



Archdiocese of  
Birmingham



# St Maria Goretti Catholic Academy

**Humanities Policy 2016-17**



All Saints Catholic Collegiate

# POLICY

## Approval and review

Committee to approve policy	Achievement and Standards Committee
Date of Academy Committee Approval	14/06/2016
Chair of Academy committee	Mr Ray Chadwick
Signature	
Chair of Academy Committee	
Policy review period	12 months
Date of policy review	June 2017

### MISSION STATEMENT

**With respect for God and united in faith, we place service before self to inspire hearts and minds.**

**By achieving together through our love and faith, we place Christ at the centre of all we do.**

## Introductory Statement

Humanities begins with deepening children's understanding of themselves, the people around them, their communities and eventually the wider world. It should inspire children's curiosity at all levels to want to know more about the world in which they live and the reasons behind how it came to be.

Humanities brings together the past and the present in a way that allows children to understand the complexity of people's lives and the surroundings in which they live. They will learn historical concepts and geographical phenomena that will develop their skills of enquiry and deepen knowledge of the relationships between the human and physical aspects to our world.

Diversity in the human race and the conditions in which they have grown and developed is explored with all children as they share in the stories, characters, and narrative that has shaped our nation and those in the wider world.

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<b>Version Control</b>			
<b>Version</b>	<b>Date Approved</b>	<b>Changes</b>	<b>Reason for Alterations</b>
Issue 1		Annual update of policy	

## Aims and Objectives

Humanities provides a high quality education that inspires pupils to be curious and fascinated about the globe, human race and their ancestors before them. Child-centred learning encourages children to see themselves as an important part of the society that surrounds them. They are encouraged to have a curiosity about the differing people and events in their world now and long ago and the reasons for the changes which have taken place.

Core skills are developed and advanced through each key stage as children progress towards deepening their understanding of the world both past and present. In doing so they leave equipped ready to respond to the challenges of their time

Humanities stimulates children's curiosity to investigate the world and their place within it. Engaging children in questions about people and events in the past helps them understand the present and prepare for the future.

Understanding people's relationships with the physical and built environment helps them form ideas about how to live. They learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, faiths, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging.

Historical, geographical and social understanding encourages children to interpret the world around them, from the local to the global. They become aware of how communities are organised and shaped by people's values and actions, and how communities can live and work together. They begin to understand how events that happened long ago or in other countries can affect our lives today and how we can help shape the future.

In these ways, children learn about similarities, differences, diversity and how we live in an interdependent world. They learn about right and wrong, fairness and unfairness, justice and injustice. Their growing understanding helps them make sense of the world and prepares them to play an active role as informed, responsible citizens.

The children are part of the society that surrounds them and they have an impulse to be curious about what they see and about the people among whom they live. As they grow they need to understand progressively the interdependence of lands, of peoples, of cultures and of generations within a global ecosystem. Without an historical and geographical perspective, children may build themselves a distorted picture of the world. The objective of humanities teaching in our school is to foster a desire for learning which will continue for the rest of the children's lives.

### The Foundation Stage.

Humanities in Early Years are taught as an integral part of the topic work covered during the year. Children's work is related to the objectives set out in the Early Years Foundation Stage development matters for Understanding of the World, which underpin the curriculum planning for children birth to five. This subject encompasses skills, knowledge and awareness for history, geography, science and ICT. This is developed through children's own explorations and observations in the place they live and the natural world. They are given the opportunity to find out about past and present events in their own lives and those of their families and people they know by asking questions and seeking answers. In this way they can begin to know about their own and other cultures. Children also explore and find out about their own surroundings through practical activities. Children are usually introduced through carpet sessions either within the whole class or small groups, with follow-up activities devised to reinforce these ideas. Child initiated learning is encouraged and learning is extended through the use of extended resource provision.

## Key Stage 1 and Key Stage 2

In line with the National Curriculum, Humanities in Key Stage and 1 and Key stage 2 is an integral part of the curriculum and is often the centre from which all learning spirals. Teachers plan exciting cross-curricula lessons and carefully include the interest areas of the children as they research together using a range of media. Skills are developed so children develop a good knowledge of historical and geographical vocabulary and can communicate in different ways through their work. The ability to reflect, think and analyse past events is an important element to all lessons alongside the human and physical processes that have shaped our world. Areas of learning can be in the form of either a depth or breadth study in which children explore research and rationalise their findings. Teachers scaffold thinking and guide where necessary so key concepts are embedded prior to their journey to secondary education.

In Key Stage 1, most lessons will begin with a whole class session to outline the main learning prior to children accessing a variety of resources to find out aspects that interest them. Key Stage 2 follows a similar format, with children experiencing some teacher direction before they commence their own enquiry. Lessons are well resourced with new curriculum content being accessed at all levels. Classroom work is further enhanced with educational trips and visitors to school to bring the curriculum alive and make tangible for all ability groups.

## Roles and Responsibilities

Each member of the teaching staff will have the responsibility for the teaching of statutory humanities content and they will need to ensure that their own knowledge is continually updated.

The school has a Humanities subject leader to assist this process and take specific responsibility for history and geography issues in the school.

It is his/ her responsibility to:

- support colleagues in teaching the subject content and organise CPD as required
- monitor current practice through book scans and lesson observations.
- ensure the Essential Learning Objectives and Milestones (Chris Quigley) are planned for by teachers, in line with long term plans, set out by the humanities subject leader
- develop a school policy
- resource the curriculum
- facilitate the assessment of children's work
- be a consultant to colleagues in planning the Humanities content of their teaching
- keep people informed of appropriate visits and courses
- termly report to curriculum leader to identify opportunities to enhance teaching and learning provision

The Curriculum Enhancement Leader, part of the school's SLT, oversees the quality of provision of subject leadership in Humanities and analyses, alongside the subject leader, the outcomes of termly assessment and takes appropriate action to maintain and exceed standards in teaching and learning across the school.



## History programmes of study: key stages 1 and 2

### National curriculum in England

#### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.**

## Subject content

### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

## Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

### Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

### Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity



- Britain's settlement by Anglo-Saxons and Scots

#### **Examples (non-statutory)**

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

#### **Examples (non-statutory)**

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

#### **Examples (non-statutory)**

a depth study linked to one of the British areas of study listed above

a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### History – key stages 1 and 2

#### Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
  - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century
  - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
  - a significant turning point in British history, for example, the first railways or the Battle of Britain
- 
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
  - Ancient Greece – a study of Greek life and achievements and their influence on the western world
  - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



