



Geography Impact Statement

Quality of Teaching—good

Teachers both enjoy and are confident in their subject, and engaging lessons are taught.

Fieldwork is highlighted as something to improve and complete more of with both internal and external CPD delivered and scheduled.

Evidence

Lesson observations, books and work, external and internal CPD, feedback from CPDs, staff skills audits.

Resources—good

We are generally well-resourced. We are members of the Geography Association, which is used with Royal Geographical Society. We subscribe and use Digimap. Target for budget is updated atlases, compasses and CPD.

Evidence

Memberships, schemes of work, atlases.

Quality of Learning—good

Children enjoy learning geography and this is reflected in their work. They can describe key elements of their learning and do appropriate tasks for their topic.

Evidence

Lesson observations, chatting to children, books and pieces of work.

Assessment—good

Children are questioned through each lesson, answering the enquiry question.

Children use appropriate vocabulary in written and verbal tasks.

Evidence

Lesson observations, teacher feedback, assessment sheets, pupil feedback and pupil voice.

Standards Achieved—good

Children achieve well in Geography and are able to speak confidently about what they have learned.

Children previously could confuse Geography with 'Topic' - this was addressed in recent Geography CPD.

Evidence

Teacher assessment, assessment sheets, examples of work produced, pupil voice, CPD delivered by subject leader.

Pupil Voice—good

Children enjoy learning Geography across all different facets of the subject.

Evidence

Talking to children informally as well as formally.