

Quick Check: The Curriculum

The new National Curriculum programmes of study will be statutory in maintained settings from September 2014.

This resource enables school leaders to evaluate the curriculum to ensure there will be full coverage of the statutory requirements.

It also enables school leaders to evaluate their curriculum against the grade descriptors used by inspectors during subject survey visits and arrive at an overall judgment for the quality of their setting's curriculum against a national benchmark based on the grades of Outstanding, Good, Requires Improvement or Inadequate.

These are really useful documents for subject leaders when implementing the new National Curriculum framework.

The subjects covered are:

English
Mathematics
Science
Art
Computing
Design and Technology
Geography
History
Languages
Music
PE

This sample shows the Science and Geography documents only. Scroll down to see both.

Quick Check: The Science Curriculum

The new National Curriculum programmes of study will be statutory in maintained settings from September 2014.

This document enables school leaders to evaluate their science curriculum to ensure there will be full coverage of the statutory requirements.

It also enables school leaders to evaluate their science curriculum against the grade descriptors used by inspectors during subject survey visits and arrive at an overall judgment for the quality of their setting's curriculum against a national benchmark based on the grades of Outstanding, Good, Requires Improvement or Inadequate.

This is a really useful document for subject leaders when implementing the new National Curriculum framework.

SAMPLE

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This document should be used within the purchasing organisation only.

Year One

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<p><u>Plants</u> Pupils should be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>				
<p>Pupils should be taught to identify and describe the basic structure of a variety of common flowering plants, including trees.</p>				
<p><u>Animals, including humans</u> Pupils should be taught to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>				
<p>Pupils should be taught to identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>				

SAMPLE

Year One (cont.)

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<p><u>Everyday materials</u> Pupils should be taught to distinguish between an object and the material from which it is made</p>				
<p>Pupils should be taught to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>				
<p>Pupils should be taught to describe the simple physical properties of a variety of everyday materials</p>				
<p>Pupils should be taught to compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>				

SAMPLE

Year One (cont.)

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<u>Seasonal changes</u> Pupils should be taught to observe changes across the four seasons				
Pupils should be taught to observe and describe weather associated with the seasons and how day length varies				

SAMPLE

Curriculum enrichment (trips, visitors, themed events etc)

Year Two

<p align="center">Subject Content from the Programme of Study</p>	<p align="center">What are our science themes or unit titles? <small>(Content may be split between themes or units)</small></p>	<p align="center">When will pupils be taught this?</p>	<p align="center">Links with other subjects</p>	<p align="center">Opportunities for pupils to apply basic skills</p>
<p><u>Living things and their habitats</u> Pupils should be taught to explore and compare the differences between things that are living, dead, and things that have never been alive</p>				
<p>Pupils should be taught to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>				
<p>Pupils should be taught to identify and name a variety of plants and animals in their habitats, including micro-habitats</p>				
<p>Pupils should be taught to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>				

SAMPLE

Year Two (cont.)

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<p><u>Plants</u> Pupils should be taught to observe and describe how seeds and bulbs grow into mature plants</p>				
<p>Pupils should be taught to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>				
<p><u>Animals, including humans</u> Pupils should be taught to notice that animals, including humans, have offspring which grow into adults</p>				
<p>Pupils should be taught to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>				
<p>Pupils should be taught to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>				

SAMPLE

Year Two (cont.)

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<u>Uses of everyday materials</u> Pupils should be taught to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses				
Pupils should be taught to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching				
Curriculum enrichment (trips, visitors, themed events etc)				

SAMPLE

Year Three

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<p>Plants Pupils should be taught to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>				
<p>Pupils should be taught to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>				
<p>Pupils should be taught to investigate the way in which water is transported within plants</p>				
<p>Pupils should be taught to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>				

SAMPLE

Year Three (cont.)

<p align="center">Subject Content from the Programme of Study</p>	<p align="center">What are our science themes or unit titles? <small>(Content may be split between themes or units)</small></p>	<p align="center">When will pupils be taught this?</p>	<p align="center">Links with other subjects</p>	<p align="center">Opportunities for pupils to apply basic skills</p>
<p><u>Animals, including humans</u> Pupils should be taught to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>				
<p>Pupils should be taught to identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>				
<p><u>Rocks</u> Pupils should be taught to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>				
<p>Pupils should be taught to describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>				
<p>Pupils should be taught to recognise that soils are made from rocks and organic matter.</p>				

SAMPLE

Year Three (cont.)