## Geography programmes of study: key stages 1 and 2

### National curriculum in England

#### 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.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

## 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 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.

**St Maria Goretti Catholic Academy**  
**History / Geography Long Term Plan 2016-2017**

<b>History and Geography Statutory Requirements</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1 History</b>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.            Significant historical events, people and places in their own locality.</p> <p style="color: red;">Famous people from Stoke-on-Trent</p>	<p>Changes within living memory</p> <p style="color: red;">Changes in homes, entertainment etc...</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p style="color: red;">Compare Queen Victoria and Elizabeth II</p>
<b>Year 1 Geography</b>	<p>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</p> <p>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</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to:</p> <p><i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	<p>Use basic geographical vocabulary to refer to:</p> <p><i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	<p>Name and locate the world's seven continents and five oceans</p> <p>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</p> <p>Use basic geographical vocabulary to refer to:</p> <p><i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 2 History</b>	<p>Events beyond living memory that are significant nationally or globally</p> <p>The Great Fire of London</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Christopher Columbus, Florence Nightingale, Mary Anning etc...</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>The monarchy</p>
<b>Year 2 Geography</b>	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>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</p> <p>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</p> <p>Use basic geographical vocabulary to refer to:</p> <p><i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	<p>Use basic geographical vocabulary to refer to:</p> <p><i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <p><i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>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</p> <p>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</p> <p>Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>



	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3 History</b>	<p>The Roman Empire and its impact on Britain</p> <p><b>The Romans</b></p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>A local history study</p> <p><b>Staffordshire Hoard</b></p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>World War 1</b></p>
<b>Year 3 Geography</b>	<p>Describe and understand key aspects of:</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p>	<p>Describe and understand key aspects of:</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p>	<p>Describe and understand key aspects of:</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p> <p>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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p>

	Autumn	Spring	Summer
Year 4 History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Victorians</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
Year 4 Geography	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Describe and understand key aspects of:</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p> <p>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</p>	<p>Describe and understand key aspects of:</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p>	<p>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</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 5 History</b>	<p>A local history study</p> <p><i>The Pottery Industry</i></p>	<p>A non-European society that provides contrasts with British history</p> <p><i>Mayan civilization</i></p>	<p>The achievements of the earliest civilizations</p> <p><i>Ancient Egypt</i></p>
<b>Year 5 Geography</b>	<p>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</p> <p>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.</p> <p>Describe and understand key aspects of:</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p> <p>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</p>	<p>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</p> <p>Describe and understand key aspects of:</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p>	<p>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</p> <p>Describe and understand key aspects of:</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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)</p>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 6 History</b>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Tudors</b></p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>World War 2</b></p>
<b>Year 6 Geography</b>	<p>Describe and understand key aspects of:</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p> <p>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.</p> <p>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</p>	<p>Describe and understand key aspects of:</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p>	<p>Describe and understand key aspects of:</p> <p><i>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</i></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p> <p>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)</p>

## St Maria Goretti Catholic Academy History / Geography Milestones to be covered

	Autumn	Spring	Summer
<b>Year 1 History</b>	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Describe significant people from the past.</p> <p>Describe historical events.</p> <p>Use dates where appropriate.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Use dates where appropriate.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>
<b>Year 1 Geography</b>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Identify land use around the school.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's continents and oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>



<p><b>Year 2 History</b></p>	<p>Identify some of the different ways the past has been represented. Use artefacts, pictures, stories, online sources and databases to find out about the past. Ask questions such as: What was it like for people? What happened? How long ago? Ask questions such as: What was it like for people? What happened? How long ago? Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Use dates where appropriate. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past. Ask questions such as: What was it like for people? What happened? How long ago? Ask questions such as: What was it like for people? What happened? How long ago? Describe significant people from the past. Describe historical events. Place events and artefacts in order on a time line. Use dates where appropriate. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past. Ask questions such as: What was it like for people? What happened? How long ago? Ask questions such as: What was it like for people? What happened? How long ago? Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Use dates where appropriate. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>
<p><b>Year 2 Geography</b></p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to: • <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name and locate the world's continents and oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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: • <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Use basic geographical vocabulary to refer to: • <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</p>

<p><b>Year 3 History</b></p>	<p>Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Compare some of the times studied with those of other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
<p><b>Year 3 Geography</b></p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe geographical similarities and differences between countries. Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the countries of Europe and identify their main physical and human characteristics. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>

<p><b>Year 4 History</b></p>	<p>Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</p>	<p>Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
<p><b>Year 4 Geography</b></p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe how the locality of the school has changed over time. Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describe how the locality of the school has changed over time. Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Name and locate the countries of Europe and identify their main physical and human characteristics. Describe geographical similarities and differences between countries. Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul>



<p><b>Year 5 History</b></p>	<p>Use sources of evidence to deduce information about the past.  Select suitable sources of evidence, giving reasons for choices.  Use sources of information to form testable hypotheses about the past.  Seek out and analyse a wide range of evidence in order to justify claims about the past.  Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  Understand that no single source of evidence gives the full answer to questions about the past.  Refine lines of enquiry as appropriate.  Identify continuity and change in the history of the locality of the school.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  Identify periods of rapid change in history and contrast them with times of relatively little change.  Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  Use dates and terms accurately in describing events.  Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p>	<p>Use sources of evidence to deduce information about the past.  Select suitable sources of evidence, giving reasons for choices.  Use sources of information to form testable hypotheses about the past.  Seek out and analyse a wide range of evidence in order to justify claims about the past.  Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  Understand that no single source of evidence gives the full answer to questions about the past.  Refine lines of enquiry as appropriate.  Compare some of the times studied with those of the other areas of interest around the world.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  Identify periods of rapid change in history and contrast them with times of relatively little change.  Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  Use dates and terms accurately in describing events.  Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.  Use original ways to present information and ideas.</p>	<p>Use sources of evidence to deduce information about the past.  Select suitable sources of evidence, giving reasons for choices.  Use sources of information to form testable hypotheses about the past.  Seek out and analyse a wide range of evidence in order to justify claims about the past.  Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  Understand that no single source of evidence gives the full answer to questions about the past.  Refine lines of enquiry as appropriate.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  Identify periods of rapid change in history and contrast them with times of relatively little change.  Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  Use dates and terms accurately in describing events.  Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.  Use original ways to present information and ideas.</p>
<p><b>Year 5 Geography</b></p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.  Identify and describe how the physical features affect the human activity within a location.  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area.  Record the results in a range of ways.  Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).  Describe and understand key aspects of:</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.  Identify and describe how the physical features affect the human activity within a location.  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  Name and locate the countries of North and South America and identify their main physical and human characteristics.  Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere,</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.  Identify and describe how the physical features affect the human activity within a location.  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</p>

