

Inclusion in Geography

At our school, geography is an inclusive subject where all pupils are given opportunities to develop a sense of curiosity and fascination about the world around them. We believe that every child, regardless of ability, background, or need, can succeed in geography and develop the key knowledge and skills to understand their world and their place within it.

High Expectations for All:

We ensure all pupils access the full geography curriculum. Lessons are carefully planned and scaffolded so that every learner can engage with key geographical concepts, vocabulary, and enquiry skills. Teachers use adaptive teaching strategies to ensure that all pupils can make progress, including those with SEND and those who are disadvantaged.

Support and Scaffolding:

Teachers adapt resources from Opening Worlds and Oak Academy to meet the needs of individual learners. Visuals, vocabulary pre-teaching, structured talk opportunities, and retrieval practice are used to support understanding. Additional adults provide targeted support where needed to help pupils access geographical knowledge and communicate their ideas.

Challenge and Extension:

More able pupils are challenged through deeper enquiry questions, independent research tasks, and opportunities to make connections across units and scales (local, national, global). Lessons promote critical thinking and encourage pupils to apply prior knowledge in new contexts.

Cultural and Linguistic Inclusion:

We celebrate the diverse backgrounds of our pupils, drawing on their experiences and family links to different parts of the world. Geography lessons promote respect and appreciation for different environments and cultures, helping children see themselves as global citizens.

EYFS and Early Inclusion:

In EYFS, geographical understanding begins through exploration, observation, and discussion of the natural and built world. Staff provide rich opportunities for all children to develop spatial awareness, positional language, and a sense of place through play and first-hand experiences.