


2019 PGQM Audit Checklist: How well does the school evidence fulfil the criteria?				
	School: Mossley CE Primary, Congleton		Date: Sept 2019	
Ref	Key indicator	Bronze	Silver	Gold
Section 1: Supporting Achievement - How effective is geography in your school?				
A1 Knowledge	Pupils have good knowledge, appropriate for their age, of where places are and what they are like. E.g. places and contrasting localities at relevant scales of enquiry, UK - global.		✓ ✓	
A2 Skills	Geographical enquiry and skills: fieldwork, mapwork, critical thinking and the use of ICT; are used to support achievement in geography.		✓ ✓	
A3 Values /attitudes	Pupils' positive attitudes towards geography support progress within and between stages of learning. E.g. to the next year group, key stage, school.		✓ ✓	
SMSC Links	<i>Pupils develop their learning and social skills through participatory activities</i>			
Section 2: Supporting Teaching - How effective is the teaching of geography in your school?				
T1 Knowledge	Teaching is underpinned by good subject knowledge. The teaching of core geographical knowledge underpins children's learning about the world		✓ ✓	
T2 Skills	Teachers apply their skills through effective pedagogy and 'curriculum - making' to provide relevant and effective content.		✓ ✓	
T3 Values /attitudes	Teachers enjoy the subject and convey high expectations: assessment is valued as an essential tool in planning and monitoring pupils' progress		✓ ✓	
SMSC Links	<i>Teaching supports the moral development, enquiry and debating skills of pupils.</i>			
Section 3: Supporting Behaviour - How well does geography support behaviour and relationships?				
B1 Knowledge	Geographical knowledge promotes positive relationships and behaviours.		✓ ✓	
B2 Skills	Geographical skills promote a better understanding of difference and diversity		✓ ✓	
B3 Values /attitudes	Pupils develop self esteem through genuine opportunities for participation in applied geography.		✓ ✓	
SMSC Links	<i>The school community explores and values cultural diversity</i>			
Section 4: Leadership and Management - How well is the subject led and managed?				
L1 Knowledge	The school knows where it is going. There is a 'vision' for geography that is helping to shape the way that the subject is taught and which acknowledges that we live in a global, interdependent world.		✓ ✓	
L2 Skills	The SL uses a range of approaches and strategies to plan for and develop effective teaching and learning through: subject monitoring; targets; CPD needs; resource provision; transition within and beyond the school.		✓ ✓	
L3 Values /attitudes	Geography supports other curriculum areas, whole school initiatives and engages parents, community groups and other organisations locally and globally		✓ ✓	
SMSC Links	<i>Community heritage, interdependence and identity are better understood</i>			
KEY (Based on evidence)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Not in place	Some evidence	Strong evidence	
	Bronze - lively, enthusiastic geography, happening in some classrooms Silver - High quality geography, happening across most of the school Gold - High quality geography, whole school, embedded and shared			

The Primary Geography Quality Mark (PGQM) Award

PGQM Moderator Feedback



School: Mossley CE Primary, Congleton

Date: Sept 2019

Moderator(s): Greg Cracknell and National moderation team

The school has been awarded: Silver

Geography: notable aspects and strengths

For this Silver Award you have developed good quality learning and teaching in Geography. Amongst the areas that we found particularly impressive were:

- Good use of maps throughout the school, for example, in the Year 1 Local Study work.
- Your use of teachers' own experiences, particularly with the Year 2 Kenya topic. We especially liked that this included similarities between the two localities as well as differences with a strong geographical emphasis.
- Even with a History focussed topic such as Year 2 Castles, the geography came through when looking at reasons behind the siting of castles.
- It may seem obvious, but we appreciated that on the whole geographical topics were focussed upon Geography rather than loosely linked cultural aspects, but see below.
- The Upper KS2 topic on Extreme Earth demonstrated that the children had a good understanding of the physical process of plate tectonics, something not found in most schools.

Geography: aspects to develop and strengthen

We would like to encourage you to work towards a Gold Award when you reapply in three years' time. Before doing this, it would be useful to take into account the following points:

- Consider the impact that the teaching of Geography is having upon children's learning. How do you know what impact teaching and learning has? For example, do children have a better understanding of environmental issues?
- Try to develop Enquiry questions further into your planning, especially for fieldwork – questions such as What if? Why? How? etc to enable you to structure this aspect of children's learning better.
- Remember that topics such as European Language Day are not geographical, unless explicit geographical learning objectives are covered, being mainly cultural rather than geographical.
- For a Gold Award we'd like to see some evidence of you beginning to develop a role within the wider geographical community. This could be, for example, writing an article for Primary Geography, leading a session at conference or a course, or working with other schools in your local area.