

From good to outstanding	how?
Teachers have a clear understanding of the value of geography which they communicate effectively to pupils.	Teachers communicate enthusiasm and passion about geography to pupils.	
Teachers have a confident level of specialist expertise which they use well in planning and teaching the subject.	Teachers have high expectations and a high level of confidence and expertise both in terms of their specialist knowledge and their understanding of effective learning in the subject.	
Teachers use an appropriate range of teaching strategies to promote good learning across all aspects of the subject	Teachers use a very wide range of innovative and imaginative teaching strategies to stimulate pupils' active participation in their learning and secure outstanding progress across all aspects of the subject.	
Teachers use an appropriate range of teaching strategies to promote good learning across all aspects of the subject.	Lessons are carefully structured and a range of innovative resources is used regularly and very effectively.	
A range of multi-media resources is available to support learning.	Very good use [is] made of multi-media to explore a wide range of geographical issues.	
Frequent use is made of maps [at] a variety of scales.	The effective use of a wide range of types of maps is commonplace.	
Good use is made of ICT and Geographical Information Systems (where relevant) to promote learning and enable pupils to use data and information sources to search and select, organise and investigate and refine and present information well.	Very effective use is made of ICT and Geographical Information Systems (where relevant) to promote learning and enable pupils to use data and information sources to search and select, organise and investigate and refine and present information skilfully and independently.	

From "Draft supplementary subject specific guidance for inspectors for Geography" (www.ofsted.gov.uk)