

Geography

Learning to make a world of difference

This report draws from visits to 91 primary and 90 secondary schools (including one special school) in England between 2007 and 2010. It evaluates the strengths and weaknesses of geography in these schools and assesses the challenges faced by the subject today. Geography was flourishing in a minority of the schools visited and was under pressure in the rest. The report describes the value of learning geography and what needs to be done to reverse its decline. It builds on the 2008 Ofsted report, *Geography in schools: changing practice*.

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361

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Contents

Executive summary	4
Key findings	6
Recommendations	7
Part A. Geography in schools	8
Background	8
Geography in primary schools	9
Achievement	9
Teaching geography	12
The geography curriculum	18
Leadership and management of geography	19
Geography in secondary schools	22
Achievement	22
Teaching geography	24
The geography curriculum	31
Leadership and management of geography	33
Part B.	35
Literacy and geography	35
Speaking and listening	35
Reading	37
Writing	38
The importance of fieldwork	41
The contribution of geography to citizenship	45
Notes	50
Further information	51
Publications by Ofsted	51
Websites	51
Annex: Schools visited	52
Primary schools	52
Secondary schools	55
Special school	58

Executive summary

This report draws on evidence from visits by Ofsted inspectors to look at geography in a sample of 91 primary and 90 secondary schools (including one special school) from 2007 to 2010. It builds on *Geography in schools: changing practice* published by Ofsted in 2008. Part A reports on achievement and the quality of provision in geography in the primary and secondary schools visited, and identifies key issues which schools need to consider as they continue to develop their curricula. Part B deals with particular features of geography in schools which inspectors addressed in the course of the survey.

During the period of the survey, geography was at an interesting stage of development in secondary schools. Generally, provision was weaker at Key Stage 3 than at Key Stage 4 and in the 45 sixth forms visited. In some of the schools visited, the numbers choosing to study geography at GCSE level were declining. The quality of the provision was also declining and time allocated to the subject at Key Stage 3 was being reduced. In other schools, however, the subject was flourishing. Their senior managers and the teachers saw geography as relevant and valuable. In these schools, the students had good core geographical knowledge and an awareness of political, social, economic and environmental issues, locally and globally.¹ They were skilful in interrogating and interpreting a range of sources of geographical information. They cared about their environment and were aware that they needed to act as responsible citizens.

The primary schools also presented a polarised picture, with a sharp contrast between inadequate and outstanding practice. Half the schools visited demonstrated work of good quality in geography; a lack of expertise and awareness of what constituted good geography characterised the others. As a result, pupils experienced too much variation in the quality of their geography provision. In those primary schools where the subject was inadequate, the majority of the pupils had weak core geographical knowledge and a poor understanding of the world they lived in. In the final year of the survey the picture was even more pronounced with inspectors judging the provision to be outstanding in five of the 30 primary schools visited, but inadequate in seven.

The report highlights how good and regular fieldwork motivated pupils and enhanced their learning in geography, although just over half the primary and secondary schools visited did not use it enough. Fieldwork encouraged a higher than average

¹ 'Core knowledge' in geography comprises basic factual knowledge, vocabulary and the ability to locate, with a degree of accuracy, important places and human and physical features. The subject matter of geography is constantly evolving so core knowledge is essential if students are to make sense of the world around them and place their studies in a wider national, international or global context. This knowledge is only a small part of the geography curriculum, but it is essential in order for students to place what they are learning in a spatial context and to use appropriate geographical language.

take-up of examination courses at a time when examination entries for geography were falling nationally.

The report also describes the value of learning geography and what needs to be done to reverse its decline. By paying greater attention to literacy, the global dimension of geography and the use of topical exemplars, teachers enhanced pupils' learning, engaged them and made lessons more interesting and enjoyable.

Geography has a distinctive role in the curriculum in linking the disciplines of science and humanities. In those schools where geography was strong, the subject contributed effectively to curriculum coherence as well as satisfying pupils' curiosity about people and places. Geography also offered opportunities to develop a wide range of skills and knowledge. This was particularly the case with information and communication technology (ICT) and where the enormous potential of geographical information systems (GIS) was used to give students insights into areas such as cartography, statistical analysis and natural resource management.² In strong secondary school geography departments many students were inspired by challenging and engaging questions; with diverse sources and data; and with more in-depth and detailed descriptions and explanations of contemporary changes.

Developing a deeper understanding of people and places, and of the need to live in balance with an increasingly fragile environment, is more important than ever in today's world. Thus, in schools where geography was weak, as was sometimes the case in primary schools and at Key Stage 3, pupils were denied crucial elements of a broad and balanced education for life. These pupils had a narrow conception of the world and lacked knowledge of both physical and human environments. They also missed out on fieldwork and the power of learning directly in particular places and environments. They were denied the opportunity to think about change in the contemporary world and how to imagine alternative futures. This impoverishment of pupils' experience was a key issue to be addressed by the leadership teams in these schools.

² A geographic information system (GIS), or geographical information system, is any system that captures, stores, analyses, manages, and presents data linked to location. In the simplest terms, GIS is the merging of cartography, statistical analysis, and database technology. GIS systems are used in cartography, remote sensing, land surveying, utility management, natural resource management, photogrammetry, geography, urban planning, emergency management, navigation, and localised search engines.

Key findings

- There was marked polarisation in the quality of teaching and learning as well as the geography curriculum in the primary schools visited. Where provision was improving, it was usually because the headteachers acknowledged the value of geography, invested in subject-specific training and monitored the curriculum effectively to ensure coverage of and progression through the programme of study.
- Achievement was at least good in half of the 91 primary schools visited. However, pupils' progress was often uneven across classes and year groups.
- In approximately one in 10 of the primary schools visited, geography was more or less disappearing, often where the foundation subjects were being taught through themes.
- Improvements were often being slowed down by primary teachers' weak knowledge of geography, their lack of confidence in teaching it and insufficient subject-specific training.
- In secondary schools, relatively weak achievement in Key Stage 3 often contrasted with the good progress of those who had chosen to study geography at Key Stage 4. Uninspiring teaching and the lack of challenge discouraged many students from choosing geography at GCSE.
- The majority of students, especially at Key Stage 3 in the weaker schools, had poorly developed core knowledge in geography. Their mental images of places and the world around them were often confused and lacked spatial coherence.
- Over half the schools visited had reduced time for geography in Key Stage 3 over the last few years. In addition, poorly planned and taught integrated units of work in the humanities in Year 7, often linked to general skills-based initiatives, had resulted in less geography being covered.
- Half the secondary geography departments visited had adapted well to the changes required as the new Key Stage 3 curriculum was introduced. One reason was that subject-specific professional support had been sought out and utilised.
- Good fieldwork engaged pupils and encouraged a higher than average take-up of examination courses at a time when entries were falling nationally. However, just over half the primary and secondary schools visited did not use fieldwork enough.
- New technology was frequently in evidence in lessons with most teachers being competent users of digital projectors and interactive whiteboards to enhance presentations. However, more limited use was made of topical events in the news or geographical information systems to engage pupils in learning in geography.
- A lack of opportunity for writing at length, especially in the secondary schools visited, limited the opportunities for students, particularly the most academically able, to show their understanding of geography.
- Just over half the schools visited were not using geography to good effect to support pupils in understanding their role within their locality, their country or the wider world.

- The best geography seen was usually in schools which were participating in the professional development programme offered through the Action Plan for Geography, in specialist humanities schools where geography was one of the lead subjects or where the school shared good practice with local partner schools.³

Recommendations

Schools should:

- focus strongly on developing pupils' core knowledge in geography, particularly their sense of place
- ensure that where they teach geography thematically or within a humanities programme, the subject elements are identified clearly and taught properly and the programmes of study are covered fully
- improve the quality of provision in Key Stage 3 so that more pupils are able to continue to study geography successfully at GCSE and post-16
- provide subject-specific support and professional development to improve teachers' confidence and expertise, enabling them to teach geography more effectively
- maximise opportunities for fieldwork to enhance learning and improve motivation
- make the best use of new technology in geography to enthuse pupils and provide immediacy and relevance
- provide more opportunities for writing at length and focused reading, especially in secondary schools
- ensure that geography enables pupils to recognise their contribution to, and responsibilities for, their locality, their country and the global community
- develop and make best use of networks in order to identify and share good practice, ideas and expertise in the teaching of geography.

³ For further information on the Action Plan for Geography, see:
www.geographyteachingtoday.org.uk.

Part A. Geography in schools

Background

'The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.'⁴

1. Since the Education Reform Act of 1988, geography, along with the other foundation subjects, has been compulsory for all pupils from 5 to 14 in maintained schools. Since the early 1990s, there have been several revisions and amendments to the National Curriculum, notably in 1995, 2000 and 2007. These changes gradually reduced the amount of prescribed content which had to be taught.
2. The 2007 revision to the National Curriculum at Key Stage 3 placed a strong focus on geographical enquiry. This encourages questioning, investigation and critical thinking – key skills in terms of intellectual development and the acquisition of workplace skills. Fieldwork was identified as an essential element of this. There was also an increasing focus on the use of maps and new technologies, including geographical information systems, which enable students to obtain, present and analyse information, skills which are increasingly widely sought and highly valued by industry, business and a wide range of government and non-government agencies.
3. The revised requirements identified a number of key concepts which underpin the study of geography. These are: place; space; scale; interdependence; physical and human processes; environmental interaction and sustainable development; and cultural understanding and diversity. In order for students to make progress a number of key processes were set down. These essential skills include geographical enquiry, fieldwork and out-of-class learning, graphicacy and visual literacy as well as geographical communication.⁵
4. In England, geography is currently not compulsory for students beyond the age of 14, and those in schools that offer a two-year Key Stage 3 course can stop studying the subject at the age of 13.

⁴ *Geography: programme of study for Key Stage 3 and attainment target*, Qualifications and Curriculum Authority, 2007; <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/geography/programme-of-study/index.aspx>.

⁵ The geography curriculum at Key Stage 3 can be found at: <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/geography/index.aspx>.

Geography in primary schools

Achievement

5. Standards in geography were good or outstanding in only a third of lessons seen for this survey. This reflects the fact that, although many primary teachers had good generic teaching skills, they were not confident in teaching geography and had had little or no opportunity recently to improve their knowledge of how to teach it. Progress and attainment were generally better in Reception and Key Stage 1 than in Key Stage 2, where the constraints of focusing on external testing in English and mathematics were more apparent. This pattern of achievement has been evident for a number of years.
6. Progress was often satisfactory but uneven, with considerable variations within a school among classes. Progress was judged to be outstanding in only four of the 91 primary schools visited and was inadequate in eight. In most of the schools visited, pupils made good progress in acquiring basic geographical skills, but their knowledge and understanding were less well developed. Good attention was often given to developing pupils' geographical vocabulary, but a minority of teachers did not understand the terminology and so failed to encourage pupils to use it appropriately. Pupils' experiences also became disjointed when teachers did little more than dip into the schemes of work. In approximately half the primary schools visited, pupils in some classes were taught no geography at all. In approximately two thirds of the schools, inspectors judged that too few pupils were reaching Level 5 of the National Curriculum. More academically able pupils needed greater challenge in order to make more rapid progress by the end of Key Stage 2.
7. When pupils showed that they had a good range of geographical knowledge, understanding and skills, this was frequently because of the opportunities they experienced to use their skills in real contexts, such as the school building, grounds and immediate locality. Pupils whose learning was outstanding were very familiar with their own locality and were able to make connections between their lives and those of people living in contrasting localities.
8. Good achievement was the result of a good range of practical activities that enabled pupils to develop their geographical skills. Pupils used atlases frequently and appropriately to research new information and become independent learners. They could identify patterns and processes and make links between data presented in a variety of ways, including charts and diagrams. Geographical skills were particularly well developed when the schools had a very comprehensive fieldwork programme and when a variety of maps, aerial photographs and other geographical resources was used frequently, as in this example.

Mapwork was threaded into teachers' plans wherever possible and mapwork skills were developed sequentially through the school. Beginning in the Reception class, pupils used photographs of rooms and features in

school and could place them accurately on a blank map of the corridor. They could describe a journey along the corridor, using appropriate vocabulary such as 'opposite', 'next to', 'forward', 'right' and 'left'. In a Year 2 lesson, pupils were able to locate a number of physical features using coordinates and follow accurately a number of routes to enable them to arrive at destinations. By Year 6, pupils were able to recall the route they had taken to the Pennines, particularly the roads, towns and villages visited on the journey. They had then used Ordnance Survey maps to trace the route, revised key symbols and used this to draw their own maps accurately, complete with keys.

