

Where is our Geography Department at presently?

This framework is taken from Hampshire Geography Team – Self Evaluation Guidance Document.

Reflecting on the criteria below (colour coding as appropriate) allows your department to get a feel for the level at which ICT is used to support learning and teaching in Geography. It also supports refinement of your subject improvement plan.

Underdeveloped. (Inadequate)	Established (Satisfactory / adequate)	Embedded (Good / effective)	Advanced (Outstanding)
Little understanding within the department of the National Curriculum ICT requirements, and those for KS 4	Understanding of the requirements for ICT within the National Curriculum and KS4, including key skill levels.	Deep working understanding of the ICT requirements for KS3 and 4, including progression in the individual strands, e.g. data capture.	Deep working understanding and regular updating for the department of the requirements for KS3 and 4, including progression in the individual strands e.g. data capture.
Little or no use of ICT to enhance learning and teaching in Geography.	ICT planned into the Geography curriculum and students given opportunities where possible to use it to enhance learning.	ICT is planned into the curriculum and used frequently to support learning. ICT also used in departmental management.	ICT is used on a lesson-by-lesson basis, where appropriate, to enhance learning. ICT also used in departmental management.
Access to ICT is severely limited due to lack of computers within the department/ suiting / over booking of ICT rooms. It is a statutory requirement in KS3 and a requirement for GCSE courses (see draft specification reviews)	Open access to computers / computer suites for the department. Limited access to whiteboards	Open access to computers / computer suites for the department. Rooms equipped with Internet links / laptop / projector. Whiteboards available.	Open access to computers / computer suites for the department, or banks of laptops. Rooms equipped with Internet links, laptop and projector. Whiteboards available.
Majority of the subject team lack confidence and competence in ICT and have underdeveloped ICT skills	Some members of the subject team have sound ICT skills, whilst others still have a phobia of using it.	The subject team supports each other in the planning and delivery of ICT activities in Geography lessons.	All of the subject team are competent and confident users of ICT to support learning and teaching in Geography.

No training for staff regarding the use of ICT to enhance learning and teaching in Geography.	Some training of staff with regard to using ICT to enhance learning and teaching in Geography.	Regular updating and training with regard to the use of ICT to enhance learning and teaching in Geography – in house training or via external providers.	Specialized training for the department, for example: regarding the use of digital mapping packages and geographical information systems.
No materials from the subject team placed on the school intranet / Virtual Learning Environment – VLE	Limited resources from the subject team on the school intranet / VLE.	A wide range of materials from the subject team on the school intranet / VLE.	The subject intranet / VLE is fully developed and updated – used fully to support independent learning.
The subject team has a very limited range of ICT equipment available to it.	Internet and school software used. TVs, videos and CDs are incorporated as ICT. Staff and students encouraged to use them.	The subject team and students are encouraged to use a range of different types of ICT (data loggers, digital cameras, PCs, video cameras, whiteboards, digital projectors etc).	A wide range of ICT skills are supported through innovative and exciting use of a range of equipment. The awe and wonder of the natural world is fully captured and explored through the use of ICT.
No framework or guidance exists to support students' use of ICT in Geography. For example use of the Internet	Relevant websites signposted during teaching. Guidance to use of other forms of ICT limited.	All lessons, where appropriate include website signposting, with specific use of these being required. Guidance on the use of other types of ICT produced.	Students use websites signposted by staff to enhance learning as well as their own searches. Secure use by students of a range of ICT opportunities.
ICT opportunities where occasionally used to enhance learning and teaching are fully teacher led.	Teacher led Geography / ICT sessions, with some student input.	Teacher acts as a learning mentor to students using ICT.	Students use ICT independently as part of their self drive / developed personalised enquiries. Teacher acts as a learning mentor as appropriate.