

Sample of Ofsted Questions and Answers – Geography Subject Leader

This resource contains full and comprehensive answers to all the following questions:

Curriculum Design (Intent, Implementation, Impact)

1. How did you design your curriculum?
2. How have you made sure you are covering the National Curriculum?
3. What is your intent for geography?
4. How does geography contribute to children's cultural capital?
5. Could you outline the breadth in the geography curriculum?
6. What is your approach to spacing in your curriculum?
7. What is your model of progression in geography?
8. How do you monitor that your curriculum maps are being implemented effectively?
9. How clearly defined are your end points on your curriculum maps?
10. How do you assess learning in geography?
11. Could you tell me what I would see in lessons?
12. Could you tell me what I would see in the children's books?
13. What does greater depth in geography look like?
14. How good is your curriculum for all pupils?
15. Do you have any underachieving groups?
16. What is attainment on entry?
17. How does geography contribute to the development of literacy and numeracy skills?
18. How does geography support the development of SMSC?

Impact of Geography Subject Leader

1. How long have you been subject leader for geography?
2. What are the expectations of subject leaders in your school?
3. What are your main roles and responsibilities as subject leader for geography?
4. Can you outline your leadership strengths and areas to develop as geography subject leader?
5. Do you receive any non-contact time and if yes, how is it used?
6. Can you explain the 2-3 key priorities you are working on this year as geography subject leader?
7. Is geography well resourced?
8. Can you give me an example of a leadership action you took and the impact it has had on standards in geography?
9. What CPD have teachers had to help them deliver the geography curriculum effectively?
10. What do governors know about geography?
11. Do you have a policy for geography?

This is a sample of the questions and answers resource. Some answers have been removed for copyright purposes.

Ofsted Questions and Answers – Geography

Deep Dive Element 1 – Curriculum Design: Intent, Implementation and Impact

Question	Possible Answer and Notes	Examples
<p>1. How did you design your curriculum?</p> <p>Possible sub-questions:</p> <p>a) What are the basic principles and rationale behind your decisions?</p> <p>b) What research did you use when designing your curriculum?</p> <p>c) How do you share the basic principles of the curriculum with all stakeholders?</p>	<p>For a more comprehensive include the following information.</p> <ul style="list-style-type: none"> • Curriculum audit - As a school we undertook a review and audit of the curriculum we offer to the children. This involved looking at the best research and information available on how children learn most effectively and specifically in the subject of geography. • Definition of learning - As a school we have determined that our definition of learning is a change to the long-term memory. This means that the way we implement our curriculum maps involves repetitive teaching of the key concepts in geography. Each unit has built in practise, retrieval and reinforcement of the key concepts to ensure knowledge sticks in the long-term memory. • Long term memory - for learning to stick in the long-term memory we teach geographical knowledge in meaningful contexts and in a connected way. • Geography key concepts - I identified key concepts from NC for children to be procedurally fluent in geography and these underpin the geography curriculum map. 	<p>Example</p>

Geography pedagogy is based on the development of these key geography concepts:

- Geographical enquiry
 - Locational knowledge
 - Geographical skills and fieldwork
 - Human and physical geography
 - Place knowledge
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- The basic principles are shared on our policy for geography which can be found on our website. I facilitate staff meetings with staff where I share the curriculum maps and discuss the content pedagogy and the pedagogical content knowledge for geography.

2. How have you made sure you are covering the National Curriculum?

3. What is your intent for geography?

Possible sub-questions:

- a) How do you share this with governors, staff, parents and children?
- b) How does your intent for geography link to your whole school intent?

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4. How does geography contribute to children's cultural capital?

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'
Ofsted School Inspection Handbook 2019

- In addition, the intent behind geography is to contribute towards the cultural capital for children in terms of the knowledge and skills they need to be successful learners and in life. **Cultural capital in geography has been identified in terms of the knowledge useful to our lives.** We are aware that **powerful knowledge** will put children at an advantage.

The powerful knowledge we teach in geography is as follows:

- Our high-quality geography education encourages learners to question local, national and global issues.
- It helps them to recognise complexity and understand differences across varying contexts.
- Our geography curriculum aims opens the eyes to a lifelong learning journey with a different 'view'.
- Children will learn about areas of significant geographical interest. In addition, they will learn about famous geographers such as William Morris Davis and the knowledge about physical geography that Sir David Attenborough has shared through his work.

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They will also experience the following:

- Meeting and talking to geography specialists including secondary teachers and University professors.
- Fieldwork to a place of local interest including for example: The Peak District and the National Forest.
- Visit to at least one county and city in the UK.
- Use of computer software identify places in the world and understand their key physical and human characteristics.
- Use of GPS systems.
- Gain an understanding from a business leader regarding the importance of learning about geography.
- Hear from economists regarding the key areas in human geography.