9. An increasing number of schools in the survey were attempting to teach foundation subjects by means of a skills-based curriculum. This frequently resulted in pupils gaining good mapwork skills through, for example, links to orienteering and mathematics as part of a more integrated and cross-curricular approach. However, the development of knowledge and understanding about places, especially European places, and geographical concepts was very limited. This was because most of the teachers observed appeared to be more confident in teaching geographical skills than other aspects of the geography curriculum, and because it was easier to plan for progression in these skills.
10. Although pupils were often encouraged well to consider complex global issues such as migration and inequalities of wealth, their understanding was frequently unsatisfactory. This was because the learning was not set sufficiently within the context of real and recognisable places, so their understanding did not develop beyond an awareness that such issues existed. Apart from the schools visited where provision was good or outstanding, pupils' knowledge of places was exceptionally weak at a national, European and global scale since they were often not given a wide range of specific case studies through which to learn. Skills, such as using maps, were often repeated rather than developed during the later stages in their learning.
11. In the schools where pupils were exposed to geography regularly, they were able to develop and consolidate their skills, knowledge and understanding in the subject progressively. In these schools, learning in geography was often reinforced regularly through other subjects, notably English, but also through focused days. On these occasions, geography provided a rich context for pupils to express their opinions on real issues and improve their writing across a variety of genres. In the schools where pupils' progress was at least good, there was clear progression in their learning over successive years with new work building on previous experiences, as in this example.

In Reception, pupils were confident in finding routes and used a programmable toy (Beebot) to develop a sense of direction and directional language. They had learned about a variety of places and how they differed. They used maps with increasing confidence to find out where they had been on holiday. They had also looked at Costa Rica in general terms as part of a fund-raising activity.

In Year 1, pupils had studied their school and considered how to make their local area safe. By Year 2, most pupils were working at levels broadly average for their age. They had used Barnaby Bear to study places around the world.⁶ They had used maps to compare and contrast the imaginary island of Struay, well-known through the Katie Morag stories and based on the Isle of Coll, with Weston-Super-Mare. They were able to use simple grid references and could locate key features on a map. The pupils were keen to study geography and liked learning about maps and other countries. They could describe, for example, the Brazilian rainforest and the habitat of monkeys

Year 3 pupils moved on to studying their local environment, visiting the local shopping area and using maps of the locality, considering social problems such as graffiti. They were able to locate their place in the United Kingdom and in the world. They had also visited the local park and a hill farm and had compared and contrasted where they lived with the countryside.

By Year 4, pupils extended their learning further afield, with a good development of mapwork. Good opportunities for extended writing had been provided through their developing study of the Brazilian rainforest. They used resources and photographs effectively to support their understanding of contrasting locations.

Year 5 pupils had compared and contrasted differing localities and used fieldwork to support their learning. They had studied themes such as Antarctica and the tropical rainforests to consider issues of conservation and global warming.

In Year 6, the major focus of their learning had been on rivers and valleys. Pupils visited Dovedale which supported this learning well. Topics such as sustainability and conservation were covered effectively. Homework was used to support learning, with some pupils extending their learning to study other rivers around the world. They had gained awareness of how we cause flooding. By the time they left school, most of the pupils were working at National Curriculum Level 4 with an increasing number at Level 5. This represented good to outstanding progress from their starting points on entry.

⁶ Barnaby Bear first appeared in a unit of work entitled 'Where in the world is Barnaby Bear?' in *Geography: a scheme of work for Key Stages 1 and 2*, published in 1998 by the then QCA/DfES. It was written to help teachers prepare interesting materials in response to the National Curriculum objective to: 'develop children's knowledge of places and environments throughout the world'. The Barnaby Bear site contains enjoyable geographical activities for five- to seven-year-olds, following Barnaby's adventures at home and abroad: www.bbc.co.uk/schools/barnabybear/.

Teaching geography

12. Wide variations were seen in the quality of teaching during the three years of the survey. Teaching was judged to be inadequate in six of the schools visited and outstanding in seven. Overall, the quality of teaching was good or outstanding in half the schools visited.
13. When the teaching was good or outstanding:
- the sequence of lessons and activities was well planned, and teachers used a good range of resources to ensure progressive learning and acquisition of skills in geography
 - lessons engaged and motivated pupils, especially through the imaginative use of ICT
 - teachers had high expectations of pupils' learning and, in their planning, ensured that pupils of all abilities, strengths and needs were given appropriate support and challenge
 - teachers had good geographical knowledge, were enthusiastic, explained things clearly and anticipated pupils' misconceptions
 - teachers made the lesson objectives, the learning that was expected and any key questions explicit to pupils at the beginning of each lesson and referred to these frequently during the lesson
 - high-quality questioning was well-targeted, ensuring that all pupils were involved
 - opportunities for discussion allowed pupils to reflect and added depth to their understanding
 - the interaction between the teacher and the pupils was good and there was a strong emphasis on pupils learning through discovery and enquiry
 - pupils learnt geographical skills in meaningful geographical contexts and they were given opportunities to become involved in responsible action connected to the topics they were studying
 - pupils' personal and social skills were developed well through drama, working in pairs and through group presentations
 - formative assessment, through a variety of means, was an integral part of each lesson and self-assessment was promoted
 - support staff had clear roles and provided good support for individuals and groups.
14. Many of these characteristics were evident in the following outstanding Year 5 lesson.

The lesson was an introduction to a unit on London and focused on developing mapping skills, as well as raising awareness of London as a diverse place. The lesson started with a quick sharing of ideas on what

pupils already knew about London and their thoughts were summarised on the interactive whiteboard. The class teacher then focused on identifying where London was and used the interactive whiteboard excellently to support this. The teacher initially looked at the location on a global scale and quickly had pupils identifying and naming continents. This was followed by working down through continental, country and regional scales. Pupils were invited to come out to the whiteboard to locate London at each scale.

Pupils were given some additional information about London and introduced to the map of the London Underground. About five minutes were spent on asking some very clear questions about what each part of the map showed and what was useful and what was not. The underground map was linked to Google maps which showed the locations of stations so that pupils gained an understanding of the location of stations and the contrasting patterns between the two types of map. Introductory questions, becoming progressively more difficult, introduced them to using the underground map. This activity thoroughly engaged them. Careful questions checked their progress and learning at each stage. Pupils then moved on to exploring a treasure map based on the map of the Underground. This generated high levels of engagement and excitement and included good basic numeracy as well as a range of map skills. Pupils really enjoyed this and worked well in pairs and small groups to solve the clues.

By the end of the lesson pupils had gathered some basic information about London and could locate the city on maps of various scales. They had gained considerable knowledge and understanding of the Underground map and how to use it, as well as identifying various places of interest in London. They had developed their map skills and an understanding of travel, time and distance. They had made excellent progress. Very high-quality questioning by the teacher always challenged the pupils and encouraged them to check their responses.

15. Learning was often good where the teaching was carried out through structured play, as in this lesson in a Reception class.

In the starter activity, the children had been issued with flight tickets for their journey to Mexico. Carlos (an imaginary character) left them messages under his poncho and sombrero. The use of Carlos really held the children's imagination. Visual images on the interactive whiteboard and the storyline involving Carlos had been used very effectively to introduce children to the village in Mexico. Their perceptions about what the village might be like as well as questions about their journey were used well. Pupils knew what they had flown over to get to Mexico and discussed their journey home in the final part of the lesson. They all mimed packing their bags, putting on their seat belts and flew back (noises and arms like aeroplanes) on their long journey. They knew they

had flown over the Atlantic Ocean and had to land in England. The final stage was used effectively to share findings and enable the children to begin to make comparisons with their home town. Expectations and levels of challenge were high but all the pupils responded well to these. The teaching, supported by the teaching assistant, was dynamic and inspirational. Both the teacher and the teaching assistant constantly encouraged and supported the children's learning and made excellent use of opportunities for the children to talk in pairs. At the end of the lesson, the teacher ensured that the pupils knew what they had learnt and how and what they would be learning next.

16. Planning for teaching geography was often inconsistent. In the classes where this was the case, evidence from discussions with pupils and scrutiny of their work often showed that teachers were selective in what they taught, apparently concentrating on the aspects of the curriculum where they felt most secure. As a result, pupils did not get a comprehensive and cohesive experience in geography. In more than half the primary schools visited, little or no geography was taught in Year 6 until after completion of the national tests.
17. The demand of work observed was generally pitched towards the majority of the class, with some additional support for pupils who had learning difficulties and/or disabilities. More academically able pupils were often insufficiently challenged by the tasks set. Pupils' work often showed that, although there were episodes of effective learning, too often there was an emphasis on low-level tasks which did not develop their knowledge and understanding systematically. This indicated that teachers were not using geographical resources effectively or confidently enough to meet the needs of pupils, especially the more able. Where teaching was least successful, the tasks set occupied pupils rather than challenged them. There was some over-use of worksheets which required pupils only to label diagrams and maps, and the work was not directly related to examples of real places.
18. Although they had good generic teaching skills, many teachers' subject knowledge was weak and they were insecure or unclear about what constituted good learning in geography. Most of the teachers surveyed did not consider themselves to be geographers and few had received any subject-specific training in recent years to help them to teach geography more effectively. Some of the consequences of limited geographical expertise are illustrated in this Key Stage 2 lesson.

The teacher asked pupils to consider the increase in water usage but looked only at domestic changes. She tended to stereotype Egypt. When planning the task, she only considered asking for a description or lists of ways of saving water rather than a more challenging activity. Her lack of expertise in the subject affected the precision and challenge of the questions she asked pupils.

19. Teachers' lack of geographical expertise also led, on occasions, to outcomes for pupils which were superficial, or focused on cultural or exotic aspects which could reinforce stereotypes, as in this example.

The Year 4 lesson began by looking at what the pupils already knew about India. These observations were very basic and not always accurate: 'They are famous for their camels'; 'they do yoga'; 'they are famous for their food'; 'they ride on elephants'; 'they wear colourful clothes'. Stereotypes and misconceptions were not challenged by the teacher. Pupils gained an understanding of the distance to India by creating a map of the world on the school field, reinforcing their sense of scale. They then wrote a postcard from India. However, it was very difficult to identify what this was based on, since pupils had little understanding of what India was really like. The focus was on the quality of the writing rather than the quality of the geography:

'Dear mum and dad – I am having a wonderful time in India because it is extremely hot. Today I visited the Taj Mahal. There is a picture of me at the Taj Mahal at the front. It is super – exciting. Lots of love, M.'

In this example, the geography was providing the context for some weak work in literacy and did little to develop an understanding of place.

20. The generic use of ICT in the classroom to support teaching was more evident than in the schools visited for the last geography report, but its impact on geographical learning remained limited. Teachers often lacked the geographical knowledge to make best use of images, internet sites and geographical information systems, including Google Earth. They often used ICT to entertain and engage pupils and missed opportunities to develop real geographical learning.
21. ICT was generally under-used by pupils to improve their learning in geography. Its most frequent use was to research information. When this was done well, pupils were directed to specific websites and clearly understood the need to select, synthesise and organise information. When pupils were given parameters which were too broad and did not clearly specify expected outcomes, work was often substandard or was just directly downloaded from internet sites. In the research projects where pupils were clear about what they had to do and how to achieve this, they frequently produced high-quality extended work, as in this example.

In Year 6, as part of the 'Blue Planet Unit' which focused on water and rivers, pupils were given the opportunity for self-directed learning, although the teacher provided an outline for the task. This set out clearly what pupils should do and ensured that it had a suitable geographical focus. The pupils were given about six weeks to complete the project. This was mainly done in their own time, but if they finished work in lessons they were allowed to work on their project in school. The pupils

were allowed, in discussion with the teacher, to choose the area to research and report upon and the style in which they would produce the work. Examples seen included:

- a standard report of European rivers including computer-generated data and descriptions and explanations related to the differing characteristics of these rivers
- a standard report on a single river
- a large poster display on the River Thames from source to mouth including details of flooding and river management
- a report on the River Danube which included a contour model of the centre of Budapest
- a DVD and note cards of a simple experiment made at home to produce a hydro-electric power machine and a written report setting out the advantages and disadvantages of hydro-electricity.

The pupils spoke very enthusiastically about their projects and had very good understanding about their chosen topics. They really appreciated the freedom to decide what they wanted to learn within the framework given.

22. Some examples were observed of pupils using a range of ICT equipment extremely effectively in geography to support their learning and present their enquiry findings. The best practice was seen when pupils' ICT skills were built upon progressively in geography, as shown by the following.

One hour a week was spent on teaching ICT skills. These skills were then built on progressively and linked to different curriculum areas. The school researched and invested in innovative technology and assessed its potential for geography fully. Teachers also used ICT very effectively to stimulate learning and produce resources for teaching and assessment. As a result, in the Reception class, the children were familiar with and regularly used the interactive whiteboard, computer programs and a visualiser.⁷ They were confident and able to trace routes and use directional language using a programmable toy (Beebot). Year 1 pupils were observed using a smart touch table for finger walking around their locality which enabled them to develop a sense of scale and location. Year 2 pupils were working on Fizzbooks to research what they could find out from the internet about Tocuaro (a Mexican village). They had been introduced to this new technology the day before and could use it with ease and explain what it was and how you used it. They made good use of the stylus to zoom in on pictorial images. Pupils worked in pairs to produce their own notes of their findings. Higher-ability pupils were working independently using images to answer questions from the

⁷ A visualiser is a camera that enables teachers or pupils to display an object such as a page of text or a child's work on the interactive whiteboard or screen. This image can then be captured, annotated and saved for future use.

