



Provision for SEN and more able in Geography

Introduction:

Within our Geography Curriculum, the overall ethos is to develop the school values of inspire, challenge and achieve. It is vitally important that those who teach Geography, try to instil lifelong learning to ensure our children show an interest in and have a sense of wonder about places. Children need to be able to make sense of the complex and dynamically changing world around them. They should be able to explain where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are interconnected.

SEN

It is our responsibility to provide a broad and balanced curriculum for all pupils. In order to do so we set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning. This may involve setting parallel activities or providing additional resources. This could be a child drawing a diagram rather than writing, or typing up their work. They may also speak into an iPad rather than write. Photos could be taken of them working and stuck into books. They may receive additional adult support. This could be in a CC lesson or before in a pre-teach intervention. Questioning in the lesson will be at an appropriate level and instructions will be clear. They may even be reinforced visually where necessary.

More able

Personalised learning is about tailoring education to individual need, interest and aptitude so as to ensure that every learner achieves and reaches the highest standards possible. For gifted and talented Geographers this includes effective assessment for learning, so that planning takes account of prior learning, stretching curricular targets are set with pupils, and differentiated learning objectives and outcomes are shared; learning activities in the classroom offer additional stretch through a combination of acceleration, enrichment and extension; there are opportunities for independent learning, and use of a range of learning styles; there are opportunities for learning in settings beyond the classroom, for example in real-life contexts which support problem-solving and application of knowledge and skills; there is support in specific areas, for example through language support or mentoring, alongside increased challenge in areas of strength; and above all, a rich provision for all, which provides further opportunities for identification.