

Inclusion Statement for Geography

All children should be able to access Geography lessons due to them being taught in a way which appeals to all type of learners.

Much of our Geography teaching involves 'looking' – at the real world around them, maps, photos, diagrams, videos, animations and so on meaning that children should not be hindered by their literacy ability. Where a child has a visual impairment, adjustments will be made according to those needs – whether a multi-sensory approach is needed (things read out / described in detail or the use of 3D models), enlargements made or colours changed / symbols used instead (colour blindness).

Written texts can be used to teach and can therefore be adapted with more or less information and word mats with pictures can assist the understanding of specific vocabulary along with acting out and informative videos to aid understanding of processes / locations / events.

Discussion will always be encouraged in lessons to enable children to fully process their new knowledge and formulate their answers and understanding. When it comes to recording their knowledge, children could be asked to do this through annotating pictures and diagrams, completing cloze texts or working with another child / adult to record their responses. At times, multimedia technology could be used for children to record their knowledge in a variety of ways such as creating a news report on an event.

Similarly, children who are capable of a greater depth of knowledge, can extend their geographical understanding through combining information from a variety of sources into their answers and responses, comparing locations or situations from around the world or by researching and explaining in more detail.