Tocuaro pack. Some pupils with learning difficulties worked on the carpet with the teaching assistant; they looked at picture maps, recreated them using two-dimensional images and then undertook Beebot journeys between them. Year 3/4 pupils used emails and laptops to share information about the weather here and in Europe; Year 5/6 pupils were familiar with this wide range of technology and used it extremely effectively for investigations and to present their findings.

23. Too many of the schools visited paid insufficient attention to assessment. It was judged to be inadequate in around a quarter of the 59 schools in which assessment was evaluated and was good or outstanding in only 21 of the schools. In the schools where attainment was no better than satisfactory, the teachers did not have the geographical knowledge to assess the progress of the pupils accurately. Occasionally, schools had a file of assessed materials which teachers could use as an indicator of standards in the subject. Pupils' work was often marked and commented on but few teachers provided geography-specific guidance for pupils to be able to understand what they needed to do to improve in the subject. There was a tendency in the greater majority of primary schools to focus mainly on the assessment of skills such as mapwork or the use of geographical vocabulary, since these outcomes were the clearest to identify. The assessment of geographical understanding was harder to measure and remained underdeveloped. As a result, teacher assessments did not always present an accurate picture of what pupils knew or could do.
24. However, the example below illustrates the best assessment, seen in a small number of schools, particularly those with outstanding provision.

Assessment in geography was formative, using a range of methods; the children evaluated their learning themselves during the lessons, as well as assessing each other's understanding during paired work. The teacher assessed understanding of the learning objectives during the plenary sessions at the end of the lesson. Marking showed the 'next steps', and pupils received high-quality feedback on how to improve their work. Knowledge and understanding stickers for geography were used extremely well to ensure that pupils understood what they were trying to learn and whether they had achieved their targets. Pupils were clear about how well they were doing.

Attainment records for individual pupils showed their progress across each learning unit and the level of attainment in each geographical area of knowledge, skills and understanding. The coordinator had a good assessment portfolio with annotated examples of pupils' work alongside examples from the geography exemplification standards files on the part of the QCDA's website for National Curriculum foundation subjects. All the pupils were assessed in each unit against the key expectations. There were three categories of assessment – exceed, meet, does not meet. The teachers used their professional judgement to place each pupil in a category and link this to appropriate levels.

External moderation, with two local secondary school geography departments, was used very effectively to moderate the accuracy of the school's judgements, especially for higher-achieving pupils.

The geography curriculum

25. The curriculum was judged to be outstanding in six of the primary schools visited. In 41 it was no better than satisfactory and in five the curriculum was inadequate. In these weaker schools, although the planning might have been in place on paper, the teaching rarely reflected it with sufficient rigour. The high turnover of geography coordinators in at least half the schools meant that often schemes of work were only partly complete or poorly planned.⁸ Just less than half of the schools visited had tried to personalise some units of work to reflect their pupils' specific requirements, the context of the school and the locality. In these schools provision was generally better than in the others and reflected more established and active leadership of the subject.
26. Most of the teachers surveyed were not sufficiently secure about geography to be able to interpret effectively the outline curriculum ideas that had been provided, and to ensure that high-quality experiences for learning geography were interwoven into the topics they were teaching. As a result, many of the teaching units did not provide a clear and sequential structure which would enable pupils to develop and improve their geographical knowledge and understanding. The next example illustrates this

This new curriculum was still being formulated, and progression had not yet been fully worked out for the foundation subjects. One consequence of this was that geography was being sidelined. This was compounded, especially for the part-time staff and the newly qualified teacher, by the teachers' limited knowledge and understanding of geography. As a result, the schemes of work were thin and history clearly dominated the humanities. Geography was actually seen as an offshoot of the study of history. So, for example, when studying Egypt, time was devoted to ancient Egypt, the Pharaohs, pyramids, irrigation in the past and the Nile floods. Geography was limited to a map of the Nile and pupils were not even aware of the importance of the Aswan dam. A similar pattern occurs with some other major topics. Fieldwork was undertaken through topic work; a considerable amount of it was local and, during these excursions outside the classroom, a greater emphasis was placed on history than on geography.

⁸ Ofsted's recent report on science reported similarly: 'The frequency with which some headteachers moved responsibilities for the coordination of subjects created problems in some cases, and the short tenure of the role of coordinator restricted what could be achieved and sustained.' See: *Successful science* (100034), Ofsted, 2011; www.ofsted.gov.uk/publications/100034.

27. Most of the primary schools visited were reviewing their curriculum planning with a focus on greater integration of subjects, in line with guidance from the previous DCSF and the QCDA. Generally, this did not allow for good progress in pupils' geographical learning since the subject was often peripheral within a topic, or there was too great a focus on skills, rather than on knowledge and understanding. Often such an integrated curriculum had themed headings which provided the focus for each term; geography links were identified in most of these themes, but the time allocation was often unclear and the amount of geography provided appeared to be at the teachers' discretion. The work in pupils' books clearly showed that the geography content in many units was very thin, and geographical experience was fragmented.
28. One school, for example, had introduced a new 'curriculum for life' to provide greater relevance or opportunities for more innovative teaching. An initial attempt to map geographical provision in the current schemes of work was completed in preparation for the survey visit. This revealed that there were significant gaps in provision which meant that the school did not meet the statutory requirements for geography.
29. The curriculum was often more innovative in the schools that had a clear sense of direction and a good understanding of the geography curriculum. It met pupils' needs and was relevant to the school community, as in this example.

The school had embarked on an ambitious programme of curriculum change with geography as part of an area of learning called 'knowledge and understanding of the world'. This was based on a very clearly articulated vision for whole-school improvement. The developing curriculum was grounded in a detailed analysis of community needs which had involved frequent consultations with parents.

The school has used its self-evaluation form to learn more about local demographics and community needs and problems. Its findings and analysis of community responses were feeding into, for example, a much stronger emphasis on considering local themes and global issues. The school aimed to 'use the distinct character of the locality to inform teaching and learning' in geography. This was being translated into action through a three-year plan which included developing outdoor learning, the digital curriculum and global citizenship.

Leadership and management of geography

30. Over the three years of the survey, the leadership and management of geography were judged to be inadequate in nine of the schools visited and outstanding in eight. Inexperienced subject leaders were the major hurdle to improving provision. A majority of the subject leaders seen had had only a short tenure and it was not uncommon that they were relatively inexperienced or part-time teachers. Many subject leaders taught in Key Stage 1 or the

Foundation Stage, and some of them were unprepared to challenge work in Key Stage 2.

31. Responsibilities were changed frequently. Nearly one in 10 of the primary schools visited had no subject leader for geography and the headteacher had assumed responsibility for the subject before the survey visit. Unstable subject leadership meant that progress in planning and implementing curriculum change had often been limited. In the smaller primary schools, staff were often subject leaders for more than one area and they felt isolated in trying to improve the subjects for which they were responsible.
32. Generally, good provision could be linked directly to the headteacher's support and the quality of the subject leaders. Good subject leaders had usually had the role long enough to effect changes. They had often had some training in geography, sometimes as their main subject during their initial training or frequently because they had engaged with subject associations for geography. They had often undertaken a very thorough audit of teachers' skills and competencies in geography and, as a result, had constructed a clear programme of professional development. A good policy for the subject was reviewed regularly. Work in geography was monitored regularly and evaluation of provision had often led to a clear and manageable action plan. The three examples below illustrate outstanding leadership and management in geography.

The subject leader played an effective role in monitoring and evaluating geography. Accurate annual evaluations and audits were used to identify strengths and areas for development. These resulted in actions which continued to improve the quality of work in geography. For example, the most recent audit had identified particular gaps in pupils' knowledge and understanding in geography. The subject leader used materials from the Geographical Association on progression to help her to identify what should be covered by the end of Key Stage 1 and in each year group at Key Stage 2. To improve progression, curriculum units on geographical skills were reviewed and more emphasis was given to developing pupils' mapwork skills. This was already beginning to have an impact on standards of geography.

Self-evaluation was very effective and geography was constantly developing. Key priorities were clearly identified, including, recently:

- at Key Stage 1, a focus on skills in questioning in order to develop geographical vocabulary to enable more pupils to attain Level 3 at the end of Year 2
- at Key Stage 2, an emphasis on extending geographical investigation skills to ensure that more pupils were able to investigate places and environments without being prompted by teachers.

Monitoring and evaluation were outstanding. Time for the coordinator to manage the subject was guaranteed. She used this time well. For example, she ensured that geography was timetabled during one afternoon, as a block, so that she could monitor all the year groups and focus on a theme. Recent monitoring had included planning, observing teaching and learning, and scrutiny of pupils' work. Marking in geography, involving both the headteacher and deputy, had also been a focus.

An excellent feature of the monitoring was the coordinator's annual meetings with pupils, during which she spent an hour with a group of pupils from each year. Using over 25 questions with them, she had gained an excellent perspective on their views of geography which informed development priorities. Staff had termly feedback on the outcomes of the monitoring and a detailed report was published twice a year. Each report resulted in an action plan with two key areas for development for the following six months. Action points were evaluated thoroughly before the next phase was implemented.

33. Where teachers' subject knowledge was weak, this was because there had been very few opportunities for them to participate in subject-specific training. There had often been insufficient monitoring of provision to identify what teachers were finding difficult and to support them. Most of the schools visited were unaware of, and therefore had not used, the support and resources available through subject associations. Few of the schools, for example, were aware of the Action Plan for Geography, even though this is now in its fifth year.⁹ Geography was often best developed in the local authorities which still had, or had recently provided, subject-specific support.
34. Provision was better and geography enjoyed a higher profile in the outstanding schools that had received support and training. The schools that had used support provided by subject associations or through the Action Plan for Geography were well placed to ensure that the subject was taught effectively, as in this example.

The subject had not been allowed to stand still. Geography provision was monitored well and the coordinator had identified clear areas for improvement each year, which had been developed in order to improve outcomes in geography for pupils. Individual and collective professional development had enabled the teachers to keep abreast of what was happening in geography. Effective management of the subject had

⁹ Launched in March 2006, the Action Plan for Geography began as a two-year programme funded by the then Department for Children, Schools and Families and led by the Royal Geographical Society (with the Institute of British Geographers) and the Geographical Association. Funding for a further three years was announced in April 2008. For further information, see: www.geographyteachingtoday.org.uk/

encouraged class teachers to be enthusiastic about teaching geography. Developing the subject was not just the prerogative of the coordinator: individuals were encouraged to become involved in developing their expertise and disseminating effective practice and teamwork was good. Very good use was being made of the effective support through initiatives such as the Geography Ambassadors scheme as well as support provided by the local authority.¹⁰

Geography in secondary schools

Achievement

35. Achievement was inadequate in nine of the 90 schools visited, and in 40 it was no better than satisfactory. However, in 12 of the schools visited, the students were making very good progress and their achievement was outstanding. In the schools where students' achievement was satisfactory overall, relatively weak achievement at Key Stage 3 was frequently offset by the better progress of the students who had chosen to study geography at GCSE level.
36. Core knowledge for the majority of the students surveyed, but especially for those in the weaker schools, was poor. All but the best students interviewed were spatially naive. The mental images they held of the world were often confused and they were not able to locate countries, key mountain ranges or other features with any degree of confidence. For example, they understood about development issues in Kenya but had little or no idea of where Kenya was in Africa. Many of them had studied Amazonia and could talk with some conviction about the exploitation of resources and environmental degradation but they knew nothing about the rest of South America. Their study of geography was isolated and not set within a context that they could identify with.
37. Most of the students had poorly developed mapwork skills. Predominantly, this was because using maps was often limited to specific examination requirements or to a unit on geographical skills, usually early in Key Stage 3. The students said that they rarely had the opportunity to use maps in many of their lessons. Frequently, teachers gave students insufficient opportunities to develop real competence in map skills. The students were expected to understand places and issues but they did not know where the places were, what they were like or the characteristics of their landscapes.
38. Standards over the last few years at both A level and GCSE, as measured by proportions of higher grade results, have continued to show improvement, despite the fact that the number of students choosing the subject at GCSE level

¹⁰ The Geography Ambassadors scheme, managed by the Royal Geographical Society, recruits, trains and supports geographers currently at university and graduate geographers from the workplace to act as ambassadors for geography in schools. For further information on the scheme, see: www.geographyteachingtoday.org.uk/ambassadors/introduction/.

has continued to fall, with a further 1% decline from 2009 to 2010. Although more boys (55%) than girls (45%) take geography, girls have outperformed boys, particularly at the highest grades, for the last three years.

