Avondale Primary School

High Quality Inclusive Teaching - Geography Specific

1. Expectations and Values

High Quality Inclusive Teaching	Geography Specific
• Promote the school's values • Make expectations for behaviour explicit through clear targets, explanations and modelling • Refer pupils regularly to classroom code of conduct and whole-class targets • Rules, routines and expectations are short, precise, positive and consistently reinforced • Take time to identify pupil strengths and praise these • 'Catch' pupils being good and emphasise positives (where appropriate) • Give pupils classroom responsibilities to raise self-esteem • Encourage pupils to take responsibility for learning • Communicate positive achievements with home and encourage home to do the same	• Geography is a knowledge-rich (PTV made available via MTP) subject which requires understanding of abstract concepts, specialist vocabulary and decision-making; barriers for learners with SEND should be anticipated through high-quality inclusive teaching. • Maintain high expectations for all learners by adapting access without removing essential geographical knowledge or challenge. • Ensure work is adapted to pupils' cognitive level so expectations are achievable and stress is reduced. Example of a positive classroom culture. • Threshold concepts (e.g. *Greenhouse Effect*, *Urbanisation*) must be clearly identified and taught explicitly to ensure progression. • Ensure when making resources simpler that key information needed to understand concepts and lessons is not removed. • Lessons follow set routines, so children know the expectations (e.g., all lessons start with revisiting prior learning).

2. Relationships and Behaviour

High Quality Inclusive Teaching	Geography Specific
• Use pupil's name and ensure attention before giving instructions • Communicate in a calm, clear manner • Listen to pupils and allow them to explain behaviours • Provide breaks between tasks and planned movement opportunities	• Prepare pupils well for field trips or off-timetable days using photos and videos to reduce anxiety and support readiness. Share risk assessment with pupils prior to a field trip.

Avondale Primary School

• Legitimate movement (messages, collecting items, fiddle toys) • Teach pupils how to manage interruptions (e.g. post-it notes) • Use Social Stories where appropriate • Ensure groupings provide positive role models • Safe place for belongings and calming resources • Model and maintain positive behaviour strategies. • Use restorative approaches to manage conflict • Promote collaborative group work and peer learning • Maintain consistency in expectations across staff • Apply consistent restorative approaches and positive reinforcement.	• Teach pupils about potential dangers linked to fieldwork (e.g. river studies). • Offer reassurance and gradual exposure for unfamiliar or challenging sensory experiences (e.g. food tasting from different countries). • Respect pupil comfort levels, allowing alternatives such as looking or touching only where needed. • Provide sufficient breaks during fieldwork, particularly for pupils with physical or sensory needs. • Multi-sensory activities and games to encourage collaboration. • Check that pupils are comfortable with partners and groupings, especially for sensory or social needs.
3. Learning Environment	
High Quality Inclusive Teaching	**Geography Specific**
• Classroom furniture and groupings allow pupils to see teacher and visual prompts • Quiet working area and 'quiet time' zone available • Tools and equipment easily accessible • Visual timetables and task lists provided (short- or long-term as needed) • Working walls to develop understanding of vocabulary • Correct seating for visual/hearing needs • Avoid shiny surfaces and visual clutter • Seating allows feet flat on floor and desks at correct height	• Check the variety and quantity of resources to avoid sensory overload and introduce materials gradually – concrete and visual resources used. • Ensure classrooms are well lit and resources support colour blindness (especially OS maps, symbols and roads). Larger Maps made available for those that require. • Ensure prompts are available for pupils with hearing difficulties. widget used for displays/key learning on working walls • Use ear defenders for pupils sensitive to noise in lessons, fieldwork or off-timetable days. • Seat learners with SEND in accessible areas so teachers can provide additional modelling and clarification when needed.

	• Use booklets containing sequences of lessons to support organisation and help pupils follow learning threads over time – Knowledge Organisers
4. Speech, Language and Communication	
High Quality Inclusive Teaching	**Geography Specific**
• Rules of good listening taught, modelled and reinforced • Pre-arranged cues for active listening (symbols, prompt cards) • Gain attention before speaking • Instructions broken into manageable chunks and given in sequence • Slow delivery with processing time • Use multi-sensory approaches to introduce vocabulary • Minimise abstract language • Use talking partners and scaffolded dialogue to encourage communication. • Systems for checking understanding • Prompt cards and narrative frameworks used • Visual feedback systems (e.g. thumbs up) • Parents informed of new vocabulary • TAs used effectively to support questioning and explanations	• Pre-teach new geographical vocabulary using visual images or Widgit symbols. • Recognise that everyday words used in geography (e.g. *mouth of a river*, *water table*) and abstract terms (e.g. *erosion*, *climate*, *gradient*) can present barriers and should be taught explicitly with visuals. • Revisit key vocabulary and concepts regularly to embed understanding. • Check understanding by asking pupils to explain what they are doing or what they have understood – oracy ideas and opportunities planned into MTP's • Provide sentence stems to support responses and written work so pupils can get started quickly.
5. Pedagogy, memory and Metacognition	
High Quality Inclusive Teaching	**Geography Specific**
• Use deliberate pauses for effect to maintain attention and engagement. • Pausing for effect, modelling, chunking, questioning • Multi-sensory approaches and interactive teaching • Differentiation and scaffolding for all learners • Plan transitions carefully to maintain focus and flow. • Alternating tone of voice • Pausing for effect • Modelling and scaffolding tasks	• Use an enquiry-based approach with clear links between lessons to help pupils understand the 'big picture'. • Clearly signpost where a sequence of lessons is heading, particularly where learning culminates in evaluation or decision-making.

