

**What will your moderator look for in your Silver application?**

*This checklist sets out my initial thoughts about the 'way you communicate' and 'what you communicate' to your moderator. Your moderator will look for 'best fit' rather than for every aspect being present. Gold schools will show that this practice is truly embedded across the school and that they are influencing the quality of geographical learning for primary pupils beyond their own school. (These ideas will be developed into an illustrated PowerPoint using examples submitted by PGQM schools.)*

1. Lots of clearly annotated photographic evidence of children involved in fieldwork and visits, developing their geographical skills, increasing their local and global understanding.
2. Led by a co-ordinator who is confident with geographical ideas and thinking – and who communicates in the language of geography, e.g. *'KS1 have a fun day in the park developing their mapping skills in an enjoyable and memorable way. They identify physical and human features along the way, use a wide variety of positional language and discuss how human actions can improve or damage the landscape.'* Springwood Primary School.
3. Communicates the impact on children's learning rather than simply listing and describing activities. *'It shows that children are beginning to ...'* *This piece of work is working towards ...* Springwood Primary School.
4. Communicates the school's 'vision' for geography, i.e. the school is clear about what it wants geography to do for children, e.g. *become more effective global citizens or environmental campaigners or fieldwork explorers etc.* and shows how geography can help them to achieve this.
5. The application convinces the reader that the big ideas of primary geography - place, space, scale and interdependence are present.
6. The balance of the evidence is weighted towards distinctly geographical activity – though enrichment and cross-curricular learning are important parts of the curriculum and enhance the quality of the geography that children experience.
7. The application shows ways that geography is embraced by the whole school and effectively taught
8. Illustrates ways that children enjoy the geography they are taught.
9. All children take part in fieldwork in the school grounds and/or local area, and in visits – some of which are residential.
10. All children are developing their ability to make and use maps.
11. Geographical enquiry features strongly in classroom practice.
12. ICT is being used to develop spatial understanding, i.e. *map making & using internet map programmes such as Quikmaps, Google Maps etc.* And to learn about the world through photographs, video and other images.
13. There is leadership as well as management, i.e. the subject leader is setting the direction for new aspects of learning in geography/ where the subject should be going next. These might be relatively small ideas initially, for example, getting everyone to use an inflatable globe in school.
14. There is recognition that it's important to start from children's personal geographies, e.g. *Our Special Places, Top Ten Places*, and to address 'local issues'.
15. Provides evidence and examples of what the children actually do in geography and what they are able to understand.
16. The subject leader has the capacity to lead and develop AfL in geography across the school. There is understanding of progression; strategies for engaging children in self-assessment and an understanding of the role of clear 'learning outcomes' i.e. knowing what you want children to learn.
17. Evidence of time spent on SL development, whole school development & CPD.
18. Policy, schemes of work, resources enhance the quality of the provision.