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<p><u>Light</u> Pupils should be taught to recognise that they need light in order to see things and that dark is the absence of light</p>				
<p>Pupils should be taught to notice that light is reflected from surfaces</p>				
<p>Pupils should be taught to recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p>				
<p>Pupils should be taught to recognise that shadows are formed when the light from a light source is blocked by a solid object</p>				
<p>Pupils should be taught to find patterns in the way that the size of shadows change.</p>				

SAMPLE

Year Three (cont.)

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<p><u>Forces and magnets</u> Pupils should be taught to compare how things move on different surfaces</p>				
<p>Pupils should be taught to notice that some forces need contact between two objects, but magnetic forces can act at a distance</p>				
<p>Pupils should be taught to observe how magnets attract or repel each other and attract some materials and not others</p>				
<p>Pupils should be taught to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p>				
<p>Pupils should be taught to describe magnets as having two poles</p>				
<p>Pupils should be taught to predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>				

SAMPLE

Curriculum enrichment (trips, visitors, themed events etc)

SAMPLE

Year Four				
Subject Content from the Programme of Study	What are our science themes or unit titles? (Content may be split between themes or units)	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<u>Animals, including humans</u> Pupils should be taught to describe the simple functions of the basic parts of the digestive system in humans				
Pupils should be taught to identify the different types of teeth in humans and their simple functions				
Pupils should be taught to construct and interpret a variety of food chains, identifying producers, predators and prey				
<u>States of matter</u> Pupils should be taught to compare and group materials together, according to whether they are solids, liquids or gases				
Pupils should be taught to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)				
Pupils should be taught to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.				

SAMPLE

Year Four (cont.)

<p align="center">Subject Content from the Programme of Study</p>	<p align="center">What are our science themes or unit titles? <small>(Content may be split between themes or units)</small></p>	<p align="center">When will pupils be taught this?</p>	<p align="center">Links with other subjects</p>	<p align="center">Opportunities for pupils to apply basic skills</p>
<p><u>Sound</u> Pupils should be taught to identify how sounds are made, associating some of them with something vibrating</p>				
<p>Pupils should be taught to recognise that vibrations from sounds travel through a medium to the ear</p>				
<p>Pupils should be taught to find patterns between the pitch of a sound and features of the object that produced it</p>				
<p>Pupils should be taught to find patterns between the volume of a sound and the strength of the vibrations that produced it</p>				
<p>Pupils should be taught to recognise that sounds get fainter as the distance from the sound source increases.</p>				

SAMPLE

Year Four (cont.)

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<p><u>Electricity</u> Pupils should be taught to identify common appliances that run on electricity</p>				
<p>Pupils should be taught to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>				
<p>Pupils should be taught to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p>				
<p>Pupils should be taught to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>				
<p>Pupils should be taught to recognise some common conductors and insulators, and associate metals with being good conductors.</p>				

SAMPLE

Curriculum enrichment (trips, visitors, themed events etc)

SAMPLE

Year Five

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<p><u>Living thing and their habitats</u> Pupils should be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>				
<p>Pupils should be taught to describe the life process of reproduction in some plants and animals.</p>				
<p><u>Animals, including humans</u> Pupils should be taught to describe the changes as humans develop to old age.</p>				
<p><u>Forces</u> Pupils should be taught to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>				
<p>Pupils should be taught to identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>				
<p>Pupils should be taught to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>				

SAMPLE

Year Five (cont.)

<p align="center">Subject Content from the Programme of Study</p>	<p align="center">What are our science themes or unit titles? <small>(Content may be split between themes or units)</small></p>	<p align="center">When will pupils be taught this?</p>	<p align="center">Links with other subjects</p>	<p align="center">Opportunities for pupils to apply basic skills</p>
<p><u>Properties and changes of materials</u> Pupils should be taught to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>				
<p>Pupils should be taught to know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p>				
<p>Pupils should be taught to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>				
<p>Pupils should be taught to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>				
<p>Pupils should be taught to demonstrate that dissolving, mixing and changes of state are reversible changes</p>				
<p>Pupils should be taught to explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>				

SAMPLE

Year Five (cont.)

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<u>Earth and space</u> Pupils should be taught to describe the movement of the Earth, and other planets, relative to the Sun in the solar system				
Pupils should be taught to describe the movement of the Moon relative to the Earth				
Pupils should be taught to describe the Sun, Earth and Moon as approximately spherical bodies				
Pupils should be taught to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.				
Curriculum enrichment (trips, visitors, themed events etc)				

SAMPLE

Year Six

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<u>Living things and their habitats</u> Pupils should be taught to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals				
Pupils should be taught to give reasons for classifying plants and animals based on specific characteristics.				
<u>Animals, including humans</u> Pupils should be taught to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood				
Pupils should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function				
Pupils should be taught to describe the ways in which nutrients and water are transported within animals, including humans.				

SAMPLE

Year Six (cont.)