Avondale Primary School

• Chunking instructions to avoid cognitive overload • Flexible classroom layouts for different learning types • Open-ended questioning • Differentiated instruction • High expectations for effort and engagement • Use spaced repetition and retrieval practice to consolidate knowledge. • Explicit memory strategies and visual prompts • Explicit links made to prior learning • Reflection and mini-plenaries to consolidate learning • Pupils encouraged to explain what they need to do • Teach and model memory techniques • Small whiteboards for notes, spellings and ideas • Visual timers used to extend time on task • Chunk activities with praise for completion • Reduce copying from the board	• Model completed outcomes and geographical skills explicitly – use of WAGGOL's • Use visualisers to model tasks, address misconceptions and celebrate learning. • Chunk lessons into clearly defined episodes to reduce cognitive load. • Provide movement-based activities (e.g. role play, card sorting) for kinaesthetic learners. • Use fieldwork and visits to develop understanding of different environments. • Revisit prior learning every lesson so new knowledge can be built upon securely. • Identify pupils' existing geographical knowledge and prior experiences using posters, concept maps or mind-mapping software. • Provide a clear visual map of the learning journey so pupils know where learning is heading. • Use retrieval practice regularly to embed key vocabulary and concepts – Guided reading texts planned alongside units of work. • Encourage pupils to verbalise understanding and reflect on learning to strengthen retention – talk time, turn and talk, oracy groupings and strategies implemented, whole class feedback. • Working walls to be kept updated with progress in each lesson – visual prompts to aid with recall and revisit of prior learning.
6. Assessment, Planning and Teaching	

Avondale Primary School

High Quality Inclusive Teaching	Geography Specific
• ‘‘Next steps’ derived from what the pupil can already do • Additional time provided where necessary • Clear success criteria and structured task breakdowns • Checks for understanding built into lessons • Occasional opportunities to work with a scribe • Assessment used to inform scaffolds and adaptations	• Plan inclusive lessons by clearly articulating purpose, process and product. • Ensure the process of revision is explicitly taught. – Lessons begin with a revise question. • Provide pre-made revision cards to support independent revision. • Use guided mark schemes to clarify expectations for high-quality answers and support effective feedback. – success criteria used for independent writing tasks. • Use questioning and formative assessment to identify misconceptions and inform further modelling or scaffolding. – Hinge questions planned into lessons • Upload accessible videos to online platforms to support catch-up and consistency across teaching. – suggested video ideo links placed in the resource section of MTP’s
7. Literacy and Maths	
High Quality Inclusive Teaching	**Geography Specific**
• Multi-modal instruction: visual, auditory, kinaesthetic • Adaptive planning linked to prior knowledge • Text presented clearly: uncluttered layout, bullet points, clear fonts • Diagrams and pictures used to support meaning • Coloured paper and appropriate IWB backgrounds • Support for writing organisation and publication • Minimise visual overload • Eliminate unnecessary copying • Pre-teach subject-specific vocabulary. • Targeted interventions for gaps in knowledge	• Present information using tables, diagrams, mind maps and charts rather than continuous text. • Use underlining or highlighting to support comparisons and identification of key information. • Provide sentence starters and structured writing frames for extended writing. • Scaffold longer texts and ensure accessibility without oversimplifying geographical concepts. • Support numeracy skills by co-producing scaffolds with maths colleagues, particularly for graphs, charts and data

• Use of manipulatives, visual aids, and scaffolds	interpretation – larger graph paper provided for those who require. • Use scaled timelines, graphs and visual representations to support understanding of distance, scale and quantity.

8. Scaffold, Adaptations and Supports	
High Quality Inclusive Teaching	**Geography Specific**
• Visual task lists, checklists and cue cards • Copies of board work provided where needed • Visual, hearing and coordination adaptations implemented • Sloping desks, grips, taped paper, appropriate seating • Chunked instructions with visual reinforcement • Reduced background noise and clear sightlines • Repetition and clarification of instructions • TA support targeted and purposeful	• Use geographical literacy mats with visual supports to scaffold common written tasks. • Provide part-finished resources (e.g. climate graphs) to support understanding while maintaining ambition. • Use extracts of OS maps rather than full-scale maps; use cut-out frames to focus on small sections at a time. • Ensure maps, atlases, artefacts, models and photographs are accessible and clearly labelled. • Use iPads and software to zoom in on maps, graphs and sources for pupils with visual impairments. • Use digital cameras or audio recorders during fieldwork to reduce reliance on written recording. • Print off interactive whiteboard notes to reduce copying demands. • Use mini whiteboards to help children to structure sentences before writing in books.

9. Motivation, Recognition and Feedback	
High Quality Inclusive Teaching	**Geography Specific**
• Frequent praise linked to effort and success • Visual feedback systems to show understanding • Use of responsibilities to build confidence • Opportunities to share work with others	• Make learning personal by linking geography to pupils' own lives (e.g. locating home, routes to school, places of interest). – bespoke Geography curriculum designed by subject lead.

Avondale Primary School

• Praise for small steps and sustained effort • Encourage home-school reinforcement • Provide immediate, specific, and actionable feedback. • Encourage self-assessment and peer feedback. • Use praise and recognition to foster engagement and confidence.	• Use virtual tours of biomes and real-world case studies to enhance engagement. • Celebrate learning through pupil-created digital presentations, photos and fieldwork records. • Recognise effort and progress during enquiry, fieldwork and practical activities. • Use engaging hooks and real-world issues to inspire curiosity and sustained interest in geography. • All work to be acknowledged and marked with feedback given where necessary in books as well as live marking and feedback. • Corrections of key grammar and spellings linked to Geography topic.