

# Geography at Sir Alexander Fleming

## Planning Inclusive Lessons

Learning in Geography involves children building their knowledge of important concepts and procedures. When learning new content, learners must connect this to what they already know. This means that it is important that learners develop secure understanding of previously taught geographical concepts. Geography helps us to better understand the world, its people, places and environments, and the interactions between them. It also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location. When planning lessons, it is important to consider learners with SEND. To make geography lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEND. When planning teachers need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. At Sir Alexander Fleming, we carefully consider the objective of each individual lesson; thinking specifically about what we want pupils to learn. We give thought to how we can present new information in a way that all learners can access and how complex ideas can be broken down into simpler parts for pupils to learn and practice. We encourage learners to ask questions about their learning and build in opportunities for small group and whole-class discussions. If there is an additional adult in the lesson, we plan their role and share their responsibilities with them in advance.

## Creating an Inclusive Environment

In creating a conducive learning environment, it is important for each

lesson to follow on from prior learning, this can be both from previous lessons in the unit, or the academic year before. The curriculum enables this by making sure that key concepts and procedures are systematically developed over time. We identify possible misconceptions that learners may have, and plan for how we will address these in the lesson.

It is also important that curriculum plans try to pre-empt misconceptions by making sure content is taught in a logical order. We provide opportunities to pre-teach, giving some learners with the opportunity to learn new vocabulary and concepts in advance of a lesson in a small group setting.

**How do we support learners who struggle with attention?**

Use preferential seating and proximity to engage learners

Plan 'brain breaks' movement breaks or classroom jobs throughout the lesson

Set a specific target for learners to complete during the lesson

Ensure task instructions are visible and broken down

**How do we support learners who struggle to access lessons because of literacy difficulties?**

Provide topical vocabulary on the learning objectives

Provide pictures that the learner can refer to

Scaffold learning to make it accessible e.g. verbally explain for you or a TA to scribe.

How do we support learners who struggle to retain the vocabulary?

Begin each lesson with a review of the vocabulary learnt in the previous lesson

Provide word banks of key vocabulary that are accessible throughout the Geography topic.

Encourage learners to tick the words they feel confident with to help target language that still needs support.

How do we support learners who need additional time to develop conceptual understanding?

Break the concept down into smaller, more manageable chunks

Give learners a chance to practise each small step before moving onto the next.

Provide pre teaching opportunities.

Learners should regularly take part in field trips so that they experience the landscape, places, people and issues ,and where they can learn and practice geographical skills in a real environment

## Teaching considerations

Early years	Key stage 1	Key stage 2
<p>A range of sources and information presented to learning via books, audio, video and photos.</p> <p>Visual representations of recording ideas such as pictures.</p> <p>Opportunities for learning to work with peers in groups or with an adult to support.</p> <p>Visits out into the school grounds and local area.</p>	<p>Learners should regularly experience first hand practical activities to explore (field trips) and spark their interest for the topic.</p> <p>Activities should be considered which support and develop their understanding of geographical knowledge.</p> <p>Secondary sources such as books, maps, photos, videos and stimulations should be used to help children learn and make sense of the Geographical content.</p>	<p>Learners begin to learn about more challenging concepts which support learners in comprehending the world around them.</p> <p>Learners should continue to build on the foundational skills of exploration and talking about their ideas.</p> <p>Learners continue asking their own questions, analysing sources and becoming methodical when posing their own questions for enquiry.</p>