	<p>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>	<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p>Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>
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<p><b>Year 6 History</b></p>	<p>Use sources of evidence to deduce information about the past.  Select suitable sources of evidence, giving reasons for choices.  Use sources of information to form testable hypotheses about the past.  Seek out and analyse a wide range of evidence in order to justify claims about the past.  Understand that no single source of evidence gives the full answer to questions about the past.  Refine lines of enquiry as appropriate.  Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  Use dates and terms accurately in describing events.  Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.  Use original ways to present information and ideas.</p>	<p>Use sources of evidence to deduce information about the past.  Select suitable sources of evidence, giving reasons for choices.  Use sources of information to form testable hypotheses about the past.  Seek out and analyse a wide range of evidence in order to justify claims about the past.  Understand that no single source of evidence gives the full answer to questions about the past.  Refine lines of enquiry as appropriate.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  Use dates and terms accurately in describing events.  Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.  Use original ways to present information and ideas.</p>	<p>Use sources of evidence to deduce information about the past.  Select suitable sources of evidence, giving reasons for choices.  Use sources of information to form testable hypotheses about the past.  Seek out and analyse a wide range of evidence in order to justify claims about the past.  Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  Understand that no single source of evidence gives the full answer to questions about the past.  Refine lines of enquiry as appropriate.  Identify continuity and change in the history of the locality of the school.  Compare some of the times studied with those of the other areas of interest around the world.  Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  Identify periods of rapid change in history and contrast them with times of relatively little change.  Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  Use dates and terms accurately in describing events.  Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.  Use original ways to present information and ideas.</p>
<p><b>Year 6 Geography</b></p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.  Identify and describe how the physical features affect the human activity within a location.  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).  Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.  Identify and describe how the physical features affect the human activity within a location.  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area.  Record the results in a range of ways.  Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  Understand some of the reasons for geographical similarities and differences between countries.  Describe and understand key aspects of:</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.  Identify and describe how the physical features affect the human activity within a location.  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area.  Record the results in a range of ways.  Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).  Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use</p>

	<p>symbols) to communicate knowledge of the United Kingdom and the world.          Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.          Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p>patterns; and understand how some of these aspects have changed over time. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).          Understand some of the reasons for geographical similarities and differences between countries.          Describe how locations around the world are changing and explain some of the reasons for change.          Describe geographical diversity across the world.          Describe how countries and geographical regions are interconnected and interdependent.          Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.          Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
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# History survey visits

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Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools

Inspectors visit 150 schools each year to inform Ofsted's subject surveys in English, mathematics and science. Survey visits for other subjects are less frequent but continue to take place from time to time.

Where applicable, subject feedback letters, which are sent following survey visits, normally contain separate judgements on:

- the overall effectiveness of the subject
- the achievement of pupils in the subject
- the quality of teaching in the subject
- the quality of the subject curriculum
- the quality of leadership in, and management of the subject.

In reaching these judgements, inspectors draw on the criteria and grade descriptors from the September 2013 *School inspection handbook* as they can be applied to individual subjects. Key elements of these descriptors are set out in the guidance below. Alongside them are supplementary, subject-specific descriptors to provide additional guidance for schools and inspectors. This includes guidance on the quality of the curriculum in the subject.

This supplementary guidance is not for use on section 5 whole-school inspections.

Grade descriptors - the overall effectiveness of history education provided in the school

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach, which relies on the professional judgement of the inspection team. The exception is that teaching in history must be outstanding for overall effectiveness to be outstanding.*

### **Outstanding (1)**

- History teaching is outstanding and, together with a rich and relevant history curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement in history may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences in history and these ensure that they are very well equipped for the next stage of their education, training or employment.
- Pupils' high levels of literacy, appropriate to their age, contribute to their outstanding learning and achievement.
- Practice in the subject consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- The subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

### **Good (2)**

- Pupils benefit from history teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement in history is at least good.
- Pupils and particular groups of pupils have highly positive educational experiences in history that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently.
- The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential in history.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

### **Requires improvement (3)**

- History in the school requires improvement because one or more of the key judgements for achievement; behaviour and safety (in history); the quality of teaching; the curriculum; and the quality of leadership and management of history requires improvement (grade 3).

### **Inadequate (4)**

History in the school is likely to be inadequate if inspectors judge any of the following to be inadequate:

- the achievement of pupils in history
- the behaviour and safety of pupils in history
- the quality of teaching in history
- the quality of the curriculum in history
- the quality of the leadership in, and management of, history



Generic <sup>1</sup>	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ From each different starting point<sup>2</sup>, the proportions of pupils making expected progress<sup>3</sup> and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are rapidly approaching them.</li> <li>■ Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.</li> <li>■ The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or has risen rapidly, including in English and mathematics.</li> <li>■ Pupils read widely, and often across all subjects to a high standard.</li> <li>■ Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.</li> <li>■ Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.</li> <li>■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is consistently good or better.</li> <li>■ The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Pupils have excellent knowledge and understanding of people, events, and contexts from a range of historical periods, of historical chronology, and of historical concepts and processes.</li> <li>■ Pupils are able to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.</li> <li>■ Pupils consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.</li> <li>■ Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.</li> <li>■ Pupils are passionate about history and engage enthusiastically in their learning, developing a sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.</li> <li>■ Pupils are respectful of historical evidence and make robust and critical use of it to support their explanations and judgements.</li> <li>■ Pupils readily embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.</li> </ul>

<sup>1</sup> The descriptors are set out in full in the *School inspection handbook*.

<sup>2</sup> Starting points at Key Stage 1 include Levels W (and P levels), 1, 2c, 2b, 2a and 3; starting points at Key Stage 2 include Levels W (and P levels), 1, 2, 3, 4 and 5.

<sup>3</sup> Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4. From 2013, expected progress data between Key Stages 1 and 2 in English will be provided separately for reading and writing, but no longer aggregated for English.

Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in *Subsidiary guidance*.

<b>Generic<sup>1</sup></b>	<b>Supplementary subject-specific guidance</b>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving.</li> <li>■ Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well.</li> <li>■ The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or is rising, including in English and mathematics.</li> <li>■ Pupils read widely and often.</li> <li>■ Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.</li> <li>■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support and the most able, is generally good.</li> <li>■ Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Pupils have good knowledge and understanding of people, events, and contexts from a range of historical periods, of historical chronology, and of historical concepts and processes.</li> <li>■ Pupils are able to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences.</li> <li>■ Pupils regularly support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.</li> <li>■ Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.</li> <li>■ Pupils enjoy history, and the large majority engage enthusiastically in their learning, developing a sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.</li> <li>■ Pupils are respectful of historical evidence and make robust and critical use of it to support their explanations and judgements.</li> <li>■ Pupils embrace challenging activities, including opportunities to undertake good-quality research across a growing range of history topics.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils' achievement requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils' knowledge and understanding of people, events, and contexts from a range of historical periods, of historical chronology, and of historical concepts and processes require improvement.</li> <li>■ Pupils lack confidence to ask questions and draw conclusions about the past and to communicate ideas.</li> <li>■ Although they can support, evaluate and challenge their own and others' views using some historical evidence, pupils' views are based on limited evidence or not well explained.</li> <li>■ Although pupils are able to reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry, these attributes are uneven and their understanding of how and why people interpret the past in different ways is undeveloped.</li> </ul>



