



PGQM Moderation feedback: September 2022

School: Highfield St Matthew's CE Primary School, Wigan

Bronze Silver Gold

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

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

- (i) The geography curriculum articulates a shared vision for geography. Its rationale is clear and takes account of the school's local context.
- (ii) There is an ambitious, well planned and coherent geography curriculum, with a clear and articulate rationale for any topics and themes studied, which consistently builds on prior learning.
- (iii) Geography supports a broad, rich curriculum by providing meaningful contexts for cross curricular learning, whole school initiatives and community events.
- (iv) There are clearly shared high and age related expectations for what all pupils will know and be able to do with their geographical knowledge and skills.

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

- (i) Geography teaching is highly effective, adapts to pupils' needs and applies the intent described in Section A1. It promotes appropriate discussion about the subject matter, stimulates curiosity and makes learning memorable.
- (ii) The curriculum is relevant and authentic, enabling pupils to draw on everyday experiences as well as their own interests and talents to make sense of geographical processes, patterns and interconnections
- (iii) Regular planned fieldwork opportunities utilising the school grounds, local area and wider environment are conducted as an essential part of quality geographical learning.
- (iv) Pupils are given frequent and repeated opportunities to: observe, collect, measure, record, analyse, communicate and reflect on geographical information in a variety of ways, including through maps, images, numerical and quantitative skills, debating and writing at length.
- (v) Assessment practices both inform teaching and check understanding, knowledge fluency and progression, offering clear, direct feedback and personalised levels of challenge related to the geography objectives and not generic literacy skills.

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

- (i) Pupils have good core knowledge, for example of places and what they are like, they are able to make sense of the way they, and others, see and connect places, people, processes and environments.
- (ii) There is evidence of pupils employing geographical skill sets such as enquiry, mapping, graphicacy and vocabulary, often enhanced by digital technologies.
- (iii) Pupils achieve well, make good progress and are equipped for success in the next stage of their education.

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

- (i) Geography creates an effective learning environment, where teacher-pupil relationships are good and the subject is enjoyed and valued.
- (ii) Pupils are given opportunities to develop confidence, independent enquiry and critical thinking, while working collaboratively, safely and with resilience.
- (iii) Pupil and teacher surveys are inclusive and the feedback is used appropriately.

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

- (i) Geographical knowledge promotes an open-minded, balanced and considerate worldview, by:
 - equipping pupils to be responsible, respectful, active citizens,
 - exploring different lifestyles, cultures, perspectives and points of view,
 - providing opportunities to explore diversity and commonality.
- (ii) Contemporary and environmental geography themes are explored at a range of scales and across a variety of places empowering pupils to develop their own voice, whilst displaying respect and empathy with others' standpoints.

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

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

Key:

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

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

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

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School: Highfield St Matthew's CE Primary School, Wigan

Moderator(s): Mark Preston and the National Moderation Team

The school has been awarded: Silver

Geography: notable aspects and strengths

Congratulations on a sound silver submission. Leadership is clear and there is evidence that the subject leader is moving the subject and staff forward effectively. In particular we found the following strengths:

- The school has a coherent vision for Geography and a strong focus on developing both pupils' knowledge of places in the world and an exploration of differences and similarities.
- Curriculum planning is well thought through, and there is effective organisation which ensures that pupils build on what they have already learned.
- Quality teaching and learning, plus a rich and interesting curriculum is in evidence. Progression is clear from year to year, with good examples of work included in your portfolio.
- Geographical skills are well covered including the use of atlases and a variety of maps at different scales. Geographical direction, scale and orientation are applied effectively. We note the difficulties resulting from Covid-19, but are pleased to see that you have still accessed the local area/environment.
- Exciting and engaging displays around the school celebrate Geography and help to raise the profile of the subject.
- The depth of the London study in Year 6, where a student has cited the urban heat effect and tropical continent air movement as reasons why it is hotter there than in Wigan, was well done.
- The professional support offered to non-specialists is well thought through offering a careful mixture of ideas, resources, knowledge and skills.
- Relevant and involving topics, such as 'Fairtrade Fortnight', 'Big Garden Birdwatch' and 'Eco Champions', help to bring teaching and learning alive and ensure engagement from pupils to develop their knowledge and understanding.

Geography: aspects to develop and strengthen

Thank you for your submission. Your pupils are very fortunate to have such hard working and committed teachers. We will be interested to see how your curriculum develops as you plan to create more opportunities to ensure the pupils are exposed to as wide a range of diversity as possible, increasing their cultural capital and understanding of others that they share the world with.

There is only limited evidence of a deep comparison study of Kenya, Australia, France and Brazil as outlined in the LTP. It was good to see a teacher asking a pupil to provide a reason for why it is good to live in a favela. Evidence of what happens in each location- at a scale comparable to the Wigan area-, the jobs people do, the physical landscape and any challenges the population face would have been good to evidence.

In terms of enhancing your fieldwork programme, look to access areas further afield, such as through residential; perhaps you would consider extending your fieldwork provision to include a clear focus on geography with a physical geography element such as a stream study.

It will be interesting to see how you can develop mapping across school, especially to target ICT usage e.g. the use of something like 'Digimaps' to enhance the learning inside and outside the classroom.

It was a pleasure to review your application. It would be great if you could become further involved in the wider geography community and share your ideas and developments.

<https://www.geography.org.uk/Write-for-GA>. This would help kickstart the journey towards attaining the Gold Award next time!