive, procedural and disciplinary geography.			✓
(ii) Coherence:	There is an ambitious, well planned and coherent geography curriculum, with a clear rationale for all units of work studied, which consistently builds on prior learning.			✓
(iii) Expectations:	There are clearly shared high, age related, expectations for what all pupils will know and be able to do with their geographical knowledge and skills.			✓

2. Implementation: How is the geography curriculum delivered and assessed to meet the needs of all pupils?

(i) Application:	Geographical learning occurs that piques curiosity and builds knowledge of place, location, interconnectedness, physical and human geography in a memorable way.			✓
(ii) Concepts:	Geographical concepts, including place, space, time, diversity and scale are explored.			✓
(iii) Relevance:	The geography curriculum is relevant and authentic, enabling pupils to draw on every-day and first-hand experiences as well as broader geographical 'issues' at a local and global scale as they make sense of geographical processes, patterns and interconnections.			✓
(iv) Place:	Place is investigated at a range of scales to develop: a deeper 'sense of place'; build pupils' understanding of what chosen places are like; allow comparisons to be made between places and understand that multiple 'stories' can be told for a single place.			✓
(v) Fieldwork:	Regular geography fieldwork utilising the school grounds, local area and wider environment is planned and carried out to enable pupils to develop a better understanding of place.			✓
(vi) Opportunity:	Pupils are given frequent and repeated opportunities to: observe, collect, measure, record, analyse, communicate and reflect on geographical information in a variety of ways, including through maps, images, fieldwork, numerical and quantitative skills, debating and writing at length.			✓
(vii) Assessment:	Assessment practices both inform teaching and check understanding, knowledge fluency and progression, offering clear, direct feedback and personalised levels of challenge related to the geography objectives and not generic literacy skills.			✓

3. Impact: How fluently do pupils apply their knowledge and skills to move their learning forward?

(i) Knowledge:	Pupils have good core geographical knowledge of: a range of diverse places and what they are like; the processes, both physical and human that interconnect to shape 'place, space and environment'.			✓
(ii) Skills:	There is evidence of pupils employing geographical skill sets such as enquiry, mapping, graphicacy and vocabulary, often enhanced by digital technologies, literacy and numeracy.			✓
(iii) Achievement:	Pupils have good geographical knowledge, remembering facts and can think, speak and write like a geographer. They achieve, progress and are equipped to build further knowledge.			✓

Section B: How does geography education shape behaviour, attitudes and values?

(i) Value:	Geography creates an effective learning environment, where teacher-pupil relationships are good and the subject is enjoyed and valued.			✓
(ii) Agency:	Pupils are given opportunities to: develop their opinions and responsible voice; independent enquiry and capacity to think critically, while working collaboratively, safely and with agency.			✓

Section C: How does geography education support pupils' personal development?

(i) Worldview:	Geographical knowledge promotes an open-minded, balanced and considerate worldview, by: - equipping pupils to be responsible, respectful, active citizens, - exploring different lifestyles, cultures, perspectives and points of view, - providing opportunities to explore diversity and commonality.			✓
(ii) X-curricular:	Geography supports a broad, rich curriculum by providing meaningful contexts for cross curricular learning, developing reading, whole school initiatives and community events.			✓

Section D: How is Geography education being led and managed?

(i) Support:	All staff are supported to improve their subject knowledge, pedagogical range and application of assessment to inform and enhance the geography curriculum.			✓
(ii) Monitoring:	Rigorous monitoring, self-evaluation and reflection identifies priorities and strategies for improvement and lead to a well-focused geography curriculum and high-quality pupil outcomes.			✓
(iii) Curriculum:	The subject leader oversees effective curriculum making and resourcing, utilising the collective expertise within and beyond the immediate school community.			✓

Bronze: evidence that a key indicator is being met in inconsistently- within the subject leaders' classroom as a minimum.

Silver: evidence that a key indicator is being consistently met across the majority of the school for the majority of the time.

Gold: evidence that a key indicator is consistently and constantly being met across the whole school.



Moderator(s): **Naomi Wagner and the National Moderation Team**

The school has been awarded: **Gold**

Geography: notable aspects and strengths

Thank you for your submission, we thoroughly enjoyed reading about how geography is being taught in your school and how much of a positive impact the application for the award has had on the geography provision at St Thomas'. We have identified the following strengths:

- A truly comprehensive submission which showcases a knowledge rich curriculum sequenced from EYFS to Year 6, building knowledge and revisiting it over time based on ED Hirsch's Core Knowledge Foundation. Progress is mapped by year group and clear expectations are evidenced as to how the subject is led, managed and monitored. The teaching and learning of 'place' is purposeful with shared resources, opportunities for the children to think, speak and write like geographers. We particularly enjoyed the Year 5 study of Australia, describing the biomes and applying their knowledge of biomes to Minecraft games at home.

The curriculum is well planned with purposeful topics and themes consistently building on prior learning:

- Children revisit key knowledge and skills from EYFS to build and challenge their understanding of their local environment through location, human and physical descriptors as well as fieldwork study, writing like geographers using the correct vocabulary. Retrieval tasks are evident in all lessons together with a link to previous learning. All pupils are encouraged to think like a geographer using STAR words for the appropriate vocabulary. Real life examples are provided in Year 5 where air pollution is discussed, data is analysed and children are encouraged to write to their local councillor. Pupil voice highlights it is a subject that is enjoyed especially maps as pupils value them as being a useful skillset for their future lives.

The geography lead is confident about the curriculum, skills and requirements to lead and promote geography teaching.

- The process of application has been a positive one, reinvigorating staff to reflect on practice and appreciate the learning that is occurring in individual classroom as well as the opportunities to link learning between year groups. It has provided an opportunity to share knowledge for ECT and new staff. This has resulted in further collaboration, strengthening the teaching of geography.

Geography: aspects to develop and strengthen

As you celebrate your Gold Award you may wish to consider the following:

- To continue to enhance and embed digital technology across all classrooms.
- To further develop the use of assessment so that 'sticky knowledge' is embraced by the teachers and children.
- To continue to engage with geography CPD, maybe using [GA courses](#) to support improvement.

Thank you for submitting extra evidence in support of how your school contributes to developing the subject more widely. We were impressed by your commitment to the LDST network and the start of your journey to showcase your curriculum. To become a Gold Hub school this activity needs to be expanded further, for example so that you are running multiple training events, leading the network and mentoring/advising schools and trainee teachers on aspects of geography practice across the network.