We develop children's cultural capital in geography by:

- **Links with other subjects** - make links with other subjects and be explicit about where the links are.
- **Diverse voices** - our curriculum contains diverse voices from all cultures and societies. We have made conscious decision to include voices of people our children might not get to hear.
- **Trips** - we take the children to see many of the wonderful things we are teach them about in school.
- **Careers in Geography** – where possible we focus on possible careers and qualifications in geography. We explore the options available and help build the children's confidence and aspirations to aim and aspire to careers which are geography based.to go for qualifications and jobs that may not always make sense.

5. Could you outline the breadth in the geography curriculum?

Possible sub-questions:

- a) Could you explain some examples of where you have provided breadth in the geography curriculum and the impact it has had on learning?
- b) Is your breadth at the expense of deep learning?
- c) How do you record breadth in the geography curriculum?
- d) Do you provide children with any opportunities for geography outside of school?

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6. What is your approach to spacing in your curriculum?

Possible sub-questions:

- a) What research backs up your rationale?

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7. What is your model of progression in geography?

Possible sub-questions:

- a) How did you share and support staff to understand the progression in geography?
- b) How have you ensured that it is progressive?
- c) How have you planned for knowledge, skills and vocabulary progression in geography?
- d) How did you determine the content of your curriculum maps?
- e) How did you decide on the key concepts/knowledge for geography?
- f) How do topics contribute towards development and progress in geography?

8. How do you monitor that your curriculum maps are being implemented effectively?

Possible sub-questions:

- a) What evidence do you have that your planned progression is actually taking place?

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**9. How clearly defined
are your end points on
your curriculum
maps?**

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10. How do you assess learning in geography?

Possible sub-questions:

- a) How high are standards in geography?
- b) Can you show me an example of geography assessment and how you used it to inform your practice?
- c) How do standards this year compare to last year?
- d) How do you know your assessment is accurate?
- e) Do you carry out any moderation or standardisation across the school?

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11. Could you tell me what I would see in lessons?

Possible sub-questions:

- a) Where would I see the strongest and weakest practice in geography?
- b) Is the geography curriculum having an impact on pupils' learning, standards and achievement?

For a comprehensive answer include the following information.

- **Content and subject pedagogical knowledge** – you would see highly skilled teachers with a good understanding of geography pedagogy teaching engaging lessons.
- **Meaningful contexts** - children learning by being challenged in a series of well-designed geographical enquiry tasks linked to meaningful contexts.
- **Teachers supporting** – by guiding children to raise questions and design enquiries to find the answers to geographical questions or hypothesis.

Teachers supporting children to work and think like a geographer in the following ways:

- Through enquiries delivered via fieldwork and engaging with children's personal and lived experiences of the world.

Best Practice

- ✓ You would see geographical enquiries with active engagement with the world; for example, via exploration of current issues, engaging with experts and participating in fieldwork.

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Teaching children to develop geographical enquiry skills by:

- Geographical enquiry being question driven
- Geographical enquiry supported by evidence from the 'real world'
- Geographical enquiry requires thinking geographically – reasoning, weighing evidence and considering different viewpoints.
- Geographical enquiry is reflective – children reach conclusions, make judgements and reflect on their own viewpoint.

- **Classroom culture** – enquiry skills require discrete teaching as well as being integrated within the historical enquiry process. Our classroom culture in geography is one of **open mindedness and flexible thinking**.

You would see children being enabled to work as a geographer including:

- Developing a shared curiosity about the world.
- Building understanding with reference to geographical concepts supported by integrated skills.
- Using statistical methodologies and theories of spatial organization in their work.
- You will see teachers modelling the range of types of enquiry that children work with in geography

You will see teachers using a range of techniques to elicit children's ideas including:

- *Drawing*
- *Writing*
- *Responding to a stimulus (a practical scenario, story or problem)*
- *Concept mapping – individual and group*

• *Discussions*

**12. Could you tell me
what I would see in
the children's books?**

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13. What does greater depth
in geography look like?

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14. How good is your curriculum for all pupils?

Possible sub-questions:

- a) Is it appropriate and how does it meet the needs for SEND, PPG, EAL?
- b) What are the strengths and weaknesses in your curriculum and how do you know?
- c) What do the children excel at and what elements of geography do they struggle with?
- d) What are the children's main barriers to learning?
- e) What evidence do you have to back up what you are saying?

15. Do you have any underachieving groups?

Possible sub-questions:

- a) How are SEND, PPG, EAL pupils' performing.
- b) How do you ensure consistency in terms of scientific understanding for every group of pupils?

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16.What is attainment on entry?

Possible sub-questions:

- a) How does the EYFS support the geography curriculum in the wider school?
- b) How do you monitor geography in EYFS?

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17. How does geography contribute to the development of literacy and numeracy skills?

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18. How does geography support the development of SMSC?

For a comprehensive answer include the following information.

Spiritual

Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.

Moral

Geography supports moral development by looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever-increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming.

Social

Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.

Cultural

Geography supports cultural development by helping children to understanding different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places and are introduced to their customs and traditions allowing

	pupils to develop their humility and an understanding of the world as a global community.	
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