

## Graduated Response to Geography

CPD for subject leaders and staff. Staff meetings used to share feedback, key updates, collaborative planning and assessment.

Sustainable living encouraged through Eco and Gardening clubs, along with pond/nature work in Year 3 and 4.

### Individual Support

Targeted questioning to specific children during whole class/group work/1:1 work; differentiated outcome (e.g. drawing comic rather than writing); additional processing time/time to complete the outcome; pre-teach key skills and vocabulary.

Regular book looks and learning walks combined with shared planning across year groups to ensure consistency and quality. Sharing medium term planning with parents.

Workshops/visitors/visits/residential/fieldwork.

### Targeted Provision

Coloured paper for learners; word bank support; scaffolded sentence starters; teacher/TA focus groups when needed; cloze activity/fill in the gaps task; reference and scaffolded maps; stimulus pictures or images to prompt pupils.

### Universal offer

Learning recorded in a variety of different ways e.g. comic strips, posters, mind maps, map work, research, presentations, written tasks. School assemblies based around notable geographical events or news. Visitors/ Guest speakers - Misba Khan/Let's Locate! Continents Explorer Workshop. Classroom culture around use of learning super powers and REAL wheel values to support confidence during lessons. Opportunities for collaborative work and children encouraged to answer questions extensively to show understanding. References in lessons to recent events e.g. immigration or natural disasters. Dyslexia friendly slides, learning wall displays, geography icons used on working walls and in LIs (to represent the geographical knowledge or skill being learnt), topic page (including key vocabulary), verbal or written feedback according to success criteria, opportunities to celebrate achievements (Twitter/ star certificates / praise postcards). Use of Google Earth and digital resources (e.g. digimaps) in classrooms. Cross-curricular book study coverage of key geographical concepts e.g. Boy at the Back of the Class. Map in the front of Creative Curriculum books from which children can demonstrate their locational knowledge. Use of pictures and videos in lesson input. Maps to be displayed in classrooms (UK, Europe, World depending on topic and year group).