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<u>Evolution and inheritance</u> Pupils should be taught to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago				
Pupils should be taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents				
Pupils should be taught to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.				
<u>Electricity</u> Pupils should be taught to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit				
Pupils should be taught to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches				
Pupils should be taught to use recognised symbols when representing a simple circuit in a diagram.				

SAMPLE

Year Six (cont.)

Subject Content from the Programme of Study	What are our science themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
<u>Light</u> Pupils should be taught to recognise that light appears to travel in straight lines				
Pupils should be taught to use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye				
Pupils should be taught to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes				
Pupils should be taught to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.				

Curriculum enrichment (trips, visitors, themed events etc)

SAMPLE

The Quality of the Science Curriculum

The grade descriptors below are used during subject survey inspections.

Schools should evaluate a 'best fit' judgment for each row based on their curriculum across the age range of their setting, then outline the evidence to support this judgment in the right-hand column.

An overall judgment on the quality of the curriculum can be arrived at by analysing which column is dominant.

(Note: If any one or more 'Inadequate' descriptors are appropriate then the overall judgment is likely to be inadequate.)

	Outstanding	Good	Requires Improvement	Inadequate	Evidence to support this judgment:
Meeting the needs of learners	The imaginative and stimulating science curriculum is skilfully designed to match the full range of pupils' needs and to ensure highly effective continuity and progression in their learning. The curriculum equips pupils in all year groups with an excellent balance of subject knowledge and understanding, and the skills of scientific enquiry, across the three main areas of biology, chemistry and physics.	The curriculum is broad, balanced and well informed by current research and development in science education. It meets the learning needs of all groups of pupils and ensures effective continuity and progression, including in scientific enquiry and pupils' understanding of how science works.	The curriculum provides a programme of activities that promotes the continuous development of learning in all four areas of the National Curriculum for science.	In maintained schools, or academies that have elected to adopt the National Curriculum, the science curriculum does not meet the statutory programmes of study. Pupils rarely carry out their own practical investigations, because of poor teaching, lack of practical resources, or lack of teaching time. Where practical work does occur, it is limited to following instructions.	

<p>Experiences</p>	<p>An excellent range of learning opportunities involves pupils frequently in scientific enquiry, practical work, fieldwork, research, use of ICT, individual and group work, discussions, modelling and evaluation.</p>	<p>Planned experiences for learning promote progress within and between year groups, and maintain a good balance between all four areas of the science National Curriculum. In primary schools, the key ideas are regularly reinforced over time through practical work.</p>	<p>The range of learning experiences provided promotes adequate progress in scientific knowledge, understanding and practical skills.</p>	<p>Learning across the four areas of the National Curriculum for science is unbalanced and learning experiences do not secure progression in scientific knowledge, understanding and/or practical skills. It does not secure continuity in pupils' learning. Long gaps of several weeks between science lessons do not allow pupils to embed understanding, or reinforce practical skills.</p>	
<p>Context</p>	<p>The contexts in which science is taught are relevant to pupils' lives, capture their interest and reflect current science from the worlds of industry, research and other science-based endeavours such as health care.</p>				
<p>Subject links</p>	<p>There are productive links with other subjects in the school, including with mathematics, design technology and English</p>	<p>Good links are forged with other subjects.</p>		<p>There are no links between science and other subjects. Science lessons do not contribute to developing literacy and numeracy.</p>	
<p>Enrichment</p>	<p>Excellent links with other agencies and the wider community provide a wide range of enrichment activities to promote pupils' learning and engagement, such as</p>	<p>Good links are forged with the wider community to provide a range of enrichment activities that promote pupils' learning and engagement with science.</p>	<p>Some science-related links are forged with other agencies and the wider community, although the range of activity provided to enrich pupils' interest and learning may be</p>	<p>There is little by way of enrichment activity in the subject. There are only weak connections between the science experiences planned and the lives of pupils. This</p>	

	science-based clubs and visits to sites where science is at the heart of the activities. Regular visits by science professionals who share their relevant experiences should relate to pupils' experiences of science in lessons.		limited.	results in low levels of engagement and enjoyment and the science taught has little relevance to pupils.	
Spiritual, Moral, Social and Cultural Development	Rigorous planning for pupils' spiritual, moral, social and cultural development ensures that all pupils experience the full wonder of the universe and develop a responsible attitude to environmental protection.	Opportunities to promote spiritual, moral, social and cultural development are systematically planned and delivered to ensure every pupil benefits.	The curriculum ensures that the subject contributes to pupils' spiritual, moral, social and cultural development.	Opportunities to promote spiritual, moral, social and cultural development are missed.	

