



Wardley CE Primary School Curriculum Inclusion Strategies - Geography



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in geography. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"> - All adults are aware of individual children’s barriers to learning, so they can best meet their needs. - A quiet, calm working environment, to minimise distractions. - Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on, provide or provide an intervention. - Deploy all adults strategically, to achieve the best pupil outcomes. - All adults modelling accurate and precise geographical language. - Regular opportunities to revisit prior learning in geography. - A teaching sequence based on links to previously taught skills and knowledge and repetition is utilised to scaffold new learning. <i>At Wardley, this takes the form of a link- it, learn-it, check-it, show-it and know-it teaching structure.</i> - Adults use Blank Level Questioning, appropriate to each child. - Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils’ geographical understanding. - Plenty of speaking and listening opportunities for pupils to articulate their understanding of historical concepts and listen to their peers. - Provide extra time to allow children to process questions, think about their answers and respond. - Appropriately challenging historical language used within lessons. - Hands-on practical experiences are built, wherever possible, into each unit, to capture the children’s interest and deepen their understanding of geographical disciplinary and substantive knowledge. This can be seen through the school’s use of field work which gives all children the chance to participate in a way that reflects their individual needs.
Early Years Foundation Stage Linked to People, Culture & Communities Development Matters area of learning	Within EYFS, <ul style="list-style-type: none"> - Know that there are different countries in the world. <i>In the EYFS, children engage in cultural celebrations</i> - Offer opportunities, which provide explicit fieldwork experience, directly linked to the geographical concepts/vocabulary explored. <i>In The EYFS, children take part in seasonal walks within the school grounds. They look at maps and pictures of familiar places.</i> - Explore change and observe concepts over a long period of time to ensure children are able to acknowledge observed differences. <i>In Reception, the children are exposed to seasonal tables and use the outdoor area, making observations.</i> - Can identify the difference between land and sea. <i>In Reception the children have an Earth day where they create paper plate Earths.</i> - Use visuals to support understanding of abstract concepts they may not have experienced, and support recall of previous experiences e.g seasonal change. - Use Blank level questioning. <i>In Reception, point to the ocean, land / show me the oceans, land.</i>

<p>as well as being identified as a unique strand of learning.</p>	<ul style="list-style-type: none"> - Share stories and re-read to support pupils' understanding of geographical concepts. - Offer adult initiated open-ended opportunities, which enable experiential learning and in the moment discovery of planned concepts. In nursery and reception, the children go on nature walks in Autumn, and talk about the leaves falling from the trees, as they see this happening. - Maps and atlases are used to investigate different places and children begin to compare environments
<p>Key Stage 1 & 2</p>	<ul style="list-style-type: none"> - Stories, songs and rhymes to help pupils to remember abstract geographical knowledge. <i>For example, the continent's song in Year 1.</i> - Scaffolding learning to support pupils to work with greater independence e.g. word banks, visual prompts, simplifying charts/tables for collecting and recording data. - Use fieldwork to give children concrete examples of what is being taught. There are fieldwork opportunities built into the geography curriculum for each key stage. <i>In Y1 the pupils go on a local area walk to look at the physical and human geographical features of the local area. In Y2 they use the school weather station to record the weather. In Y3 they take a field trip visit to the seaside to observe the physical and human geographical features of a coastal location. In Y4 they visit the mouth of the River Mersey to observe the physical and human geographical features of a river location. In Y5 they visit Salford Quays to look at the features of urban regeneration. In Year 6, the children go on a 2 day residential to the Anderton Centre in which they use OS maps to plot a hike to bring the curriculum to life and compare the physical geography of the area with that of the amazonian basin. In addition children in KS2 look at plotting routes they take on other trip locations using a range of maps.</i> - Adults regularly 'checking in' with pupils to assess depth of understanding and provide instant feedback to get pupils back on track. - Allow time for children to share their response to posed questions, with an adult/peer first, to give them the confidence to share with the group/whole class. Adult to scaffold verbal responses if needed. - Regular use of high quality visual resources (pictures, videos, artefacts) for all learners. - Use resources that are appropriate to the children. A variety of atlases are available and the increased use of online mapping tools such as Google Earth, OS Maps and Scribble Maps engages children. - Adults scribe for pupils, if writing is a barrier to learning, so geography can be the focus. - Use TALC level 1 questioning. <i>In year 1, point to the ocean, land / show me the oceans, land.</i> - Use mnemonics to remember the cardinal points of a compass. - Careful use of pupil geographers, who are able to model correct use of vocabulary and explain geographical concepts clearly to their peers. - When using maps, give some children enlarged or pre-drawn maps with clearer boundaries. <i>In year 3 when the children are identifying biomes, some children will be given maps with pre-drawn lines.</i> - Adults use appropriate non-verbal communication. Include gesture, body language and eye contact. - Adults use appropriate ELKLAN strategies e.g. allow thinking time, repeating what the child says so the child hears good examples (reinforcing sentence structure), adding short simple ideas (to expand vocabulary and knowledge). - Limit the number of questions asked. - Children are given the confidence to 'Speak Out' to encourage self-reflection. Giving them the language to express their views and feelings and encouraging them to seek out and vocalise any support that they need.

- Verbal information made visual e.g. word lists, vocabulary lists.
- Give lots of targeted, focused praise e.g. good listening, good sitting.
- Use of Blank Level questions targeted and pitched to the children at their correct level.
- Be aware of colour-blind pupils as multi-coloured atlases can be difficult to use.

Vocabulary

- Reduce the amount of vocabulary within a geography lesson to avoid cognitive overload.
- Pre-teaching new vocabulary wherever possible for links to be made. *For example through use of word maps, spidergrams, mind maps (see other ELKLAN resources for extending vocabulary)*
- Repetition of vocabulary throughout a unit, ensures that children are regularly hearing this new language modelled correctly in context.
- Where necessary, simplify geographical vocabulary to make language more accessible.
- Where necessary, provide picture prompts alongside words to aid understanding of geographical vocabulary and concepts.