Generic <sup>1</sup>	Supplementary subject-specific guidance
	<ul style="list-style-type: none"> <li>■ Pupils work steadily and only occasionally show high levels of interest and enjoyment in the history they are studying.</li> <li>■ Pupils' curiosity about the past and their respect for historical evidence are underdeveloped so that they tend to make uncritical use of evidence to support their explanations and judgements.</li> <li>■ Pupils are generally dependent on their teachers and only occasionally display originality or creativity in their thinking.</li> <li>■ Only with support are pupils willing to undertake challenging activities, including undertaking research across a growing range of history topics.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ From their different starting points, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English or in mathematics are consistently below national figures and show little or no improvement.</li> <li>■ For pupils for whom the pupil premium provides support, the proportions making and exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils and show little or no improvement.</li> <li>■ Pupils' learning and progress in any key subject<sup>4</sup> or key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving.</li> <li>■ Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or those for whom the pupil premium provides support, and/or the most able, are underachieving.</li> <li>■ Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.</li> <li>■ Attainment is consistently below floor standards<sup>5</sup> or is in decline and shows little, fragile or inconsistent improvement.</li> </ul>	<p><b>Inadequate (4)</b></p> <p>Achievement is likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Pupils underachieve in the extent to which they acquire historical knowledge and develop their understanding of people, events and contexts from a range of historical periods, and/or of historical chronology and/or of historical concepts and processes.</li> <li>■ Too many pupils fail to work effectively unless closely directed by an adult and they give up easily. Some pupils do not enjoy the activities provided. Pupils rarely demonstrate enthusiasm, initiative, creativity or the ability to learn independently in history.</li> </ul>

<sup>4</sup> 'Key' subjects in primary schools are English and mathematics. In secondary schools they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

<sup>5</sup> Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold for the number of National

Generic <sup>1</sup>	Supplementary subject-specific guidance
<ul style="list-style-type: none"> <li>■ There are wide gaps in the attainment and/or the learning and progress of different groups.</li> </ul>	

Generic	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress.</li> <li>■ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.</li> <li>■ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</li> <li>■ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.</li> <li>■ Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.</li> <li>■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains.</li> <li>■ Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Teachers' practice is informed by excellent knowledge and application of continuing developments in teaching and learning in history.</li> <li>■ Learning is rooted in enquiry and teachers routinely promote rigorous historical thinking and the acquisition of historical knowledge and understanding, including chronological understanding.</li> <li>■ Pupils produce the best work they can, as teachers communicate their passion for history and consistently challenge and inspire. History is very skilfully presented as a dynamic subject to be explored and investigated rather than as a subject to be received; as a result, pupils approach historical enquiries as keen and skilled investigators.</li> <li>■ Excellent progress is made in history by all groups of pupils, due to teachers continuously refining their practice.</li> <li>■ Teaching makes pupils alive to changing views of the past and helps them to understand how and why interpretations and representations change over time, why history matters and why the particular topics they are taught are worth knowing about.</li> <li>■ Lessons are exciting and often innovative with historical rigour at their core: this is due to teaching that ensures that pupils are able to make use of their prior learning in moving their historical understanding forward.</li> </ul>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teachers' practice is informed by up-to-date knowledge of continuing developments in the teaching and learning of history.</li> <li>■ Learning is based on enquiry and most lessons promote rigorous historical thinking and the acquisition of historical knowledge and</li> </ul>

Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4. Current figures are given in *Subsidiary guidance*.

Generic	Supplementary subject-specific guidance
<p>premium provides support and the most able, make good progress and achieve well over time.</p> <ul style="list-style-type: none"> <li>■ Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.</li> <li>■ Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.</li> <li>■ Reading, writing, communication and mathematics are taught effectively.</li> <li>■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.</li> <li>■ Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve.</li> <li>■ Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.</li> </ul>	<p>understanding, including chronological understanding.</p> <ul style="list-style-type: none"> <li>■ Pupils approach historical enquiries as keen and skilled investigators, enabled to make well-considered judgements about the value of historical evidence to form their own views of the past. This is because history is skilfully presented as a dynamic subject to be explored and investigated rather than as a subject to be received. Teachers have the confidence to refine their practice to ensure that teaching promotes good progress in history for all groups of pupils.</li> <li>■ Lessons are well-planned and sometimes exciting and innovative. This is because teaching ensures that pupils understand how and why interpretations and representations change over time, why history matters and why the particular topics they are taught are worth knowing about.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teaching requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teaching does not secure good achievement in pupils' historical knowledge, understanding and thinking, including their chronological understanding.</li> <li>■ Teaching engages most groups of pupils through the effective use of appropriate resources and activities but does not motivate or engage all groups equally well.</li> <li>■ Teachers have competent subject expertise and use this to inform planning and teaching; however, their practice is not good because teaching does not adequately reflect continuing developments in the teaching and learning of history.</li> <li>■ Pupils are taught how and why interpretations and representations change over time, why history matters and why the particular topics they are taught are worth knowing about, but their understanding is uneven because teaching is inconsistent.</li> <li>■ Teaching develops pupils' historical enquiry skills, but enquiries are not planned carefully enough to ensure that all groups of pupils, including the most able, make good progress.</li> <li>■ The judgements pupils make are not firmly rooted in historical evidence, due to teachers' questioning not always being sufficiently probing.</li> </ul>

Generic	Supplementary subject-specific guidance
	<ul style="list-style-type: none"> <li>■ Regular and clear feedback helps pupils to understand strengths and weaknesses in their own written and oral work, though sometimes it lacks sufficient subject-specific guidance.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Teaching is likely to be inadequate where any of the following apply.</p> <ul style="list-style-type: none"> <li>■ As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making inadequate progress.</li> <li>■ Pupils cannot communicate, read, write, or apply mathematics as well as they should.</li> <li>■ Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs.</li> <li>■ Learning activities are not sufficiently well-matched to the needs of pupils.</li> </ul>	<p><b>Inadequate (4)</b></p> <p>Teaching is likely to be inadequate where any of the following apply:</p> <ul style="list-style-type: none"> <li>■ Teachers' subject expertise is poor and they are not able to engage pupils' interest in the subject; as a result, they do not provide the resources or teaching strategies to promote effective learning in history.</li> <li>■ Teachers fail to develop pupils' historical knowledge, understanding and thinking, including their chronological understanding.</li> <li>■ Pupils become too passive, and have little opportunity to contribute their own understanding and ideas in lessons.</li> <li>■ Teaching does not provide pupils with an understanding of how and why interpretations and representations change over time, why history matters and why the particular topics they are taught are worth knowing about.</li> <li>■ The quality of feedback is poor and fails to help pupils improve because it lacks subject-specific guidance.</li> </ul>

### **Outstanding (1)**

- Pupils have excellent opportunities to develop their historical knowledge and understanding, including their chronological understanding, through learning about important aspects of local, national and world events and the histories of cultures other than their own.
- Opportunities to study different themes and issues across time are combined with well-planned in-depth studies to ensure that pupils develop a sophisticated and wide-ranging understanding of history and why studying it matters.
- The curriculum is distinctive, highly imaginative and underpinned by a clear and coherent rationale. As a result, all groups of pupils enjoy the subject and are committed to doing their best.
- Pupils' experiences are tailored to meet their individual needs, interests and aspirations.
- The curriculum ensures that pupils understand key historical concepts and they can confidently articulate the place history has in their own lives, in society and in the modern world.
- The curriculum provides constant opportunities for discovery and challenge and for pupils to take greater responsibility for their learning.
- Links with other subjects in the school are highly productive in strengthening pupils' learning in history.
- Excellent links with other agencies and the wider community provide extensive and varied enrichment activities that are fully integrated into the curriculum and are highly effective in promoting enjoyment and achievement in history.
- Rigorous curriculum planning ensures that the subject makes an outstanding contribution to pupils' social, moral, spiritual and cultural development.

### **Good (2)**

- Pupils benefit from well-designed opportunities to develop their historical knowledge and understanding, including their chronological understanding, through learning about important aspects of local, national and world events and the histories of cultures other than their own.
- Opportunities to study different themes and issues across time are combined well with in-depth studies to ensure that pupils develop a deepening understanding of the past.
- The curriculum is innovative in some respects and the rationale which underpins it successfully secures the interest and enthusiasm of all groups of pupils.
- Pupils' experiences are tailored to meet their needs, interests and aspirations.
- The curriculum ensures that pupils understand key historical concepts and can articulate the place history has in their lives, in society and in the modern world.
- Links with other subjects in the school strengthen pupils' achievement in history.
- Good links with other agencies and the wider community provide extensive and varied enrichment activities that have a marked impact on developing pupils' enjoyment and achievement.
- Opportunities to promote pupils' SMSC development are planned and delivered systematically.

### **Requires improvement (3)**

- The curriculum requires improvement because it is not good.
- Coverage of important aspects of local, national and world events and the histories of other cultures is uneven.
- Opportunities for pupils to study different themes and issues across time alongside in-depth studies are not sufficiently balanced.
- The curriculum meets statutory requirements and enables teachers and pupils to meet the objectives of the Early Years Foundation Stage, National Curriculum or examination courses. However, the rationale on which the curriculum is based lacks clarity and coherence or prevents pupils from making good progress in developing their knowledge and understanding in history.
- Learning within, between and across the topics or units of work does not ensure that pupils gain a good understanding of the past, including a good chronological understanding.
- The curriculum does not encourage sufficiently in pupils a growing understanding of key historical concepts; as a result, their ability to articulate the place history has in their own lives, in society and in the modern world is underdeveloped.
- Links with other subjects contribute to pupils' achievement in history.
- Enrichment activities have a limited impact in promoting pupils' enjoyment and achievement in history.

- The curriculum ensures that the subject contributes to pupils' social, moral, spiritual and cultural development.

#### **Inadequate (4)**

The curriculum in history is likely to be inadequate if any of the following apply:

- The curriculum is not broad and balanced and does not meet statutory requirements.
- The curriculum lacks a clear rationale to ensure that teaching and learning secures pupils' interest and enthusiasm successfully.
- The curriculum does not secure progression in pupils' knowledge, understanding and thinking, including their chronological understanding.
- The range of the curriculum provided is insufficiently broad or is ineffective in promoting historical knowledge and an understanding of key historical concepts.
- Opportunities are missed in history to promote pupils' social, moral, spiritual and cultural development. There are no links between history and other subjects in the school.
- Enrichment activities have minimal impact in promoting enjoyment and achievement in history.

Generic	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.</li> <li>■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.</li> <li>■ Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance.</li> <li>■ There are excellent policies underpinning practice that ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.</li> <li>■ Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.</li> <li>■ The school's curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.</li> <li>■ The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising rapidly, including in English and mathematics.</li> <li>■ The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.</li> <li>■ The school's arrangements for safeguarding pupils meet statutory requirements.</li> <li>■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.</li> <li>■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ The effectiveness and high profile of history in the school are based on visionary leadership and highly efficient management, as well as the commitment and enthusiasm of all history teachers.</li> <li>■ Leaders demonstrate excellent understanding of current developments in the subject, and there is a sustained record of innovation and success in inspiring pupils and improving their achievement.</li> <li>■ Leaders are focused constantly on inspiring confidence in and commitment to history in pupils and colleagues.</li> <li>■ Self-evaluation is critical and well-informed by exciting practice in history and the effective analysis of performance.</li> <li>■ Robust quality assurance leads to prompt, decisive action to tackle relative weaknesses in teaching and learning in history.</li> <li>■ The excellent collaboration among teachers is underpinned by joint planning and the effective sharing of good practice in history.</li> <li>■ The subject-specific professional development needs of staff are very effectively and comprehensively assessed and met.</li> <li>■ Ambitious aims are based on a clear rationale for the subject and its place in the education of pupils; they are well communicated to staff and pupils, and are matched with skilled deployment of resources, including staffing.</li> <li>■ The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.</li> </ul>



Generic	Supplementary subject-specific guidance
<p>funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.</p>	
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.</li> <li>■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, closely matched to the needs of the school and staff.</li> <li>■ Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.</li> <li>■ The well-thought-out policies ensure that pupils make at least good progress in literacy.</li> <li>■ Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.</li> <li>■ The school's curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence and contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of safety matters.</li> <li>■ The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising, including in English and mathematics.</li> <li>■ The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.</li> <li>■ The school's arrangements for safeguarding pupils meet statutory requirements.</li> <li>■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Leadership in history ensures that a common sense of purpose has been created among teachers and support staff, all of whom recognise the importance and value of the subject.</li> <li>■ Aims are based on a clear rationale for history and its place in the education of pupils.</li> <li>■ Through comprehensive quality assurance procedures, the subject leader has a well-grounded understanding of performance in history.</li> <li>■ Weaknesses in history have been tackled energetically and effectively.</li> <li>■ Good practice in history is shared in a systematic way.</li> <li>■ Subject-specific professional development needs are carefully assessed and addressed.</li> <li>■ History resources, including staffing, are used well.</li> <li>■ The subject makes a good contribution to whole-school priorities, including literacy and numeracy policies.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership and/or management require improvement because they are not good, but are demonstrating the capacity to secure improvement in the school.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership in history is aware of some current developments in the subject, but these are not incorporated effectively enough to ensure that practice is good.</li> </ul>