SAMPLE

Next Steps:

Quick Check: The Geography Curriculum

The new National Curriculum programmes of study will be statutory in maintained settings from September 2014.

This document enables school leaders to evaluate their geography curriculum to ensure there will be full coverage of the statutory requirements.

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This is a really useful document for subject leaders when implementing the new National Curriculum framework.

SAMPLE

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Key Stage One

Subject Content from the Programme of Study	What are our geographical themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
Pupils should be taught to name and locate the world's seven continents and five oceans.				
Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.				
Pupils should be taught to 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.				
Pupils should be taught to 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.				
Pupils should be taught to 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.				

SAMPLE

Key Stage One (cont.)

Subject Content from the Programme of Study	What are our geographical themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
Pupils should be taught to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.				
Pupils should be taught to 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.				
Pupils should be taught to 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.				
Curriculum enrichment (trips, visitors, themed events etc)				

SAMPLE

Key Stage Two

Subject Content from the Programme of Study	What are our geographical themes or unit titles? <small>(Content may be split between themes or units)</small>	When will pupils be taught this?	Links with other subjects	Opportunities for pupils to apply basic skills
Pupils should be taught to 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.				
Pupils should be taught to 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.				
Pupils should be taught to 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)				
Pupils should be taught to 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.				
Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.				

SAMPLE

Key Stage Two (cont.)

<p align="center">Subject Content from the Programme of Study</p>	<p align="center">What are our geographical themes or unit titles? <small>(Content may be split between themes or units)</small></p>	<p align="center">When will pupils be taught this?</p>	<p align="center">Links with other subjects</p>	<p align="center">Opportunities for pupils to apply basic skills</p>
<p>Pupils should be taught to describe and understand key aspects of 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.</p>				
<p>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>				
<p>Pupils should be taught to 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>Pupils should be taught to 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>Curriculum enrichment (trips, visitors, themed events etc)</p>				

SAMPLE

The Quality of the Geography Curriculum

The grade descriptors below are used during subject survey inspections.

Schools should evaluate a 'best fit' judgment for each row based on their curriculum across the age range of their setting, then outline the evidence to support this judgment in the right-hand column.

An overall judgment on the quality of the curriculum can be arrived at by analysing which column is dominant.

(Note: If any one or more 'Inadequate' descriptors are appropriate then the overall judgment is likely to be inadequate.)

	Outstanding	Good	Requires Improvement	Inadequate	Evidence to support this judgment:
Developing Continuity and Progression in Learning	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 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 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 geography curriculum does not ensure pupils' entitlement to the subject, may not meet statutory requirements and does not secure continuity in their learning.	
Teaching Geographical Concepts	The key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are clearly embedded in the planning.	The key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are clearly identified in the planning.	The key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are identifiable within the planning.	It is unclear how the key geographical concepts such as place, space, scale, diversity, interdependence and sustainability are to be progressively developed.	

<p>Opportunities to Develop and Consolidate Skills</p>	<p>The curriculum provides consistently high-quality opportunities for pupils to develop and consolidate the key geographical skills of enquiry, graphicacy and geographical communication.</p>	<p>The curriculum provides frequent opportunities for pupils to develop and consolidate key geographical skills of enquiry, graphicacy and geographical communication.</p>	<p>The curriculum provides some limited opportunities for pupils to develop and consolidate aspects of key geographical skills of enquiry, graphicacy and geographical communication.</p>	<p>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.</p>	
<p>Fieldwork</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	
<p>Local, National and Global Issues</p>	<p>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.</p>	<p>Awareness of current and relevant local, national and global issues is planned into the geography curriculum.</p>	<p>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.</p>	<p>Learning about current and relevant local, national and global issues is fragmented and is not easily identified in the planning.</p>	
<p>Curriculum Enrichment</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Enrichment activities have minimal impact in promoting enjoyment and achievement in geography.</p>	

<p>Subject Links</p>	<p>Links with other subjects in the school are highly productive in strengthening pupils' learning in geography.</p>	<p>Links with other subjects in the school strengthen pupils' achievement in geography.</p>	<p>Links with other subjects contribute to pupils' achievement in geography.</p>	<p>There are no links between geography and other subjects in the school.</p>	
<p>Spiritual, Moral, Social and Cultural Development</p>	<p>Rigorous curriculum planning ensures that the subject makes an outstanding contribution to pupils' social, moral, spiritual and cultural development.</p>	<p>Opportunities to promote pupils' social, moral, spiritual and cultural development are planned and delivered systematically.</p>	<p>The curriculum ensures that the subject contributes to pupils' social, moral, spiritual and cultural development.</p>	<p>Opportunities to promote pupils' social, moral, spiritual and cultural development in geography are missed.</p>	

SAMPLE

Next Steps: