



St Thomas of Canterbury Curriculum Inclusion Strategies



Geography

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

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 brain breaks for pupils. - 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. - 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 and knowledge. - Plenty of speaking and listening opportunities for pupils to articulate their understanding of geographical concepts and listen to their peers. - Provide extra time to allow children to process questions, think about their answers and respond. - Teachers break down curriculum content into component parts and draw from the breadth of concepts to give pupils the knowledge they need to appreciate the wider subject. When choosing curriculum content, teachers consider pupils’ prior knowledge and experiences. - All children to take part in fieldwork that reflects their individual needs.
Early Years Foundation Stage is linked to People, Culture & Communities Development Matters area of learning.	<p>Within EYFS,</p> <ul style="list-style-type: none"> - Know that there are different countries in the world. <i>In Nursery at STOC, children engage in cultural days.</i> - Offer opportunities, which provide explicit fieldwork experience, directly linked to the geographical concepts/vocabulary explored. <i>In Reception, children take part in seasonal walks within the school grounds and in the local area. In the Acorn, 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 forest school, 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 TALC level 1 questioning. <i>In Reception, point to the ocean, land / show me the oceans, land.</i> - Share stories and re-read to support pupils understanding of geographical concepts. <i>In Reception, they read the story of a little polar bear called ‘Lars’ who experiences the ice in the North Pole melting.</i> - 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.

Key Stage 1
& 2

- Stories, songs and rhymes to help pupils to remember abstract geographical knowledge. For example, the continents song in Year 1.
- 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. In Year 6, the children go on a 3 day residential to the Lake District to bring the curriculum to life.
- Adults regularly 'checking in' with pupils to assess depth of understanding and provide instant feedback to get pupils back on track.
- Small group work, supported by an adult, to ensure maximum pupil participation. Supporting pupils during the 'Flashback Four' at the beginning of lessons, allows misconceptions to be identified and addressed in the moment.
- Allow time for children to share their response to posed questions, with an adult/peer first, to give them the confidence to share with group/whole class. Adult to scaffold verbal responses if needed.
- Use resources that are appropriate to the children. A variety of atlases are available and the increased use of google earth engages children.
- Peers/adults reading questions/information for pupils, if required. In Year 4, this may involve adults supporting pupils to gather information from different sources (e.g. topic books, websites) about France.
- Adults scribe for pupils, if writing is a barrier to learning, so science can be the focus.
- Use TALC level 1 questioning. In year 1, point to the ocean, land / show me the oceans, land.
- Use mnemonics to remember the cardinal points of a compass.
- Careful peer pairing- always pair up an empathetic, articulate speaker/confident scientist, who is able to model correct use of vocabulary and explain scientific concepts clearly.
- - Reduce the number of territories when identifying countries. In Year 6, some children would be expected to locate only 10 countries in Europe.
- Use objectives from when the topic was previously taught, only if a child is unable to access their year group's objectives. In Year 5, this may involve a child completing the Year 1 or year 2 materials unit, if it is more appropriate.
- When using maps, give some children enlarged or pre-drawn maps with clearer boundaries. In year 6 when the children are identifying biomes, some children will be given maps with pre-drawn lines.
- Be aware of colour-blind pupils as multi-coloured atlases can be difficult to use. .