Generic	Supplementary subject-specific guidance
	<ul style="list-style-type: none"> <li>■ Although statutory requirements in relation to history are met, the rationale for the subject is not sufficiently focused to ensure practice leads to at least good achievement and teaching.</li> <li>■ Although the subject leader monitors teaching and learning, the rigour and robustness of this varies and the impact of subsequent actions is limited.</li> <li>■ Although there is some good practice in history, it is disseminated in a piecemeal fashion and is dependent more on the skills and enthusiasm of individual teachers than on subject planning.</li> <li>■ The provision to meet professional development needs in history is not good.</li> <li>■ Resources, including staffing, are not used effectively enough to bring about improvement in history.</li> <li>■ The subject contributes to whole-school priorities, including literacy and numeracy policies.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Leadership and management are likely to be inadequate if any of the following apply.</p> <ul style="list-style-type: none"> <li>■ Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.</li> <li>■ Improvements which have been made are unlikely to be sustainable, are too slow or are dependent on external support.</li> <li>■ Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.</li> <li>■ Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs.</li> <li>■ Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to the management of challenging behaviour.</li> <li>■ The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early, and pupils' achievement, physical well-being and enjoyment of learning are significantly impaired.</li> <li>■ The progress in English or in mathematics of pupils for whom the pupil premium provides support is falling further behind the progress of the other pupils with similar prior attainment in the school.</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ The leadership of history has too little impact; it lacks authority or is not well informed about current initiatives in the subject.</li> <li>■ Quality assurance is ineffective and the subject leader does not have a realistic view of strengths or weaknesses in provision or outcomes in history.</li> <li>■ There is no coherent rationale for history and schemes of work do not provide adequate support for teachers.</li> <li>■ Action plans in history lack focus and key statutory requirements for the subject are not met.</li> <li>■ The limited amount of good practice which exists in history is not shared.</li> <li>■ Teachers' professional development needs in history are not fully met.</li> <li>■ History resources are not deployed well because the subject leader does not have a clear sense of priorities to maximise pupils' achievements.</li> <li>■ The subject makes a minimal contribution to whole-school priorities, including literacy and numeracy policies.</li> </ul>

Generic	Supplementary subject-specific guidance
<ul style="list-style-type: none"> <li>■ Poor literacy is not being tackled urgently and this is impeding pupils' progress.</li> <li>■ Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.</li> <li>■ The school's strategies for engaging with parents are weak and parents express little confidence in the school.</li> <li>■ The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident.</li> </ul>	

# Geography survey visits

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Generic grade descriptors and supplementary subject-specific guidance for inspectors on making judgements during visits to schools

Inspectors visit 150 schools each year to inform Ofsted's subject surveys in English, mathematics and science. Survey visits for other subjects are less frequent but continue to take place from time to time.

Where applicable, subject feedback letters, which are sent following survey visits, normally contain separate judgements on:

- the overall effectiveness of the subject
- the achievement of pupils in the subject
- the quality of teaching in the subject
- the quality of the subject curriculum
- the quality of leadership in, and management of the subject.

In reaching these judgements, inspectors draw on the criteria and grade descriptors from the September 2013 school inspection handbook as they can be applied to individual subjects. Key elements of these descriptors are set out in the guidance below. Alongside them are supplementary, subject-specific descriptors to provide additional guidance for schools and inspectors. This includes guidance on the quality of the curriculum in the subject.

This supplementary guidance is not intended for use on section 5 whole-school inspections.

**Outstanding (1)**

- Geography teaching is outstanding and, together with a rich and relevant geography curriculum, contributes to outstanding learning and achievement. Exceptionally, achievement in geography may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences in geography and these ensure that they are very well equipped for the next stage of their education, training or employment.
- Pupils' high levels of literacy, appropriate to their age, contribute to their outstanding learning and achievement.
- Practice in the subject consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- The subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.

**Good (2)**

- Pupils benefit from geography teaching that is at least good and some that is outstanding. This promotes very positive attitudes to learning and ensures that pupils' achievement in geography is at least good.
- Pupils and particular groups of pupils have highly positive educational experiences in geography that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently.
- The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential in geography.
- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

**Requires improvement (3)**

- Geography in the school requires improvement because one or more of the key judgements for achievement; behaviour and safety (in geography); the quality of teaching; the curriculum; and the quality of leadership and management of geography requires improvement (grade 3).

**Inadequate (4)**

Geography in the school is likely to be inadequate if inspectors judge any of the following to be inadequate:

- the achievement of pupils in geography
- the behaviour and safety of pupils in geography
- the quality of teaching in geography
- the quality of the curriculum in geography
- the quality of the leadership in, and management of, geography

Generic <sup>6</sup>	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ From each different starting point,<sup>7</sup> the proportions of pupils making expected progress<sup>8</sup> and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For pupils for whom the Pupil Premium provides support, the proportions are similar to, or above, those for other pupils in the school or are rapidly approaching them.</li> <li>■ Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.</li> <li>■ The achievement of pupils for whom the Pupil Premium provides support at least matches that of other pupils in the school or has risen rapidly, including in English and mathematics.</li> <li>■ Pupils read widely, and often across all subjects to a high standard.</li> <li>■ Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.</li> <li>■ Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.</li> <li>■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the Pupil Premium provides support and the most able is consistently good or better.</li> <li>■ The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Pupils have an extensive base of core geographical knowledge and vocabulary.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ Fieldwork and other geographical skills, including numerical and quantitative skills, and techniques are highly developed and frequently utilised.</li> <li>■ 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.</li> <li>■ 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.</li> </ul>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ From each different starting point, the proportions of pupils making expected progress,</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Most pupils have a good knowledge of where places are and what they are like. They have a</li> </ul>

<sup>6</sup> The descriptors are set out in full in the *School inspection handbook*.

<sup>7</sup> Starting points at Key Stage 1 include Levels W (and P levels), 1, 2c, 2b, 2a and 3; starting points at Key Stage 2 include Levels W (and P levels), 1, 2, 3, 4 and 5.

<sup>8</sup> Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4. From 2013, expected progress data between Key Stages 1 and 2 in English will be provided separately for reading and writing, but no longer aggregated for English. Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in *Subsidiary guidance*.

Generic <sup>6</sup>	Supplementary subject-specific guidance
<p>and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures. For pupils for whom the Pupil Premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving.</p> <ul style="list-style-type: none"> <li>■ Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well.</li> <li>■ The achievement of pupils for whom the Pupil Premium provides support at least matches that of other pupils in the school or is rising, including in English and mathematics.</li> <li>■ Pupils read widely and often.</li> <li>■ Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.</li> <li>■ The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, is generally good.</li> <li>■ Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.</li> </ul>	<p>good understanding of the ways in which places are interdependent and interconnected and how human and physical environments are interrelated.</p> <ul style="list-style-type: none"> <li>■ Pupils have a good basis of core geographical knowledge and vocabulary.</li> <li>■ Pupils are able to use data and information sources to search and select, organise and investigate, and refine and present information well.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ Most pupils acquire and use a range of fieldwork and other geographical skills, including numerical and quantitative skills, and techniques.</li> <li>■ 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.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Pupils' achievement requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Some pupils may have a good knowledge of where places are and what they are like, others are less clear. They have some understanding of the ways in which places are interdependent and interconnected and how physical and human environments are interrelated.</li> <li>■ Pupils have reasonable core geographical knowledge. They make use of some geography-specific terminology, although their subject-specific vocabulary is limited.</li> <li>■ Pupils are able to use data and information sources to search and select, investigate and present some findings, often in a simple format.</li> <li>■ Pupils are generally dependent on their teachers but can occasionally work independently and take the initiative in developing their work. Occasionally, pupils show creative or original responses in their subject work.</li> <li>■ Most pupils acquire and use some basic fieldwork and other geographical skills, such as numerical and quantitative skills, appropriate to their age, but only at a basic level.</li> </ul>