39. Subject choice has increased at GCSE, which may partly account for the relative and continued decline in numbers opting for traditional subjects such as geography. However, inspectors' discussions with students in most of the schools where the subject was judged to be no better than satisfactory revealed that perceptions of geography in Key Stage 3 as boring or irrelevant were also influencing their choice of subjects in Key Stage 4.
40. In some of the schools visited, narrow prescriptive approaches led to good GCSE results, as illustrated in the example below. However, few of these students were inspired to study geography post-16.

Examination results were good at Key Stage 4 because the students benefited from the specialist, experienced teaching of a head of department who knew the syllabus requirements well and taught to the test. Students showed no particular enjoyment of or enthusiasm for the subject, but they had generally positive attitudes to their learning and worked hard. None of the students interviewed chose the subject because of their interest in geography but rather because it was 'easy' or had been recommended.

41. Most worrying was the trend in the number of schools not entering students for GCSE geography. In 2007, this figure was 97; in 2008, it stood at 117 and by 2009 it had risen to 137 maintained schools. The trend in academies was more marked. In 2007, six academies did not enter students for geography; in 2008, this had increased to 12 and, in 2009, the figure had risen to 19 academies, representing almost one in 10 academies overall. This picture of limited access is similar to that emerging from independent research.¹¹
42. A high proportion of students taking geography at AS level have pursued their studies to A level, and retention rates from AS to A level have generally been higher than in many other subjects. A-level entries have stabilised after a previous decline. In the last three years, the proportion of students gaining A or B grades has risen by almost four percentage points. Overall, girls have done better than boys; 64.5% of girls obtained grade B or above in 2010 compared with 52.9% of boys.
43. Generally, in the 45 schools visited which had sixth forms, the quality of learning was better than lower down the school because the students were

¹¹ Researchers from the University of Birmingham analysed the national pattern of entries for GCSE over a period 2003/07. Their results showed that geographical location, type of school and the option system influenced opportunities to study GCSE geography. 'Unequal access: why some young people don't do geography', in P Weeden and D Lambert, *Teaching geography*, Volume 35, Summer 2010; www.geography.org.uk/journals/Journals.asp?issueID=56.

taught by the more experienced subject specialists. These students also benefited from smaller classes and more frequent opportunities for fieldwork, including residential visits. The practical activities enabled them to develop and consolidate a range of geographical skills. Most of these were motivated students: they had chosen further study in the subject and a majority saw it as an important step in their career progression.

44. Class organisation had a distinct impact on outcomes. At Key Stage 3, in mixed ability classes in more than half of the schools visited, more able students were often underachieving because many of the activities, intended primarily for middle and lower ability students, lacked challenge.
45. Where progress was good, standards were high and students enjoyed the subject. This was the result of good organisation, self-review and a commitment to continually 'raising the bar', as in this example:

Careful assessment, precise targeting and high-quality teaching ensured that standards were significantly above average at the end of Key Stages 3 and 4. However, the school did not rest on its laurels. When outcomes at the end of Key Stage 4 were judged 'disappointingly' low by the department's standards – although 38.7% of students attained A* or A grades, almost double the national average – the geography team considered what it needed to do to tackle this. Setting up an after-school club to support Key Stage 4 students was one strategy to counter this minor downturn in results. A more innovative weblog was established which became very popular with students. They had access to course work, teachers' notes and further guidance which was posted online at the end of each lesson to support their homework.

Teaching geography

46. Teaching was good or outstanding in only half the lessons seen; one in 10 lessons was outstanding. Teaching was satisfactory in a third of the lessons but inadequate in one in six. Generally, in over half the schools visited, teaching was poorer in Key Stage 3 than in examination classes in Key Stage 4. In part this was because of the large number of non-specialist or relatively inexperienced teachers who were deployed to teach geography in Key Stage 3.
47. Over half the schools visited were reluctant to change teaching approaches in order to make geography more relevant and challenging. The schools often cited their good examination results as their rationale for this, but it limited opportunities for the students to examine issues that were relevant to their lives and to current world events. In these schools, the number of students choosing the subject in Key Stage 4 and post-16 was declining.
48. Features of effective teaching observed in the schools visited, which led to students' good geographical knowledge and understanding and the

development of a wide range of important geographical skills, are set out below.

- Teachers' high expectations ensured positive responses from students; for example, when they expected well-informed answers to their questions they received them.
- Work was interesting and dealt with contemporary issues and developments; teachers stayed up-to-date and incorporated news broadcasts and articles from newspapers or journals into lessons.
- The clear structure of lessons and the reinforcement of learning objectives meant that it was clear what was expected and how the task should be approached.
- There was an intensity in the pace of learning in the lessons with no slack time.
- Compiling helpful revision notes was a continuing part of the course. Revision booklets and revision support groups ensured that all students entered examinations confident that they could succeed.
- In examination classes, lessons went beyond the basic requirements of the syllabus, with ideas that developed thinking, demonstrated outcomes and enriched the students' geographical vocabulary.
- Each unit of work identified opportunities for students to consolidate and enhance cross-curricular skills such as literacy, numeracy, ICT and practical citizenship.
- The teaching enabled students to develop moral and cultural awareness, for example by exploring topics such as immigration, asylum and refugees, international aid and trade issues, climate change and human rights.
- Teachers built in opportunities for students to develop enterprise, financial skills and teamwork, both in lessons and during fieldwork: for example, by estimating the cost of building a river and coastal management scheme as part of 'cost-benefit analysis' in GCSE and A-level geography; understanding how financial institutions assess applications for mortgages in Year 10 GCSE geography and calculating how much people can borrow.
- Students were encouraged to develop social skills through participating in geography fieldwork and, in particular, during residential trips where they were working and living together in unfamiliar environments.
- Well-taught topics such as 'Population' in Year 8 and 'Climate change' in Year 9 enabled students to develop an understanding of their global responsibilities in relation to human rights and the environment.

49. Features of outstanding teaching are illustrated in this example.

There was a relentless focus on teaching and learning. The teachers worked hard to plan interesting, stimulating lessons using a range of strategies and activities to engage students. Plentiful opportunities were

provided for challenging discussions during which students contributed ideas and developed their thinking.

In a Year 9 lesson, students worked in groups through a range of different activities to determine whether Olympic regeneration would benefit east London. Year 11 students made plasticine models of different peri-glacial features, photographed them and used the images to help them prepare a response to an A-level examination question. Students enjoyed their lessons: 'No two lessons are the same' said one student. They had a sense of anticipation before they entered the geography rooms about what the lessons might contain.

50. When the teaching was no better than satisfactory, an emphasis on covering content did not encourage active learning and, as a result, students' geographical skills were often underdeveloped. Teachers did not make enough use of maps and fieldwork to progressively build up students' skills in gathering data, analysis and interpretation. In far too many classes there was an over-reliance on text books, especially by non-specialist teachers. The result was frequently work that occupied rather than engaged students. In just over half of the schools visited, a narrow range of textbooks and a focus on factual recall rather than on exploring ideas failed to capture students' interest. Higher-attaining students, in particular, were rarely challenged.
51. Lessons which consistently used a rigid three-part structure did not allow sufficiently for spontaneity and creativity in students' learning. Such lessons also did not always allow them opportunities, the most academically able pupils in particular, to develop the skills of planning and organisation, take responsibility for their own learning or work independently. In too many of the lessons seen, there were not enough opportunities for enquiry through research, discussion, collaboration and allowing pupils to use their initiative. Students often had to copy objectives into their books at the start of the lesson with little thought about what these meant. In many cases, the activity at the start of the lesson had little relevance to the main task; it added little to the students' learning and used up precious time. In most of the lessons seen, the closing plenary sessions were weak. Either they were often shortened because time ran out or the teacher used them to summarise the lesson rather than to engage the students in reflecting actively on what they had learnt.
52. In the weaker lessons seen, a tendency to ask 'closed' questions meant that students gave simply factual responses. Frequently, the teachers themselves elaborated on a student's initial response rather than probing the students to explore the ideas more deeply, and debate or share views. In these lessons it was difficult to assess, from watching and listening to them, what the students really knew and understood because the teaching did not give them an opportunity to show it.
53. The difference that effective questioning can make was starkly illustrated when an inspector observed two Year 9 classes who were both studying natural

disasters. The two teachers followed the same lesson plan but the outcomes were different, as described below. One of the teachers responded to the students' interest and engaged them through good questioning, prompts for thinking and enquiry while the other did not.

The students were asked to empathise with the trauma associated with living through a natural hazard, in this case an earthquake.

Students in the lower-attaining class were given a photograph of earthquake damage and asked to consider what was happening, suggest what individuals might be saying and how they were feeling. This open-ended task involved students in expressing their own opinions. Weak literacy skills, however, prevented some of the students from writing down their ideas. The teacher noticed this and, instead, used oral questions that allowed them to express their ideas and emotions.

Following this, the teacher read the poem 'After the Earthquake' by Angela Topping. The students were asked to work in pairs to consider the questions: 'Who has written the poem?'; 'What is the poem about?'; 'Where is this child and why can't he/she speak out?'; 'Why does this child want to speak out?'

At first, the students were reluctant to get involved but, gradually, they warmed to the task. Real discussion began to develop, both among the students and between them and the teacher. The poem and the discussion provided a stimulus which helped them to use additional photographs later to complete some creative writing based around the earthquake. Despite their weak literacy skills, the discussions had stimulated the students' engagement and higher-order thinking.

In contrast, very closed questioning of the higher-attaining students in the other Year 9 class limited the quality of the discussion. Rushed tasks provided no time for reflection and no real development of thinking. The focus was, instead, on factual recall about what happens during an earthquake.

The students in the lower-attaining group were achieving more and were able to add detail to their accounts of an earthquake, despite their obvious difficulties with spelling.

54. Most of the teachers observed were competent users of ICT. Compared with the schools visited for the last geography survey, the schools visited for this survey had better access to the internet and high-quality software. In most of those visited, teachers used new technology frequently to enhance the presentation of information, but there was little interactive use of it, particularly in examination classes. Digital projectors and interactive whiteboards were clearly improving the teaching of geography in 23 of the 59 schools where inspectors made this judgement.

55. Only the best schools were making the most of the opportunities afforded by technology; the others said that access to hardware was difficult. Of the 59 schools in which inspectors made a judgement on the use of ICT to enhance learning in geography, it was inadequate in eight of them.
56. For a small number of students, geographical information systems (GIS) were revolutionising and extending their experiences. Visual images from around the world provided via internet links gave immediacy to their learning, and satellite technology brought landscapes to life. Higher-attaining pupils were challenged by being able to overlay data and explore interactive maps to interpret patterns and solve problems. This sixth form lesson illustrates good practice.

The students collected laptops on entry and logged in. In the opening activity the students were shown a photograph of an Indian slum. Google Earth was then used to zoom in and study slums in Mumbai, encouraging the students to discuss whether or not it would be appropriate to make the slums legal. Reference was made to two contrasting less economically developed countries and linked to previous learning. The teacher's questions were challenging, with a strong emphasis on sharpening geographical vocabulary and the skills of interpreting photographs and maps, needed for work at AS level. The very effective use of satellite technology for data interpretation engaged all the students. In the final part of the lesson, the teacher referred to the learning objectives and linked them to the next lesson when students would be expected to consider contemporary urbanisation in Britain.

The students' responses showed their detailed understanding and good prior knowledge as a result of a well-planned curriculum. The teacher had very good subject knowledge, taught confidently and challenged and supported individual students. The students' learning at home was used well. As a result, they gained a good understanding of where and how to access different types of satellite images and different types of maps for a range of purposes.

However, most teachers were reluctant to use such technology, despite the requirements of the Key Stage 3 curriculum and examination syllabuses to teach its use.

57. The best lessons were frequently enhanced by interesting visual resources and presentations from a wide range of software and internet sites. 'Real-time' web-based resources and materials from websites such as 'YouTube' engaged students and emphasised the relevance and value of geography. Even topics which GCSE students found less interesting were brought to life through video interviews, music, games and quizzes, as illustrated here.

In one of the schools visited, a wide array of activities, games and competitions was available on the school's website under the heading 'Mission Geography', much of it written in-house. The variety attracted

students because there was something for everyone. An online blog, 'Geography Rocks', was maintained by the head of department, and further stimulated learning. This included up-to-date revision materials as well as interesting ideas to explore. Many of the GCSE students had downloaded material from the blog onto their iPods for revision which helped them to fit extra learning into busy schedules.

58. Assessment in the schools visited was slightly better overall than that reported for the schools in the last geography survey. This was a result of better use of data and, in many cases, a whole-school emphasis on assessment for learning. However, assessment was good or outstanding in only 27 of the 59 schools where inspectors made a judgement on it; it was inadequate in nine. In many of the geography lessons seen, assessment for learning had had a limited impact on improving teaching and learning. Teachers made much better use of assessment to establish what students knew and could do and to identify what progress they needed to make. What was less well developed, however, and what schools needed to focus on was how best to ensure that the students actually made progress.
59. The best practice was characterised by high-quality questioning during lessons, where the teachers drew on local issues as well as national and global ones. They used information gained from assessment for learning effectively to adapt their planning and modify their approaches. The following examples illustrate good practice.

Assessments were integral to the scheme of work at Key Stage 3. Four formal assessments each year, in addition to the continuing marking of classwork and homework, were completed in Years 7, 8 and 9. The assessments were not one-off tests but, rather, a sequence of activities. The Year 9 assessment on earthquakes, for example, expected the students to design an earthquake emergency bag and an earthquake-proof house, as well as to write an extended essay on whether 'Chrissy and Mike should emigrate to Australia or New Zealand?' Students were expected to draft their response in note form, within a given framework and then to write their final answer, using the information, under timed conditions.

Students practised the writing skills that they needed to be successful. A lesson on 'brilliant conclusions', for example, was used to show how this could be achieved. Students were also told what was expected in order to reach a particular National Curriculum level, and this was exemplified in the context of specific tasks.

60. Students were almost always set target levels, target grades or both. Most of the students to whom inspectors spoke could remember them; just under half of them understood them but only in the very best schools did the students know what they needed to do to improve their learning in geography. This was

especially evident where generic rather than subject-specific improvements had been identified.

61. Many of the departments surveyed accrued a lot of information about the levels that students had reached. However, not enough use was made of it. There was little reference, for example, to students' prior attainment or to the analysis of data on progress and attainment when planning schemes or units of work or tackling the need for differentiation. Analysis of data was not always used effectively to identify differences in achievement between groups of students. Departments also tended to focus on summative assessment at the end of units of work rather than formative assessment.
62. Nearly all the schools visited reported on students' attainment in far more detail than is necessary for the statutory end-of-key-stage requirements. Many of the departments were being required to sub-divide the levels of the National Curriculum to identify clearly how students were making progress. This was not, however, how level descriptions were intended to be used. In addition, the sub-levels were often an unreliable indicator of how a student was progressing, since progress could vary across different aspects of the subject. At Key Stage 3, accurate assessment was also compromised by non-specialists' lack of expertise in geography. In the weakest practice seen, assessment was not built into schemes of work, and there was little moderation or standardisation of assessments.
63. Poor marking of students' work was also a problem, particularly in the weaker schools, where marking was often irregular and not sufficiently formative or specific to geography. Targets, if they had been included in the marking, were often phrased too generally to be helpful.
64. More peer assessment was noted in the schools in this survey than in the previous survey. Students valued their peers' assessment. It gave them an opportunity to reflect on their work and a sense of ownership. Peer assessment generally used a wide variety of approaches, including analysis of responses to questions, group presentations, comments sheets in students' books to indicate grades, and well-focused 'next steps' targets, together with strategies for achieving them. The following statement shows effective peer assessment by a student in his partner's geography exercise book. The original phrasing, spelling and punctuation have been retained.

'Tom I think you had a good range of facts and merged that with some explanations but you needed more to tell someone why it happened. The text is missing the journalists touch to it because it was if you remember, a newspaper article. Please make some arrangements to your spelling and use a wider range of vocabulary as you repeated some of your words. I would level this a level five slash six a. A picture possibly showing the volcano would be nice.'

Signed E.

65. Secondary schools took insufficient account of their students' experience of geography in their primary schools. Most of the secondary schools visited had made no attempts at liaison with the primary schools from which they drew their students and had no baseline assessment of their new Year 7 students in geography.

The geography curriculum

66. The curriculum was judged to be good or outstanding in approximately half the schools visited; it was inadequate in 11 schools. In the 44 schools where the quality of provision was no better than satisfactory, this was because of weak curriculum planning and problems related directly to inadequate time being allocated to the subject.
67. Just over half the schools visited had attempted to change their curriculum to meet the current statutory requirements. However, there was often a reluctance to engage fully with what lies behind the statement 'the importance of geography' in the National Curriculum (see page 8 of the report). This emphasises geographical enquiry. In playing safe, the schools often retained popular, but dated units, and integrated them into their revised teaching programme often without modification. Half the schools visited had revised and updated their units in a piecemeal way which did not support good progression in learning in geography. This had often led to more being added to an already overcrowded curriculum rather than less interesting or outdated units of work being replaced.
68. Too many of the Key Stage 3 schemes of work seen were dull, emphasised geographical content too much and lacked relevance to modern geography. In just over half the schools visited there were insufficient opportunities for enquiry-based work. The schools saw examination classes as their priority and attention had therefore usually been focused on implementing the new GCSE or A-level syllabuses, at the expense of a careful review of Key Stage 3. In many of the departments visited, a contributory factor was the lack of expertise in curriculum development and innovation.
69. In over half the schools visited there was increasing evidence that curricular changes were encroaching on time for humanities subjects. Extra time was being found to teach citizenship as a discrete subject, key skills, or to provide catch-up sessions in English and mathematics in Year 7, frequently reducing time for geography in Key Stage 3. In some cases, additional time had to be found for a school's specialism, for example, offering a further modern language in a language college.
70. In almost a third of the schools visited, initiatives such as a two-year Key Stage 3 programme or teaching a broad humanities course in Year 7 were having an impact on the quality of what was provided as well as on the time available. Broad humanities courses tended to focus on teaching generic learning skills rather than knowledge and understanding that was specific to geography. Many

students also had little or no specialist geography teaching at Key Stage 3, particularly in Year 7, and especially if one teacher was teaching all the humanities subjects to a particular class. This is illustrated here.

Students do not study geography in Year 7 but follow a course focusing on personal, learning and thinking skills, taught by a team of non-humanities teachers.¹² This course is well organised but entails little geographical learning, although the students recognise some history in what they do.

During the first term, students focus on skills and ways of working. In the second and third terms they study through a project-based approach. A project called 'Identity' has a distinct focus on history and religious education. The 'Enterprise' project focuses on the local market, but geographical learning is absent, despite the project's potential for this. There are, however, opportunities for work in art, music, and design and technology through developing promotional materials. In the 'Jurassic coast' unit students study a local area of outstanding natural beauty, but this is duplicated by some environmental work in Year 9. The geography teachers have not contributed to planning this work.

The two-year course in Years 8 and 9 does not compensate for the lack of provision in Year 7 and does not ensure coverage of the National Curriculum programmes of study for geography. Discontinuity exists between Key Stages 2 and 3.

71. Generally, in the outstanding schools visited, especially where subject leaders had participated in subject-specific training provided by the subject associations through the Action Plan for Geography, curriculum planning was much better. It was often supported by a clear overview of the whole Key Stage 3 curriculum, an aspect which was missing in the other schools visited.
72. The schools that had a good or outstanding geography curriculum had thought carefully about creating a more relevant curriculum at Key Stage 3 with a greater emphasis on topical concerns such as sustainability, globalisation, interdependence, poverty and wealth, as well as a fieldwork programme which showed clearly how students should progress in terms of their geographical skills. In these schools, the numbers of students choosing geography at GCSE and A level were being maintained, or even increasing. This reflected the fact that students were prepared to study a subject which they saw as relevant and with which they could engage.

¹² The framework for personal, learning and thinking skills comprises: (i) independent enquirers (ii) creative thinkers (iii) teamworkers (iv) self-managers (v) effective participators (vi) reflective learners. For further information, see: <http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/index.aspx>.

73. In Key Stage 4 the curriculum was often largely defined by whatever GCSE examination syllabus was being used, with a focus on covering the content. The curriculum often lacked an analysis of how geographical learning should take place. The teaching programmes met the examination requirements but lacked imagination and stimulus for the students.

Leadership and management of geography

74. Leadership and management were good or outstanding in 54 of the schools visited, with 16 deemed outstanding. In some cases newly appointed subject leaders demonstrated a good capacity for improvement, though their impact on achievement and provision was not yet fully evident. Leadership and management were satisfactory in 25 of the schools, and inadequate in 11. In approximately half of the schools visited, too few opportunities had been taken to keep abreast of current developments in the subject and awareness of important issues affecting geography was often poor.
75. Where leadership and management were at least good, many of the following characteristics were evident:
- the geography department was staffed by subject specialists who were committed to continuing improvement of their subject and pedagogical skills
 - the department had a clear view of its strengths and weaknesses through a range of effective monitoring and evaluation strategies
 - clear plans tackled identified areas of weakness; these were frequently re-evaluated
 - data were used effectively to monitor students and to intervene with any who were at risk of falling behind
 - the focus on teaching and learning was relentless; teachers worked hard to plan interesting and stimulating lessons, using a range of strategies and activities to engage students.
 - following formal and informal classroom observations, the team regularly reflected on and reviewed its own practice at departmental meetings.
 - teachers in the department were all committed to learn; they shared ideas and sparked off each other. They were keen to introduce new ideas and innovations and were willing to embrace change
 - schemes of work were evaluated regularly by staff and students adjusted where appropriate
 - close links with departments such as history and drama were used to enhance learning in geography
 - fieldwork supported the work in classrooms exceptionally well. A wide variety of opportunities was provided for all students.

76. Weak leadership and management were often characterised by:
- a culture of inertia
 - no evidence of staff having been involved in subject-specific training for many years other than that which was provided to support examination techniques and improve results
 - a narrow approach to teaching which guided students to get the correct answers but did not challenge or enthuse them
 - poor progression rates from Key Stage 3 to Key Stage 4 and from Key Stage 4 to post-16 courses.
77. The demise of subject-specific support and advice in many local authorities had resulted in very limited opportunities for creative, professional debate about geography. Subject-specific professional development was no more than satisfactory in two thirds of the 58 schools visited where this aspect was graded and was inadequate in one in five. As a result, many departments were not in a position to cope well with the changes expected as the new Key Stage 3 curriculum and examination specifications were introduced. In most of the schools visited, meetings held by the examination boards, which were usually limited to information about new syllabuses, provided the only subject-specific input.
78. In successful departments good networking usually supported the subject through links to subject associations, the local authority or partnerships with geography departments in local schools. Many departments had benefited from having to think again about what constituted good geography.
79. Geography was also flourishing in the specialist humanities schools visited, where it was a lead subject. In these colleges it was often also having an impact on whole-school improvement, as in this example.

The senior leaders had no doubt about the crucial part that members of the geography department played in whole-school improvement. 'It is the heartbeat of the school – our hallmark', they reported proudly. They described enthusiastically the strong lead that the department had taken in developing and promoting a broad range of whole-school improvement. The school leaders believed that the geography teachers were driving up standards, not only in the geography department, but across the school. Their pedagogic approach, through enquiry and evidenced-based research, was challenging many previously held assumptions.

The geography team was instrumental in developing the school's approach to teaching and learning through 'Building Learning Power'. Excellent planning and teaching ensured that each lesson provided suitable opportunities for students to participate effectively. Students had the chance to manage themselves as well as to act as a member of a team. Creative thinking, with time to reflect on learning, was routine in

every lesson. Effective links had been established with other departments to develop and disseminate good ideas. Students loved their geography lessons and could not speak highly enough of their teachers.

80. The gradual expansion of schools with geography as a lead or subsidiary subject as part of humanities specialist status had the potential to provide a network for dissemination of effective practice to partner local primary and secondary schools. This example illustrates how this potential was gradually being realised by a geography department as part of its outreach and community work.

The school was working with its largest primary school to develop two joint units of work:

- the geographical aspects of the changing location of the local football club
- work on rivers as part of a Year 4 topic on the water cycle, which would include carrying out river measurements.

The department was planning to support the river measurement work and to fund additional resources – maps and atlases – with the other primary schools in their cluster. It had also agreed to establish at the school a resource base of equipment for fieldwork and other resources that the primary teachers could borrow.

Part B.

Literacy and geography

81. Ensuring challenge in geography depended on teachers making sufficient demands on pupils' speaking, listening, reading and writing skills. Weak literacy skills were often inhibiting pupils' progress.

Speaking and listening

82. In the primary schools visited, there was more evidence of speaking and listening in geography than in the secondary schools. Primary pupils were more used to working in groups and with 'talk partners' whereas in most of the secondary schools, students' interactions were often with the teacher rather than with their peers and opportunities to learn through well-focused discussion were missed. In general, as noted earlier, teachers' questioning was not effective enough in developing students' thinking and ensuring rigour.
83. Effective speaking and listening supported learning. Opportunities to talk deepened pupils' understanding. Well-planned work, particularly through topical units such as 'geography in the news', gave pupils opportunities to learn about sensitive or current issues. In one of the schools visited, Year 6 pupils had discussed the war in Afghanistan, the plight of refugees in the Congo and, particularly, a recent study of the conflict in Gaza. They were able to debate the

topics with conviction and showed understanding of both sides, as illustrated in the lesson described here.

