



PGQM Moderation feedback: September 2021

Bruche Primary School Warrington

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) The geography curriculum articulates a shared vision for geography. Its rationale is clear and takes account of the school's local context.

✓

(ii) There is an ambitious, well planned and coherent geography curriculum, with a clear and articulate rationale for any topics and themes studied, which consistently builds on prior learning.

✓

(iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross curricular learning, whole school initiatives and community events.

✓

(iv) There are clearly shared high and 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) Geography teaching is highly effective, adapts to pupils' needs and applies the intent described in Section A1. It promotes appropriate discussion about the subject matter, stimulates curiosity and makes learning memorable.

✓

(ii) The curriculum is relevant and authentic, enabling pupils to draw on everyday experiences as well as their own interests and talents to make sense of geographical processes, patterns and interconnections

✓

(iii) Regular planned fieldwork opportunities utilising the school grounds, local area and wider environment are conducted as an essential part of quality geographical learning.

✓

(iv) 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, numerical and quantitative skills, debating and writing at length.

✓

(v) 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) Pupils have good core knowledge, for example of places and what they are like, they are able to make sense of the way they, and others, see and connect places, people, processes and environments.

✓

(ii) There is evidence of pupils employing geographical skill sets such as enquiry, mapping, graphicacy and vocabulary, often enhanced by digital technologies.

✓

(iii) Pupils achieve well, make good progress and are equipped for success in the next stage of their education.

✓

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

(i) Geography creates an effective learning environment, where teacher-pupil relationships are good and the subject is enjoyed and valued.

✓

(ii) Pupils are given opportunities to develop confidence, independent enquiry and critical thinking, while working collaboratively, safely and with resilience.

✓

(iii) Pupil and teacher surveys are inclusive and the feedback is used appropriately.

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

(i) 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) Contemporary and environmental geography themes are explored at a range of scales and across a variety of places empowering pupils to develop their own voice, whilst displaying respect and empathy with others' standpoints.

✓

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

(i) All staff are supported to improve their subject knowledge, pedagogical range and application of assessment to inform and enhance the geography curriculum.

✓

(ii) Rigorous monitoring and reflection identifies priorities and strategies for improvement and lead to a well-focused geography curriculum.

✓

(iii) The subject leader oversees effective curriculum making and resourcing, utilising the collective expertise within and beyond the immediate school community.

✓

Key:

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.

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School: Bruche Primary School Warrington

Moderator(s): Paula Richardson and the National Moderation Team

The school has been awarded: Silver

Geography: notable aspects and strengths

This submission is an excellent presentation which showcases geography and provides a really thoughtful and realistic approach to developing the curriculum across the school and beyond. Knowledge is seen as very important, but it is carefully embedded in the pupils' learning about a range of places, issues and people. There is scaffolding of ideas and local information which underpins work throughout the school. As subject leader you are keen and committed to developing geography across the school and you identify a clear vision as to how the subject should develop. The monitoring of the teaching of the subject through book reviews, learning walks and teacher/pupil discussions is carefully embedded and used to encourage the staff to develop their own geographical knowledge and skills as well as sharing a range of exciting ideas about teaching the subject.

There are some creative and ambitious topics being taught, a study of Soweto, global trade, North America and climate change all of which introduce pupils to a series of interesting places, themes and challenges. The knowledge organisers for year 3 and 4 showcase very thorough and comprehensive studies of both rivers and settlements. The Why Warrington? document provides a number of creative avenues to explore in the local area.

The fieldwork plan is a useful document and underpins a lot of practical work such as weather observations in year 1, to work on the local area and Chester Zoo. Here the emphasis is also on a range of wider aspects such as social justice and conservation. The Economist Education Foundation is also used for upper junior pupils as a stimulus to develop global awareness of present-day key issues. The topic on homelessness studied by year 6 was a great resource to encourage critical thinking skills.

Geography: aspects to develop and strengthen

You have a clear plan of action as to what to work on next. Some of this will include revisiting your plan for cpd with external support which was cancelled due to the pandemic situation. Providing cpd for staff will help to support them and ensure they are teaching topics in a creative way.

It will be helpful to extend the fieldwork plan for the whole school so skills and knowledge can be seen to progress across the whole age range. The secret of success will be to identify how similar locations around the area can be used by different age groups to best advantage. For example, how Year 1 might visit the town centre to identify features and experience the environment whilst older classes in KS2 might build on this to compare, contrast and evaluate issues found there.

The outdoor activities on the Moor and in the woodlands are excellent ways of getting pupils to enjoy and experience the world outside, but you need to more clearly identify the activities which are actually geography related.

Well done!