

Primary Geography Quality Mark (PGQM) and the Global Learning Programme

The GLP encourages schools to consider working with a whole school quality mark to support their progress against the [GLP Whole-School Framework](#). The table below shows how achieving the **PGQM Silver Award** supports the Whole School Framework criteria at either early/developing or developing/embedded levels. The colour shading denotes how well the GLP criteria are supported by the corresponding PGQM criteria (see key).

This will help schools with the PGQM to join the GLP as a [GLP Partner School](#), using their expertise already gained to benchmark strengths and areas for development when completing their Whole School Audit. It will also help any school to develop priority areas of their School Action Plan. For schools wishing to become a [GLP Expert Centre](#) the PGQM can provide evidence of good practice and impact in aspects of global learning, without needing to identify significant additional evidence for accreditation.

Organisation: Geographical Association

Background information

The Primary Geography Quality Mark award promotes excellence in geography provision and standards. Achieving the award is recognition of quality and progress in leadership, curriculum development, learning and teaching in geography. The award promotes global learning and has strong links to the Ofsted Framework in England.

Summary of the quality mark

The framework is free to download and use as a curriculum development tool for all GA members. To achieve the Primary Geography Quality Mark, schools undertake a self-evaluation/audit process to review strengths and areas for development, and produce an action plan which includes targeting at least two areas for improvement. They submit a completed application form accompanied by a short portfolio of key supporting evidence. The award can be achieved at PGQM Bronze, Silver or Gold levels.

Support available to schools

Schools register for the Award and pay a fee to cover the costs of central support, administration and moderation, charged according to NOR. Once achieved, PGQM status lasts for three years. Schools can access support and guidance from the dedicated Virtual Learning Environment, which also has a variety of exemplar resources to help audit geography in your school. Professional advisors are available via email/phone, and support visits to schools can be commissioned via the GA register of consultants.

Further information

Web link: <http://www.geography.org.uk/eyprimary/primaryqualitymark>

Email: Jbeattie@geography.org.uk

Mapping the GLP Whole School Framework against Quality Standard for Citizenship				
Area	Criteria	Description		How the PGQM supports the GLP criteria
Pupil achievement	P1	Pupils develop their understanding of global knowledge themes through a range of subjects and topic areas	✓✓	The PGQM has a strong focus on improving pupil's knowledge and understanding, including their understanding of a globally interdependent world. This is linked to their improved attainment in geography. The expectation at silver level is that the majority of pupils have secure geographical knowledge underpinning global learning themes.
	P2	Pupils develop high quality learning skills through Global Learning, supporting their literacy, numeracy and communication	✓✓	Skills are strength in geography, including enquiry and critical thinking skills: these skills are explicit in the PGQM, linked to pupils' improved attainment in geography.
	P3	Pupils are better prepared for transition and work through Global Learning activities	✓	Geography is used to explore identity, issues of sustainability and knowledge of the wider world, giving pupils greater confidence through geography led and linked work, supporting transition KS1–2 and KS2–3 (although not related to careers).
Teachers' practice	T1	Teachers are confident in their global knowledge, and use teaching approaches supporting pupils' skills and values development	✓✓	PGQM recognises teachers' subject knowledge as a strength in geography practice; for silver level, the majority of teachers have secure geography subject knowledge and are confident in their teaching of global learning themes as a result.
	T2	Teachers are equipped to support active global citizenship by pupils in lessons and extra-curricular activities	✓	At silver level, the majority of teachers are equipped to support active global citizenship; the subject leader is able to lead on this and ensure that teachers receive appropriate support .
	T3	Teachers use effective cross-curricular planning skills to provide coherent Global Learning experiences	✓✓	The PGQM asks for evidence to show how geography supports other areas of the curriculum, e.g. literacy/numeracy, and how geography provides high quality content for cross-curricular links through effective planning.
Behaviour & relationships	B1	Global Learning assists values development across the school community, supporting positive relationships	✓✓	Pupils' understanding of different lifestyles and cultures at home and across the world promotes tolerance and respect. Pupils learn how to keep themselves safe by understanding risk in the environment.
	B2	Global Learning supports positive attitudes towards diversity and cultural difference	✓✓	Enquiry and critical thinking skills in geography underpin learning and help pupils develop a better understanding of diversity and cultural difference.
	B3	Pupil voice is developed across the school through Global Learning activities	✓	Pupils develop self-esteem through participation in applied geography, offering pupils the chance to have their say in making real decisions that affect the local area and/or wider world. Their opinions feed into curriculum-making.
Leadership & the community	L1	School leaders use effective planning to embed a school vision preparing pupils for a globally interdependent world	✓✓	The subject leader works with other staff and the head teacher to develop a vision statement that supports learning about an interdependent and globalised world . It is communicated to the whole school.
	L2	Global Learning helps create a rich and rewarding professional development programme	✓	The subject leader will have recent experience of subject-specific professional development. S/he keeps other staff updated, has identified and taken steps to meeting their CPD needs and gathered evidence of how this has impacted on pupils' learning.
	L3	Global Learning supports better engagement with parents, community groups and other organisations locally, nationally and globally	✓	The PGQM supports regular opportunities to work with parents, community groups and other external organisations at local, national or global levels.

Green	✓✓	Very good relationship. Achieving the ACT Quality Standard would support a school being 'developing' or 'embedded' against that GLP criteria
Amber	✓	Good relationship: Achieving the ACT Quality Standard would support a school being 'early' or 'developing' against that GLP criteria