During the introduction to the lessons, there was a strong focus on questioning and speaking. Initially, the pupils reviewed their previous work linked to the Gaza conflict. They recognised that the conflict was in the Middle East and they could locate important countries and areas such as Israel, the West Bank and the Gaza strip.

Pupils understood what was meant by 'empathy' ('feel what they might feel like'). Two pupils, in role, acted as newsreaders during an introductory simulation of a newscast. This used a PowerPoint backdrop and updated the rest of the class on the conflict. The teacher sat in the 'hot seat', acting as an expert to reflect on and clarify the issues. The pupils had a very good understanding of the differences between Hamas and Fatah and the tensions between Arabs and Israelis in the conflict. Having exemplified the role of an 'expert witness', three pupils who had prepared scripts sat in 'hot seats'. Groups of pupils interviewed these experts – 'Is this an Arab/Israeli child?'; 'What are their concerns and worries?' and so on. This enabled pupils to develop a fresh perspective on the conflict and use their speaking, listening and questioning skills. They were able to explain the conflict through the eyes of children living within it today.

84. In the lesson described here, the pupils' work was outstanding because the teacher had high expectations. The culture of the classroom actively promoted high-quality speaking and listening. The pupils were expected to explain their ideas and express feelings and opinions. Questioning led to open-ended discussion, which allowed groups of pupils to give their opinions and well-thought-out reasons. The pupils communicated confidently, used an extensive and appropriate range of geographical vocabulary and were clearly accustomed to collaborating.

In another school visited, Year 6 pupils took on a wide variety of roles, and therefore of viewpoints, in relation to the possible introduction of a wind farm to a Scottish community. Two pupils were councillors, evaluating the evidence and arguments and giving feedback on their decision. There was a good opportunity for an appeal. The whole event was set up as if it was in a local village hall and the atmosphere was tense as the results were awaited. This gave the pupils an excellent insight as to how eco-developments have an impact on members of a community.

85. Speaking and listening were best developed when pupils had the opportunity to talk for various purposes such as giving explanations, information and instructions and using arguments, as well as using a variety of written texts and resources, to encourage discussion about geographical ideas. Resources often included a variety of different maps, flow diagrams, tables, cartoons, 'concept

maps', graphs, annotated photographs (both aerial and ground), news reports and articles, and extended extracts from, for example, travel writers.

86. The following are examples gathered during the survey of how texts supported pupils' oral language.
- Geographical vocabulary was frequently reinforced during questioning and discussion and displayed in the classrooms as a constant reminder of its importance in geography.
 - Teachers regularly used extracts from literary texts in Key Stage 3 as a basis for discussion, such as Bill Bryson's *Notes from a small island* in Year 7. Students in Year 11 used a poem by Cecil Rajendra (from 'Society Pieces') to discuss the impact of tourism on less economically developed countries.
 - In Year 9, interpretation of media, such as evaluation of fashion advertisements, formed part of a debate on the global fashion industry linked to ethical purchasing.
 - An interesting range of texts in a Year 13 meteorology lesson included personal recollections of the Great Storm in Britain in 1987 to support group work, with students feeding back their perceptions of the impact of extreme weather on people and the landscape.
 - At the end of a Year 9 lesson on plate tectonics, the teacher used an extract from *Himalaya* by Michael Palin to assess students' understanding.

Reading

87. Inspectors rarely saw focused reading during the survey visits other than when pupils were asked to research from the internet. Too much reliance on a narrow range of texts frequently discouraged the development of reading, including the skills of synthesis. The best work occurred when:
- pupils were expected to read and become engaged with a wide range of geographical texts and source material
 - the purpose for the reading was clear
 - pupils understood what was expected.
88. Generally, the following characteristics were evident in the schools that were using reading effectively in geography.
- Specific activities enabled pupils to engage with geography texts. For example, teachers asked pupils to identify specific key words in a paragraph before discussion.
 - Texts made suitable demands on pupils' different skills as readers. For example, extracts about the Haiti earthquake were taken from broadsheets and tabloid newspapers.

- Pupils were given sufficient opportunities to read in different ways, for example, reading closely, skimming a text for specific information or scanning to get a general impression of the content.
- Pupils were asked to read, select and retrieve geographical information from a range of sources.

89. In a well-planned geography curriculum, reading was used effectively to enhance geographical learning, as in this example:

The school emphasised reading for a purpose and work was designed to support the development of geographical knowledge and understanding. For example, a teacher used *The Train Ride* by June Crebbin with her Year 1 class as a stimulus to develop simple directional and geographical vocabulary. Reading the story helped the pupils to recount the sequence of the journey in the book and to use the ideas to describe their own journey to school.

In a Year 6 guided reading session, the pupils read a range of geography books on rivers to reinforce their knowledge and understanding. The pupils in the group read through the text in turn. They used the glossary appropriately when they met unfamiliar terms and confidently summarised the key features of the text at regular intervals. As a result, they enhanced their geographical vocabulary linked to their work on rivers.

Writing

90. In just over half the schools visited, pupils who showed their good understanding in their oral responses and in discussion failed to communicate at the same level in writing. Their responses were often basic and lacked depth in terms of geography, as in the example from Key Stage 2 below:

Work on the village involved a field walk and various photographs. Although many of the photographs taken were of the river, the focus of the writing was very much on developing language rather than geography. Alongside photographs were captions such as: 'The water glistens and flows gently'; 'Sometimes you can see water voles, fish and birds'; 'The stream sometimes looks still.' There was no real attempt to develop geographical language.

91. When teachers set extended written work, the pupils in both primary and secondary schools often copied text from other sources. However, writing in a range of genres is central to independent enquiry and research. Examples seen included:

- tourist leaflets (a visitor's guide to an African national park)
- a letter to a friend about a landscape
- a letter about climate in Britain, giving advice for a holiday

- directions
 - fact files and research, such as about European countries
 - a newspaper report about cliff erosion
 - essays, for example about nuclear power as part of a future energy strategy in Britain.
92. Generally, in the secondary schools visited, opportunities for purposeful extended writing were limited. Extended writing was not encouraged by what was required in many geography examinations, namely short answers and 'sound bites' rather than analysis and explanation.
93. The best teaching seen built the confidence of pupils through a series of short tasks integrating literacy skills and geography. This frequently led to improvements in standards in the subject, as illustrated in the example below.

In a Year 8 lesson about the causes and effects of volcanoes, students quickly shared what they already knew and listened to an eye-witness account to identify key vocabulary. In pairs, they began an exercise to sequence the account, in order, before sorting a set of words and statements into 'causes' and 'descriptions' and finally sharing with the class what they had learnt. The discussion revealed a very good understanding of how and why earthquakes occur, linked to clear details about their impact on both physical and human environments.

94. In those schools visited that were using writing effectively to enhance learning in geography, some or all of the following characteristics were evident:
- Efforts were made to make writing tasks purposeful through seeking real and relevant situations, frequently linked to current affairs.
 - Pupils were given regular opportunities for extended writing.
 - Writing tasks were often tackled in stages, with feedback or review at each stage of planning and drafting.
 - Tasks were matched well to pupils' different needs, particularly to support pupils whose literacy skills were poor.
 - Pupils were given opportunities to develop different styles of writing in geography, for example :
 - instructional writing; giving directions as part of a map-reading exercise
 - recount; writing up a field trip
 - explanation; how erosion occurs
 - information; providing an itinerary for a family visiting London for a weekend break
 - persuasion; planning and creating an ecological flyer
 - discursive writing; producing a magazine article on changes in climate

- analysis; an analytical essay on factors impacting on deforestation
 - evaluation; reflections on and making judgements about the outcomes of a traffic survey.
- Content, meaning and effect were supported by teachers' high expectations in terms of legible handwriting, spelling and accurate grammar.
95. The best practice occurred in schools where the development of reading, writing, speaking and listening skills was a central part of departmental or school policy.

In one of the schools visited, the pupils were expected to answer questions in full sentences. The lessons were seldom quiet because the pupils often worked in pairs, sharing what they knew and understood through working conversation. They also developed good social skills. They were expected to write in a variety of ways. For example, empathy with the people of Sicily was expressed through writing a newspaper report on a volcanic eruption; vivid poetry expressed deep feelings about child workers in economically less developed countries.

96. In primary schools, pupils consolidated their learning in geography when planning for literacy made specific links with geography. Pupils were enabled to write in a variety of genres and they were encouraged to express opinions. In one of the schools visited, linking literacy strongly to geography resulted in high-quality writing, including descriptions, recounts and persuasive writing. The majority of the pupils made good or outstanding progress and standards in geography were also outstanding.
97. Pupils' good achievement in investigating local issues and making links with citizenship was often clearly linked to literacy, as in this example from a primary school.

Year 3 pupils investigated the quality of the school's environment and its immediate locality. They used their findings to write to the local council requesting the installation of a litter bin and repairs to a bus shelter. As a result of their suggestions and interest, both initiatives were implemented.

In their topic, 'Space to Play', Year 4 pupils researched a local area of waste land to find out how it might be used for a local park. The pupils produced questionnaires with which they interviewed local people. Based on their findings, pupils drew plans of their proposals to convert the waste land into a park. They completed a wide variety of writing including letters to the local council about their proposals. Many were of a very high quality, at least Level 4. They produced a script for a possible discussion with a councillor to discuss the issue.

Year 4 also benefited from excellent teaching of debating skills. During a geography lesson, pupils staged a meeting which was attended by a

councillor. The pupils adopted different viewpoints about whether or not to install speed cushions in a local road. This was excellent use of a geographical context to enhance learning in geography as well as speaking and listening skills.

The importance of fieldwork

98. This section focuses particularly on fieldwork in primary schools and provides examples of good practice. It builds on the findings of the previous geography report.¹³
99. Effective fieldwork supports pupils' motivation and enhances learning in geography. In the National Curriculum programmes of study, there is an expectation that pupils 'carry out fieldwork investigations outside the classroom' and that activities are planned to enable all pupils to 'be included and to participate actively and safely in fieldwork'. Where fieldwork was properly conceived, adequately planned, well taught and followed up effectively, pupils were able to develop their knowledge and skills and the work added value to their classroom experiences. However, in just over half the schools visited, opportunities for fieldwork had decreased substantially in recent years.
100. In the primary schools visited, fieldwork happened more often in Reception classes and Key Stage 1 than in Key Stage 2. Fieldwork with younger pupils used the school grounds and local area very effectively to meet the requirements of the programmes of study. It was used to good effect to teach route-finding, the language of position and direction, and to encourage pupils to express preferences and make decisions. A strong focus on developing pupils' skills of observation and recording helped them to recognise environmental change and to begin to express opinions about its impact.
101. Generally, fieldwork skills were less well developed than other geographical skills. Practical experiences engaged pupils, but most teachers were not skilled in using such opportunities fully to nurture a love of geography. Most of the schools visited used the local area well and most of them made visits beyond the immediate locality or took groups on residential visits. However, geography was frequently simply the context for learning in other subjects, notably history and science. The amount and quality of geographical fieldwork were often 'hit and miss', as in this example.

Learning and outcomes in geography were underdeveloped on a Year 6 residential visit. There was a strong focus on walks, but observation was low-level. The pupils also participated in orienteering and although they used map and geographical skills, opportunities to learn about the area's geography were lost. Most of the activities were linked to physical and

¹³ *Geography in schools: changing practice* (070044), Ofsted, 2008; www.ofsted.gov.uk/publications/070044a.

team-building activities such as caving and archery and much of this work had little to do with geography.

In other classes, fieldwork was limited. Visits to the local woods in Key Stage 1 tended to focus on science by looking at leaves, seeds and plants. The visits provided a context for writing in various genres, but there was no real evidence of learning in geography.

102. In contrast, schools that had a clear understanding of what constituted well-planned geography fieldwork provided good opportunities for learning, as illustrated here.

Residential field trips built up from an overnight stay in Year 2 to a full week for older pupils. The work was often related to geography. For example, the pupils visited the source, middle stage and estuary of the River Avon. They saw how the river changed from the spring on Dartmoor to the wide estuary. They observed the River Test to see how fast it flowed at various points. They helped to analyse the contents of the river, used the information to gauge the health of the eco-system and began to understand the impact of pollution on dolphins and other wildlife in the estuary. This first-hand work was extremely effective in promoting their skills of observation, field recording and debate. They recollected vividly measuring the speed of the River Test using an orange, and the creatures that they observed along the river. They were able to describe the land use at each stage of the river with references to water meadows and sand banks.

