

Our Vision (Overview)

At St Finbar's Catholic Primary School, we believe that *every child is a geographer*.

Geography helps pupils understand the world, their place within it, and their responsibility towards people and the environment.

Our inclusive approach ensures that **all pupils can explore, question, and connect with the world**, regardless of background, language, or additional needs.

"Inclusion for All in Geography" means:

- Every child can access and enjoy geographical learning.
- Every learner's experience and perspective are valued.
- Every classroom promotes curiosity, respect, and global understanding

Planning for inclusion

When planning units, consider:

- Develop **locational and place knowledge** of the UK and the wider world.
- Understand **human and physical geography** and how places are interconnected.
- Build skills in **geographical enquiry**, including map work, fieldwork, and data interpretation.
- Grow as **responsible global citizens** who care for people and the planet.

Provide multiple ways for pupils to:

- **Multiple means of representation** – maps, globes, photos, videos, diagrams, models.
- **Multiple means of engagement** – fieldwork, group tasks, problem-solving, debates.
- **Multiple means of expression** – annotated maps, oral explanations, models, posters, digital work.

Teaching and Learning (Adaptations)

Adapt lessons to meet the needs of all learners:

- Scaffold tasks using visuals, word banks, and step-by-step guidance.
- Provide simplified or enlarged maps and data sets where needed.
- Use mixed-ability groupings to encourage discussion and peer support.
- Extend learning through deeper enquiry, comparison, and interpretation.

Language and Vocabulary

Geography includes many abstract terms. Support pupils by:

- Pre-teaching key vocabulary (e.g., *climate, population, river, erosion, trade*).
- Using labelled diagrams, maps, and photographs.
- Revisiting vocabulary through discussion and practical activities.

Supporting Additional Need

SEND (Special Educational Needs and Disabilities)

- Use concrete resources such as globes, raised maps, and models.
- Break tasks into manageable steps.
- Provide clear routines for fieldwork and investigations.
- Allow flexible recording methods (photos, oral explanations, drawings).
- Use visual timetables and symbol-supported instructions.
- Focus on key concepts rather than quantity of written work.

EAL (English as an Additional Language)

- Value pupils' knowledge of places connected to their family or heritage.
- Use visuals and real-world examples to build understanding.
- Pre-teach and revisit key vocabulary in context.
- Provide opportunities for talk and collaboration.

High-Attaining Pupils

- Encourage deeper enquiry and independent research.
- Explore complex issues such as sustainability, climate change, and global inequality (age-appropriately).
- Use data analysis, map interpretation, and case study comparison.
- Encourage critical thinking about human impact on environments.

SEMH (Social, Emotional and Mental Health Needs)

- Use outdoor learning and fieldwork to support regulation and engagement.
- Provide predictable routines and clear expectations.
- Use collaborative roles to support participation.
- Celebrate effort, curiosity, and contribution.
- Allow calm reflection spaces when needed.

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Assessment for All

Inclusive Assessment Approaches

- Use observation, discussion, and questioning to assess understanding.
- Allow pupils to demonstrate learning through maps, models, photos, or oral explanations.
- Assess geographical skills as well as knowledge.
- Provide feedback that encourages reflection and enquiry.
- Value progress in understanding places and connections.

Our Shared Commitment

We aim to ensure that every child:

- **Understand the world,**
- **Respect people and places,** and
- **See their role as global citizens.**

Geography helps children understand where they are and how they are connected to the world.