Generic <sup>6</sup>	Supplementary subject-specific guidance
	<ul style="list-style-type: none"> <li>■ Pupils are able to reach short conclusions and are able to provide some reasons to explain their judgements. They are generally interested in the subject and the world around them.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Achievement is likely to be inadequate if <b>any</b> of the following apply.</p> <ul style="list-style-type: none"> <li>■ From their different starting points, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English or in mathematics are consistently below national figures and show little or no improvement.</li> <li>■ For pupils for whom the Pupil Premium provides support, the proportions making and exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils and show little or no improvement.</li> <li>■ Pupils' learning and progress in any key subject<sup>9</sup> or key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving.</li> <li>■ Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or those for whom the Pupil Premium provides support, and/or the most able, are underachieving.</li> <li>■ Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.</li> <li>■ Attainment is consistently below floor standards<sup>10</sup> or is in decline and shows little, fragile or inconsistent improvement.</li> <li>■ There are wide gaps in the attainment and/or the learning and progress of different groups.</li> </ul>	<p><b>Inadequate (4)</b></p> <p>Achievement is likely to be inadequate if <b>any</b> of the following apply.</p> <ul style="list-style-type: none"> <li>■ Pupils' knowledge of places is weak and confused. They have a very weak understanding of the ways in which places are interdependent and interconnected and how physical and human environments are interrelated.</li> <li>■ Pupils have weak core geographical knowledge and vocabulary.</li> <li>■ Pupils rarely learn independently and rely heavily on the teacher to provide answers.</li> <li>■ The range of geographical skills and techniques to support their presentations is inadequate and often used inappropriately.</li> <li>■ Too many pupils fail to work effectively unless closely directed by an adult and they give up easily and often fail to complete work.</li> <li>■ Most pupils do not make adequate progress in their acquisition and application of fieldwork and other geographical skills.</li> <li>■ Pupils do not enjoy geography or find it challenging or stimulating.</li> </ul>

<b>Generic</b>	<b>Supplementary subject-specific guidance</b>
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, are making rapid and sustained progress.</li> <li>■ All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.</li> <li>■ Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</li> <li>■ The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.</li> <li>■ Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.</li> <li>■ Consistently high-quality marking and constructive feedback from teachers ensure that pupils make rapid gains.</li> <li>■ Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework, that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Teachers communicate enthusiasm and passion about geography to pupils.</li> <li>■ They use specialist geographical vocabulary/terminology confidently and use their excellent knowledge to ensure that pupils have very good understanding of key geographical concepts.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ Pupils' understanding of diverse places and landscapes is routinely strengthened.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ 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.</li> </ul>
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Teaching in most subjects, including English and mathematics, is usually good, with examples of</li> </ul>	<p><b>Good (2)</b></p>

Generic	Supplementary subject-specific guidance
<p>some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, make good progress and achieve well over time.</p> <ul style="list-style-type: none"> <li>■ Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.</li> <li>■ Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.</li> <li>■ Reading, writing, communication and mathematics are taught effectively.</li> <li>■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.</li> <li>■ Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve.</li> <li>■ Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>■ Teachers have a clear understanding of the value of geography and communicate this to pupils effectively.</li> <li>■ 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. Teaching is informed by knowledge of current good practice in geography</li> <li>■ Good use is made of the outside environment and fieldwork to support learning.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ Lessons build up geographical knowledge, skills and understanding over time.</li> <li>■ Good use is made of geographical enquiry to support questioning, investigation and thinking about issues affecting the world and people's lives.</li> <li>■ 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.</li> <li>■ 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.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teaching requires improvement as it is not good.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Teachers understand how to maintain most pupils' interest in geography.</li> <li>■ Teachers show some geographical expertise. Pupils show a basic understanding of the geographical concept or issue they are studying, because teachers' questioning may elicit basic answers rather than promote more in-depth discussion and explanation.</li> <li>■ Lessons do not build sufficiently on previous learning. Tasks set – including through fieldwork – are sometimes mundane and lack challenge.</li> <li>■ Resources, including maps, are used and pupils have some idea of where the places they are studying are located. Multi-media resources are available to support learning but are not always used to their full potential. Insufficient use is made of topical issues to strengthen pupils' understanding of 21st-century geography. Only a narrow range of places are studied.</li> </ul>

Generic	Supplementary subject-specific guidance
	<ul style="list-style-type: none"> <li>■ Teaching promotes pupils' skills in geographical enquiry through questioning and investigative activities. Some use is made of ICT and Geographical Information Systems (where relevant) to promote learning, but opportunities for pupils to use data and information sources to search and select, organise and investigate, and refine and present information are limited.</li> <li>■ There may be excessive and inappropriate emphasis on a narrow range of examination questions or test skills in secondary schools and an overemphasis on skills in primary schools at the expense of real geographical learning.</li> </ul>
<p><b>Inadequate (4)</b></p> <p>Teaching is likely to be inadequate where <b>any</b> of the following apply:</p> <ul style="list-style-type: none"> <li>■ As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, those for whom the Pupil Premium provides support and the most able, are making inadequate progress.</li> <li>■ Pupils cannot communicate, read, write or apply mathematics as well as they should.</li> <li>■ Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs.</li> <li>■ Learning activities are not sufficiently well matched to the needs of pupils.</li> </ul>	<p><b>Inadequate (4)</b></p> <p>Teaching is likely to be inadequate where <b>any</b> of the following apply.</p> <ul style="list-style-type: none"> <li>■ Teaching fails to challenge or interest pupils in geography. Teaching over time does not build up pupils' geographical knowledge sufficiently. As a result, pupils' geographical knowledge of the topic is weak. Pupils may be unclear about why they are doing a particular task.</li> <li>■ Pupils' use of geographical language and terminology is limited or insecure and their learning may be fragmented or confused because teachers fail to use resources or teaching strategies which secure effective geographical learning.</li> <li>■ Pupils' skills in geographical enquiry are insufficiently developed. Pupils have little opportunity to discuss, ask their own questions, challenge ideas or think for themselves.</li> <li>■ Little use is made of fieldwork to support learning. There is considerable variation in the frequency and quality of fieldwork experiences between classes.</li> <li>■ The context of lessons may be geographical but the focus may not be sufficiently rooted in geographical learning, with the result that subject-specific gains are minimal.</li> <li>■ Insufficient or inappropriate use is made of maps. Little use is made of data and pupils are insecure in collecting and analysing them. Presentation skills are poor.</li> <li>■ Low-level tasks are set which are inappropriate to the pupils' ages and/or abilities. As a result, the work in their books shows limited progression over time.</li> <li>■ Activities occupy pupils rather than extend their learning; opportunities for extended, analytical writing are minimal.</li> <li>■ Little use is made of Geographical Information Systems (where relevant).</li> </ul>

### **Outstanding (1)**

- 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.

### **Good (2)**

- 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 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.
- 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.
- 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.
- 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.