103. Pupils who experienced regular fieldwork developed good observational skills. This was especially important for younger pupils as they began to see things in their immediate environment they had not noticed before, particularly if the work was set in a context they understood.

During the first half of the autumn term, work in geography for Year 1 pupils was based on fieldwork in the local environment. They explored the human and physical features in and around the school and local area. Work on aerial photographs, Google Earth and digital photography determined which features were most common. They studied the advantages and disadvantages of human and physical features, discussed which were most prominent and whether it was better to live in an area with more human or more physical features. The unit culminated in the pupils selecting and improving a derelict local shop which formed the focus of their fieldwork. The fieldwork and the subsequent activities provided opportunities to explore environmental issues such as recycling, sustainability and graffiti and gave the pupils the opportunity to learn about the effect of individual actions on the local area as well as the global community.

104. Out-of-classroom learning about their locality motivated pupils best when they could use their new-found knowledge to make comparisons. In the example below, the fieldwork engaged pupils and consolidated their link with their partner school in Europe. The pupils carried out enquiries about key questions and collected data systematically. They made comparisons, tested their ideas and predictions, made decisions and solved problems. In exchanging information with their partner school, there was also a sense of purpose that their research was supporting learning elsewhere.

Year 3/4 pupils completed field observations with the teacher and teaching assistant. Discussion had taken place about health and safety and care of equipment as pupils moved from the classroom to practical activities. They measured wind speed, wind direction, rainfall and temperature using thermometers, a weather vane and anemometers and recorded findings on small whiteboards. The school emphasised pupils' learning by requiring them to present their findings in writing rather than fill in worksheets. Pupils also photographed and described the sky at half-hour intervals during one day.

In the classroom, the pupils read an email from a pupil in their partner school in Barcelona displayed on the whiteboard. This was also available as a paper copy and in a large print version. Pupils had to interrogate the email to find out the same four pieces of information (wind speed, wind direction, rainfall and temperature) about the weather in Catalonia. Findings were then recorded as a comparative table. The older pupils had more comparative data from several other locations and used laptops to present their findings. They also made their own hypotheses to explain the differences. The plenary session of the lesson focused on where they would prefer to be and why. Was the weather the same in all European countries? The questions presented a good level of challenge and atlases were available for pupils to consult. The pupils exchanged their findings and hypotheses with their partner school at the end of the day; these were of a high quality. Classroom displays and previous work on weather also demonstrated high quality.

105. Geographical learning was also enhanced when fieldwork activities were integrated effectively with work in the classroom, as in this example.

A unit on settlements and mapping skills in Year 3 focused on the school environment. Pupils began by exploring various maps, aerial photographs and satellite imagery of the surrounding area. Homework activities were linked to the classroom display, plotting each pupil's address on a map of the local area. The pupils researched different types of settlements, making comparisons and developing fact files.

Later, a focus on the local town looked at classifying land use and services. Year 3 also completed fieldwork linked to their settlement study, focusing on the school and grounds to produce individual plans. The

pupils designed map symbols for the key features of the school and directional language was explored. Digital imagery was used as a starting point for designing the symbols. Further fieldwork was carried out to determine the correct location of each symbol before they created a final colour-coded plan, including a key. Subsequent lessons explored the pupils' knowledge and understanding of change and sustainable development. They discussed how people could improve or damage their local environment and how this could affect the quality of people's lives. References were made to the school's current plans to improve the school environment, such as by providing a second adventure playground and extending classrooms.

106. When fieldwork was well planned, experienced regularly and an integral part of schemes of work, pupils gradually built up their skills in geography and fieldwork. In the next two examples, the fieldwork comprised a wide range of differing activities in contrasting localities. When the activities were varied rather than repetitive, the pupils learnt how to handle increasingly complex ways of gathering information and handling data to support their learning.

Fieldwork was integrated into most units of work. Where first hand experience was not appropriate, pupils benefited from visitors and visits such as to the post office and fire station. They worked on weather in the school grounds and linked this work to environmental action. They undertook traffic surveys linked to environmental quality. Moving further afield, they used public transport to investigate changes in land use along a main road. They visited a local river to study its features and the environmental impact of human and economic actions on it. Further afield, a visit to Holy Island provided a contrast. Geography was also planned into visits for other purposes, such as to outdoor activity centres. Map work, for example, supported orienteering. The pupils also conducted surveys and questionnaires in school, at home and in their local area which they used for investigations, some of which arose from questions they had posed themselves.

Year 3 pupils in a junior school studied the local area, which included comparing their school with one in Southampton. In Year 4, pupils considered how the local area was being developed. In Year 5, they studied Verderes Court in the New Forest, linked to their work on rivers and Southampton Docks. The Year 6 residential visit to the Isle of Wight involved pupils in looking at Ordnance Survey maps of the Southampton, Portsmouth and Isle of Wight areas, identifying routes and using six-figure as well as four-figure references. They also completed fieldwork at the residential centre where they contrasted the Isle of Wight with Chandler's Ford. Pupils examined the geology of the area, completed field sketches and beach studies linked with science, and also looked at cliff formation, the impact of erosion along the coast and longshore drift. They considered

the settlements at Bonchurch and Ventnor, essentially from a historical perspective, but they also reflected on the impact of tourism on their development. The units of work placed a heavy emphasis on developing and applying geographical skills.

107. Fieldwork was underdeveloped in the majority of the secondary schools visited. Only around one fifth of the schools visited had an integrated programme to develop fieldwork skills progressively. In almost half the schools there was no significant fieldwork in Key Stage 3 and in Key Stage 4 only enough to meet the examination criteria.
108. Fieldwork was developed best in the 45 sixth forms surveyed. There were more residential visits and smaller groups of mainly enthusiastic students made fieldwork more manageable.
109. The secondary schools that had successful fieldwork programmes recognised that its benefits outweighed any difficulties. A new emphasis on fieldwork in some of them had been a turning point, revitalising teaching and making geography more relevant and exciting. The schools visited that had a vibrant fieldwork programme frequently said that increasing numbers of students were choosing geography at examination level at a time when numbers were declining nationally. This was often because fieldwork experiences added detail and depth to students' learning and they understood the relevance of what they were studying.

The contribution of geography to citizenship

110. Geography plays a vital role in helping children and young people recognise their contribution and responsibilities as citizens of their local area, their country and the wider global community. It helps them to appreciate diversity and equips them with the skills to make informed decisions and act responsibly. It gives young people opportunities to:

‘critically examine their own values and attitudes; appreciate the similarities between peoples everywhere, and value diversity; understand the global context of their local lives; and develop skills that will enable them to combat injustice, prejudice and discrimination. Such knowledge, skills and understanding enable young people to make informed decisions about playing an active role in their own community as well as others.’¹⁴

111. Geography education encourages pupils to explore how places have been changed by the contexts and processes that have shaped them. It helps them to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Geography also helps

¹⁴ *Developing a global dimension in the school curriculum* (DfES-1409-2005), DfES, 2005; www.education.gov.uk/publications/standard/publicationdetail/page1/DFES-1409-2005.

pupils to understand society better. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.

112. In 21 of the 45 primary schools visited where this aspect of geography was specifically evaluated, it was good; elsewhere it was generally satisfactory. Opportunities to identify how geography could contribute to such tolerance and understanding were often incidental. Schools that had large numbers of pupils from minority ethnic backgrounds tried to encourage pupils to reflect on their cultural heritage. Inspectors noted some good examples where the teaching used pupils' own experiences to bring learning to life:

In the last few years, more pupils had joined the school from different countries. In Year 2 it was decided to study life in a Turkish village, as a child had recently arrived from there. The pupils interviewed her and used photographs, maps, atlases, weather forecasts and clothes effectively to explore similarities and differences between their own locality and a locality in Turkey. The pupils had very specific knowledge and understanding. They were enthusiastic, interested and respectful of differences. They were also able to recognise that they had changed some of their views about Turkish weather, lifestyle and religion.

113. The primary schools visited tended to use geography to provide a context for work in other subjects or to focus on the culture of a country rather than on its geography. Examining culture, however, even if it is interesting for the pupils, does not meet the requirements of the geography programmes of study and often confuses pupils. In the schools visited, it often provided an over-simplified or stereotypical view based more on difference rather than on the reality of the geography. The schools often missed opportunities to develop geographical knowledge as part of a broad understanding of a country or community. For example, as part of a topic on South Africa, a Zulu dance troupe spent most of the day working with groups of pupils. Pupils were able to locate South Africa on a map, but did not develop their geography further and were left with a stereotypical view of South Africa.
114. In contrast, another school visited used a good range of opportunities to reinforce and consolidate pupils' geographical understanding.

Year 4 pupils used drama to consider the impact of loggers and tourists on the native population of the Brazilian rainforest. Small groups of pupils presented their cameos and the others listened carefully to the viewpoints.

Year 6 pupils considered the impact of tourists on the Peak District National Park. A small group had written a song summarising their views and performed this confidently. Later, pupils had to consider a new building project on the flood plain of the River Dove and present a balanced argument to support their viewpoint.

Through such activities, pupils increased their geographical knowledge and understanding. They were able to link local and global concerns and recognised how difficult it is to achieve a balance when faced with conflicting demands.

115. In most of the 54 secondary schools visited where inspectors reported on the global dimension of geography, there was some evidence to show that geography had provided opportunities for the students to consider their place within a community, locally and more widely. However, as in the primary schools visited, in 30 of the 54 secondary schools such learning was incidental rather than planned. The schools often had a better understanding of the social rather than geographical dimensions of community. As a result, the idea of 'community' was often narrow, focused on the school and its immediate locality. There was less evidence that the students understood their role as citizens of a global community.
116. However, in eight of these 54 secondary schools, geography was well managed and understood as a distinctive discipline. The teaching was relevant to the students. For example, they discussed topics in the news, found these interesting and, in most cases, were able to gain a balanced picture of, for example, conflict in the Congo, Gaza and the West Bank or of migration into the UK. National and international initiatives also stimulated their interest and encouraged involvement, as in the geography department described here.

An excellent range of opportunities was provided for students to learn about local, European and global issues. For example, participating in the Eco-Schools Award and promoting the work of the School Waste Action Team (SWAT) helped the students to recognise their responsibilities to conserve resources. However, it was the geography department's active involvement in the International Schools Award (ISA) that had helped to increase the students' appreciation of diversity. Work on the 'Global Diet and Health' project with the science department had helped to increase the students' understanding of the interdependence of and connections between places. 'Exploring South Africa' had established the school's links with Dweba High School in the Eastern Cape Region and had helped students to appreciate differences and similarities between people, places and environments. Finally, as 'International Ambassadors', the experiences that these students had gained in primary schools in Namibia had been shared with local primary schools. Cultural understanding had been enhanced through, for example, sharing language, costumes and games.

The staff and students had a very good understanding of how places, people and cultures are interrelated and, as a result, schemes of work had been revised systematically. Units of work were developed on Fairtrade, Aids and rivers using the knowledge and first-hand experience that the activities had provided. The students were enabled to explore their perceptions of places and understand better the complex world in which they live.

117. Some of the best practice seen often had clear links with citizenship, including responsible action. In one of the schools visited, for example, geography students had worked together to achieve Fairtrade status for the school. Two of the projects in which they became involved are described below. They illustrate how the students acted on their geographical knowledge about others in the global community.

Two students presented the ideas of a Fairtrade school to the governors. They explained how this would benefit people around the world who were being treated unfairly and could not speak out. The governors approved the initiative, committing the school to using Fairtrade products wherever possible.

The whole of the Fairtrade group took to the streets of the local shopping centre to encourage shops and cafés to sell Fairtrade products. They wore brightly decorated Fairtrade T-shirts and distributed leaflets with information about Fairtrade products. The students saw that a lot of the shops were already selling products to help those in developing countries but those that did not needed convincing. After the event, one of the students said, 'I feel that we have made a big difference to the attitudes of managers and bosses of many of the shops and cafés. Even if people did not want to listen, I am sure our leaflets and T-shirts made an impact and made them more aware of what is really going on in the world.'

118. A geography lesson, in a school where the students were predominantly White British, explored the idea of Britishness and what it meant to different people. The intention was to highlight the difficulties of defining Britishness and to encourage students to talk about their personal 'geographies', to think critically about their own place in the world and to appreciate the diversity of the world.

Year 7 students watched a news item showing secondary school students in a London school being interviewed about whether they felt British and discussed what Britishness meant to them. Initial discussions reflected their immediate heritage but began to broaden to include grandparents and great grandparents. Perceptive points emerged: 'You don't have to be born here to be British'.

The teacher skilfully linked the points being made to the diversity of places in the United Kingdom. The students considered whether images shown on the interactive whiteboard were from the UK or elsewhere. The pictures were actually of the Notting Hill Carnival, China Town in Manchester, a back street in Bradford, the London Eye and the London Mosque. Perceptive questioning challenged the students' thinking and perceptions as they explored the images and began to look beyond the obvious. For example, one student felt that the image of the Notting Hill Carnival was not in the United Kingdom. However, the majority of the students disagreed. They identified it as a festival and noted background details, such as brickwork and burglar alarms, as typically British.

