

PGQM Moderation feedback: September 2024



School: Bruche Primary Academy

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: <ul style="list-style-type: none"> 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.



School: Bruche Primary Academy

Moderator(s): Sue Lomas and the National Moderation Team

The school has been awarded: Gold

Geography: notable aspects and strengths

Congratulations on an excellent submission. Your selection of evidence was comprehensive and well-presented. Thank you.

Your school certainly has developed a clear vision for geography and its place in the wider curriculum. This ensures that you encourage a fascination in and a curiosity about the world for your pupils. From your documentation, it is clear to see that there is a coherent organisation of the geography curriculum. Careful planning ensures that the requirements of learners and of the National Curriculum are integrated at all levels. You also make sure that pupils build on what they have already learned. The topics and themes studied are chosen to be relevant to the pupils and give them a knowledge and understanding of their local community and of the wider world.

Skills are carefully woven into the schemes of learning so that they become embedded. For example, in mapwork, EYFS children map the features of a walk to the canal. The illustrations produced for the whole school project about elephant extinction are glorious and the written work to accompany them reveals the passion that the children have about the plight of these animals. In Year 5, pupils study a range of historical maps of London to recognise changes in the city. In Year 6, the children use digital mapping to discover the sources of our food supply. There is strong emphasis on developing subject specific vocabulary and you provide a range of fieldwork activities that show progression in the skills required to study an area first hand. The use of IT enhances the pupils' understanding through the use of Google Earth and aerial photography.

You have ensured that your pupils are equipped to be active and responsible citizens through studies of the American presidential election and your different approaches to helping pupils understand climate change. You realise how important it is for your pupils to explore different lifestyles and to find out about diversity and commonality.

You have developed a careful system of monitoring the progress children are making in geography, including assessment tasks, informal monitoring and teacher voice. There are clear assessment goals for all. The subject lead has been successful in raising the profile of geography within the school and ensures he keeps up to date through CPD sessions through the multi-academy trust and links to other organisations.

Geography: aspects to develop and strengthen

There are some good examples of an understanding of place in your submission. Some pupils can clearly describe what it must be like to live in parts of Africa and South America, for example. You clearly link geographical learning across the curriculum, but it would have been more helpful to see more geography focused learning objectives, ensuring that pupils understood the geographical focus of these studies.

A more detailed picture of how your self-reviews lead to actions for further development would have been helpful. Also, for any further submissions, it might be more appropriate to demonstrate an original lesson plan, rather than one already devised for the Royal Geographical Society.

It was a pleasure to review your submission. It is clear that a consistent and systematic approach to the teaching and learning of geography is being developed.