### **Requires improvement (3)**

- The geography curriculum secures the pupils' broad and balanced entitlement in the subject and meets any statutory requirements which apply. It provides for a range of pupils' needs and ensures that they make satisfactory progress in their learning.
- The key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are identifiable within the planning.
- The curriculum provides some limited opportunities for pupils to develop and consolidate aspects of key geographical skills of enquiry, graphicacy and geographical communication.
- Some opportunities for fieldwork are identified in the planning, although these may not always be adhered to and there may be variation in fieldwork experiences between classes. Fieldwork in examination classes may be formulaic and focused on meeting examination criteria. Learning about current and relevant local, national and global issues is a part of the geography curriculum, but may not be planned for in such a way as to progressively build up pupils' understanding of the key concepts.
- Some links are forged with other agencies and the wider community, although the range of activity provided to enrich pupils' interest and learning may be quite limited.

- Links with other subjects contribute to pupils' achievement in geography.
- The curriculum ensures that the subject contributes to pupils' social, moral, spiritual and cultural development.

#### **Inadequate (4)**

The curriculum in geography is likely to be inadequate if **any** of the following apply.

- The geography curriculum does not ensure pupils' entitlement to the subject, may not meet statutory requirements and does not secure continuity in their learning.
- It is unclear how the key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are to be progressively developed.
- The curriculum provides insufficient and inconsistent opportunities for pupils to develop and consolidate aspects of the key geographical skills of enquiry, graphicacy and geographical communication.
- There is little reference in the planning to fieldwork opportunities, with cohorts of pupils getting no or very limited fieldwork experience over a key stage. Fieldwork is not perceived as being important except for meeting examination requirements.
- Learning about current and relevant local, national and global issues is fragmented and is not easily identified in the planning.
- Opportunities to promote pupils' social, moral, spiritual and cultural development in geography are missed.
- There are no links between geography and other subjects in the school.
- Enrichment activities have minimal impact in promoting enjoyment and achievement in geography.



Generic	Supplementary subject-specific guidance
<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ The pursuit of excellence in all of the school’s activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.</li> <li>■ All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school’s performance, and of staff and pupils’ skills and attributes.</li> <li>■ Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school’s performance.</li> <li>■ There are excellent policies underpinning practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.</li> <li>■ Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers’ improvement. As a result, teaching is outstanding, or at least consistently good and improving.</li> <li>■ The school’s curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils’ behaviour and safety, and contributes very well to pupils’ academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.</li> <li>■ The school’s actions have secured improvement in achievement for those supported by the Pupil Premium, which is rising rapidly, including in English and mathematics.</li> <li>■ The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.</li> <li>■ The school’s arrangements for safeguarding pupils meet statutory requirements.</li> <li>■ Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.</li> <li>■ Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the</li> </ul>	<p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>■ Leadership in geography is informed by a high level of subject expertise and vision.</li> <li>■ There is a strong track record of innovation and success.</li> <li>■ Out of classroom learning is seen as an entitlement within the subject and is highly promoted by the subject leaders.</li> <li>■ Subject reviews, self-evaluation and improvement planning are well informed by current best practice in the subject and in education generally.</li> <li>■ Subject leadership inspires confidence and whole-hearted commitment from pupils and colleagues.</li> <li>■ 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.</li> <li>■ Geography has a very high profile in the life of the school and is at the cutting edge of initiatives within the school.</li> <li>■ The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.</li> </ul>



Generic	Supplementary subject-specific guidance
<p>Pupil Premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.</p>	
<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.</li> <li>■ Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.</li> <li>■ Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.</li> <li>■ The well-thought-out policies ensure that pupils make at least good progress in literacy.</li> <li>■ Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.</li> <li>■ The school's curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence and contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes positive behaviour and a good understanding of safety matters.</li> <li>■ The school's actions have secured improvement in achievement for those supported by the Pupil Premium, which is rising, including in English and mathematics.</li> <li>■ The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.</li> <li>■ The school's arrangements for safeguarding pupils meet statutory requirements.</li> <li>■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.</li> </ul>	<p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is well informed by current developments in geography.</li> <li>■ Subject reviews, self-evaluation and improvement planning are clearly focused on raising attainment and improving the provision for the subject.</li> <li>■ There is a shared common purpose among those involved in teaching the subject, with good opportunities to share practice and access subject training.</li> <li>■ Out of classroom learning is seen as an essential component of the subject.</li> <li>■ The subject makes a good contribution to whole-school priorities, including literacy and numeracy policies.</li> </ul>
<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership and/or management require improvement because they are not good, but are demonstrating the capacity to secure improvement in the school.</li> </ul>	<p><b>Requires improvement (3)</b></p> <ul style="list-style-type: none"> <li>■ Leadership is aware of some current developments in geography, but incorporation of these within its practice may lack sufficient focus.</li> <li>■ Provision for the subject is monitored and reviewed regularly. However, this is limited in terms of rigour and robustness. The strengths and priorities for improvement lack sufficient clarity to accelerate improvement.</li> </ul>

Generic	Supplementary subject-specific guidance
	<ul style="list-style-type: none"> <li>■ Out-of-classroom learning may be evident but there is a lack of consistency across the school.</li> <li>■ There is some sharing of good practice in geography. However, this is not consistent and is often dependent on the enthusiasm of individual teachers.</li> <li>■ There is modest access to subject-specific professional development, although all teachers do not necessarily participate.</li> <li>■ The subject contributes to whole-school priorities, including literacy and numeracy policies.</li> </ul>
<p><b>adequate (4)</b></p> <p>Leadership and management are likely to be inadequate if <b>any</b> of the following apply.</p> <ul style="list-style-type: none"> <li>■ Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.</li> <li>■ Improvements which have been made are unlikely to be sustainable, too slow or are dependent on external support.</li> <li>■ Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.</li> <li>■ Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs.</li> <li>■ Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to the management of challenging behaviour.</li> <li>■ The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early, and pupils' achievement, physical well-being and enjoyment of learning are significantly impaired.</li> <li>■ The progress in English or in mathematics of pupils for whom the Pupil Premium provides support is falling further behind the progress of the other pupils with similar prior attainment in the school.</li> <li>■ Poor literacy is not being tackled urgently and this is impeding pupils' progress.</li> <li>■ Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.</li> </ul>	<p><b>Inadequate (4)</b></p> <ul style="list-style-type: none"> <li>■ Geography leadership is not well informed about current initiatives in the subject. It lacks the authority and drive to make a difference.</li> <li>■ Key statutory requirements for the subject, such as fieldwork, are not met.</li> <li>■ Self-evaluation is weak and not informed by good practice in the subject.</li> <li>■ Opportunities for professional development in the subject are limited and, as a result, some staff lack the confidence and expertise to deliver geography effectively.</li> <li>■ Geography has a low profile in the life of the school.</li> <li>■ The subject makes a minimal contribution to whole-school priorities, including literacy and numeracy policies.</li> </ul>