The teacher then presented a range of stereotypical images, such as a bulldog, fish and chips, Big Ben, a London taxi and so on. One image, however, was of a girl wearing a hijab whose face was painted with a Union Jack. Students discussed questions such as, 'Is it a British image?'; 'Does it surprise you?'; 'Would you remove it?'; 'Is anything missing?' The students created a 'word wall', with sticky notes, to answer with one word the central question of the lesson: 'What is Britishness?' The students considered the responses they had all made and, as a whole, tried to define Britishness. A small minority of the students reinforced stereotypes, but other students were more evaluative: 'It's how you feel and not where you come from.' This excellent lesson raised awareness, challenged stereotypes and left the students with food for thought.

119. In the primary and secondary schools that had a well-balanced and integrated programme, the pupils understood that geography was about what was happening around them, from the local to the global. They had a good understanding of the diversity of life in other countries. This helped them to challenge stereotypes and hold balanced views, as in these examples.

The excellent provision of memorable first- and second-hand experiences through the use of visits and visitors from different communities and the extensive use of ICT ensured that pupils had a wealth of opportunities to compare similarities and differences and experience a range of places and cultures.

A school had established good links with schools in India and Dubai. The pupils regularly exchanged photographs and information by email with children of their own age through extensive use of ICT.

A school placed great emphasis on diversity, sustainability, poverty and social justice. It used geography to influence pupils' attitudes and values positively. Staff and pupils had an excellent understanding of how places, peoples, cultures and economies were interrelated.

The pupils in one school visited were actively engaged as local and global citizens. They had been instrumental in improving their own school's environment and had recently established their own allotment. They had been involved in improving the quality of play spaces in their local community and sharing this work with other local schools and councillors. They had raised funds for local and international charities, including Promised Dreams and Oxfam.

120. The following key features characterised the schools in which geography contributed effectively to pupils' understanding of their roles and responsibilities as global citizens.

- The pupils were knowledgeable about the similarities and differences between people and places in their own community and around the world.
- The pupils learnt to look at places and communities as a whole and examined the interrelationships between people, places and localities.
- The pupils critically evaluated community and world concerns and had a good appreciation of the impact of development on places and people locally as well as further away.
- The geography curriculum provided a relevant context through which pupils enriched their understanding of other cultures and societies.
- Pupils gained first hand, as well as secondary experiences of their local environment and community as well as those in different localities.
- Links with schools in England and in other countries enhanced their learning and encouraged global, cultural and socio-economic perspectives.

Notes

This report draws on evidence from visits carried out by Ofsted inspectors between 2007 and 2010. Inspectors visited 91 primary schools and 90 secondary schools (including one special school) from varied geographical contexts. Of the 90 secondary schools, 45 had a sixth form. Inspectors focused on achievement and the quality of provision overall, but also considered fieldwork, how literacy enhanced learning, and geography's contribution to supporting pupils' understanding of their role as responsible citizens.

During most of the visits made to primary schools, it was not always possible for inspectors to see a cross-section of teaching since geography was not necessarily being taught on the day the visit was made. However, in addition to observing lessons, evidence of pupils' achievement and the quality of teaching and learning was drawn from a range of sources, including scrutiny of pupils' written work, teachers' planning and discussions with the pupils.

Further information

Publications by Ofsted

Geography in schools: changing practice (070044), Ofsted, 2008;
www.ofsted.gov.uk/publications/070044a.

Learning outside the classroom (070219), Ofsted, 2008;
www.ofsted.gov.uk/publications/070219.

Websites

Action Plan for Geography
www.geographyteachingtoday.org.uk

Citizenship Foundation
<http://www.citizenshipfoundation.org.uk/>.

Field Studies Council
www.fieldstudies-council.org.

Geographical Association
www.geography.org.uk.
www.geographyteachingtoday.org.uk/.
www.youngpeoplesgeographies.co.uk.

Learning outside the classroom
www.lotc.org.uk.

Royal Geographical Society and Institute of British Geographers
www.rgs.org.

Annex: Schools visited

Primary schools

Primary schools	Local authority
Ascot Heath Church of England Junior School	Bracknell Forest
Balby Central Primary School	Doncaster
Bawtry Mayflower Primary School	Doncaster
Biggin Hill Primary School	Kingston-upon-Hull
Bilton Community Primary School	East Riding of Yorkshire
Bournes Green Junior School	Southend-on-Sea
Britannia Community Primary School	Lancashire
Broadmeadow Junior School	Birmingham
Bysing Wood Primary School	Kent
Carsic Primary School	Nottinghamshire
Cawston Grange Primary School	Warwickshire
Cheswick Green Primary School	Solihull
Church Preen Primary School	Shropshire
Clanfield CofE Primary School	Oxfordshire
Clapgate Primary School	Leeds
Clifton Primary School	Birmingham
Corsham Regis Primary School	Wiltshire
Crownfield Junior School	Havering
Crowthorne Church of England Primary School	Bracknell Forest
Darlinghurst Primary and Nursery School	Southend-on-Sea
Dorchester St Birinus Church of England School	Oxfordshire
Downfield Primary School	Hertfordshire
Doxey Primary and Nursery School	Staffordshire
Dubmire Primary	Sunderland
Duke of Norfolk CofE Primary School	Derbyshire
Easington CofE Primary School	Durham
East Peckham Primary School	Kent
Emerson Valley School	Milton Keynes

Forest Lodge Primary School	Leicester
Freehold Community Junior Infant and Nursery School	Oldham
Friezland Primary School	Oldham
Fulham Primary School	Hammersmith and Fulham
Goodrich CofE Primary School	Herefordshire
Great Smeaton Community Primary School	North Yorkshire
Hanbury's Farm Community Primary School	Staffordshire
Hill Farm Primary School	Coventry
Hiltingbury Junior School	Hampshire
Holy Family Catholic Primary School, Widnes	Knowsley
Horfield Church of England Primary School	Bristol, City of
Horton Mill Community Primary School	Oldham
John Bamford Primary School	Staffordshire
Kimbolton St James CofE Primary School	Herefordshire
Kinderley Primary School	Cambridgeshire
Lea Valley Primary School	Haringey
Loddiswell Primary School	Devon
Manor Primary School, Ivybridge	Wolverhampton
Martock Church of England VA Primary School	Somerset
Mengham Junior School	Hampshire
Morley Place Junior School	Doncaster
Nelson Mandela School	Birmingham
Our Lady of the Assumption Catholic Primary School	Blackpool
Our Lady's Bishop Eton Catholic Primary School	Liverpool
Ox Close Primary School	Durham
Parish CofE Primary School	St. Helens
Perrymount Primary School	Lewisham
Pope John RC School	Hammersmith and Fulham
Prenton Primary School	Wirral
Prescot Primary School	Knowsley
Radleys Primary School	Walsall

Ridgeway Primary School	Derbyshire
Roby Park Primary School	Knowsley
Sir Robert Geffery's Voluntary Aided Church of England Primary School	Cornwall
Saint Bede's Catholic VA Primary School	Redcar and Cleveland
St Cuthbert's Catholic Primary School Wigan	Wigan
St John Vianney RC Primary School	Newcastle upon Tyne
St John's Catholic Primary School, Burscough	Lancashire
St John's Green Primary School	Essex
St Joseph's Catholic Primary School	Bradford
St Joseph's Catholic Primary School, Moorthorpe	Hartlepool
St Joseph's Catholic Primary School, Otley	Leeds
St Joseph's Catholic Primary School, Christchurch	Dorset
St Lukes CofE Primary School	Staffordshire
St Mary's CofE Primary School	Hertfordshire
St Michael's Church of England Primary School, Sandhurst	Bracknell Forest
St Peter and St Paul's Catholic Primary School	Bromley
Tarleton Mere Bow Church of England Primary School	Lancashire
The Holy Spirit Catholic Primary School	Halton
The Richmond School, Skegness	Lincolnshire
Torre Church of England Primary School	Torbay
Warfield Church of England Primary School	Bracknell Forest
Welldon Park Junior School	Harrow
Westbourne Primary School	West Sussex
Whitecliffe Primary School	Redcar and Cleveland
Whiteknights Primary School	Wokingham
Wick Church of England Primary School	South Gloucestershire
Wilberfoss Church of England Voluntary Controlled Primary School	East Riding of Yorkshire
William Davis Primary School	Tower Hamlets
Woodlea Primary School	Durham

Woodlea Primary School	Hampshire
Wykeham Church of England Voluntary Controlled Primary School	North Yorkshire

Secondary schools

Secondary schools

Albany Science College
 Anthony Gell School
 Archbishop Tenison's School
 Archers Court Maths and Computing College*
 Banbury School
 Beardwood Humanities College
 Bedale High School
 Bedlingtonshire Community High School
 Beverley High School
 Blue Coat Church of England Comprehensive School A Performing Arts Specialist College
 Bohunt School
 Bordesley Green Girls' School - Specialisms: Business, Enterprise & Applied Learning
 Bourne Community College
 Bowland High
 Branksome Science College
 Brockwell Middle School*
 Buile Hill Visual Arts College
 Bury Church of England High School
 Castleford High School Technology and Sports College
 Southlands High School
 Christleton High School
 Claverham Community College
 Comberton Village College
 Cranborne Middle School
 Culverhay School
 Dawlish Community College
 Desborough School

Local authority

Lancashire
 Derbyshire
 Lambeth
 Kent
 Oxfordshire
 Blackburn with Darwen
 North Yorkshire
 Northumberland
 East Riding of Yorkshire
 Walsall
 Hampshire
 Birmingham
 West Sussex
 Lancashire
 Darlington
 Northumberland
 Salford
 Bury
 Wakefield
 Lancashire
 Cheshire
 East Sussex
 Cambridgeshire
 Dorset
 Bath & North East Somerset
 Devon
 Windsor & Maidenhead

Downham Market High School - Technology College	Norfolk
Forest School	Wokingham
Great Yarmouth (VA) High School	Norfolk
Hall Mead School	Havering
Halton High School*	Halton
Hanley Castle High School	Worcestershire
Hetton School	Sunderland
Holy Family Catholic High School	Sefton
Honiton Community College	Devon
King James I Community Arts College	Durham
Langley Park School for Girls	Bromley
Lea Manor High School Performing Arts College	Luton
Littlehampton Community School, The	West Sussex
Longridge High School A Maths and Computing College	Lancashire
Lyndon School Humanities College	Solihull
Marston Vale Middle School	Bedfordshire
Middlecott School	Lincolnshire
Moat Community College	Leicester
Montsaye Community College	Northamptonshire
Mossley Hollins High School	Tameside
Newbold Community School	Derbyshire
Norton College	North Yorkshire
Oaklands Catholic School	Hampshire
Oakwood Park Grammar School	Kent
Park High School	Wirral
Parkwood High School*	Sheffield
Priory School (Specialist Sports College)	Portsmouth
Queensbury Upper School	Bedfordshire
Reading Girls' School	Reading
Selsdon High School*	Croydon
Sherburn High School	North Yorkshire
Simon Balle School	Hertfordshire
Springfield School	Portsmouth
St Andrew's CofE High School for Boys	West Sussex

St Augustine's Roman Catholic School, Scarborough	North Yorkshire
St Chad's Catholic High School*	Halton
St Cuthbert Mayne School	Torbay
St George RC School	Westminster
St Ivo School	Cambridgeshire
St John Payne Catholic Comprehensive School, Chelmsford	Essex
St Mary's RC High School a Specialist Science and Applied Learning College	Herefordshire
St Monica's RC High School	Bury
St Patrick's RC Comprehensive School	Stockton on Tees
St Peter and St Paul, Lincoln's Catholic High School, A Science College	Lincolnshire
St Thomas More Catholic School	Bedfordshire
Sunbury Manor School	Surrey
The Ashcombe School	Surrey
The Burgate School and Sixth Form Centre	Hampshire
The Connaught School	Hampshire
Ellowes Hall Sports College	Dudley
The Gilbert School	Essex
The Grove	East Sussex
The Market Weighton School	East Riding of Yorkshire
The Ramsey College	Essex
The Robert Manning Technology College	Lincolnshire
Torpoint Community College	Cornwall
Trinity Catholic School	Warwickshire
Tudor Grange School	Solihull
William Parker School A Specialist Humanities College	Northamptonshire
Withernsea High School Specialising in Humanities and Technology	East Riding of Yorkshire
Wolstanton High School	Staffordshire
Wymondham College	Norfolk

Special school

Special school	Local authority
Royal School for the Deaf (Derby)	Derby

* These schools have closed since the survey was undertaken.