

Inclusive Approaches and Adaptations Across All Geography Units			
Planning and Design - Provide clear learning intentions and success criteria using child-friendly language. - Share examples of geographical enquiry, fieldwork, maps, photographs and finished outcomes before beginning tasks. - Use visual demonstrations and step-by-step modelling when introducing geographical skills. - Break geographical investigations into smaller manageable stages. - Provide knowledge organisers, maps, diagrams and visual prompts to support learning. - Use practical exploration before expecting pupils to apply geographical skills independently. - Allow pupils to communicate geographical understanding in different ways, including discussion, maps, diagrams, models, presentations and written work. - Provide opportunities for pupils to explore, question and investigate the world around them.	Foundational Knowledge and Vocabulary Development - Identify and explicitly teach essential geographical knowledge before pupils apply geographical skills. - Pre-teach key geographical vocabulary using images, examples and practical experiences. - Revisit key geographical concepts throughout units, including: - Location - Place - Human geography - Physical geography - Environment - Sustainability - Climate - Change - Use knowledge organisers, vocabulary mats and displays to reinforce learning. - Use retrieval activities, quizzes and recap tasks to strengthen long-term memory. - Make links between previous geography units to build a secure understanding of places, processes and patterns.	Maps, Fieldwork and Geographical Skills - Provide clear modelling of geographical skills before independent tasks. - Use enlarged maps, atlases, globes and digital mapping tools to support access. - Teach map-reading skills explicitly: - Using keys and symbols - Reading scales - Using grid references - Identifying physical and human features - Provide practical opportunities to collect and interpret geographical data. - Support fieldwork through structured recording sheets and guided observations. - Use photographs, aerial images and diagrams to support understanding of landscapes and environments.	Communication and Language Support - Pre-teach geographical vocabulary through images, practical examples and discussion. - Use visual word mats including: - River - Settlement - Climate - Vegetation - Population - Trade - Migration - Sustainability - Provide sentence starters: "The location of this place affects..." "The similarities between these places are..." "The difference between these environments is..." "The data shows..." "I know this because..." - Encourage partner talk before written recording. - Allow verbal explanations, presentations or recorded responses where appropriate.
Cognition and Learning Support - Break complex geographical processes into smaller steps. - Use explicit teaching and modelling before independent application. - Provide structured investigation templates and guided questions. - Reduce unnecessary reading demands while maintaining geographical challenge. - Use simplified texts, highlighted information and visual explanations where appropriate. - Provide opportunities for repetition and overlearning of key knowledge. - Use practical activities, models and demonstrations to support abstract concepts. - Provide additional processing time where required. - Use collaborative learning and peer modelling.	Physical and Sensory Needs - Consider sensory needs when planning fieldwork, outdoor learning and practical investigations. - Prepare pupils for visits, walks and outdoor activities using photographs, maps and clear expectations. - Provide alternative ways to access fieldwork where environments may be challenging. - Ensure equipment and resources are accessible to all pupils. - Provide adapted resources where needed: - Larger maps - Enlarged photographs - Digital mapping tools - Recording templates - Allow pupils to explore environments through different sensory approaches where appropriate. - Provide suitable seating, workspace and additional support during practical activities.	Social, Emotional and Mental Health (SEMH) Inclusion - Create a classroom environment where all geographical ideas and observations are valued. - Encourage curiosity and questioning about the world. - Support pupils to discuss sensitive geographical issues such as climate change, migration, inequality and natural disasters appropriately. - Develop empathy by exploring how environments affect different communities. - Provide structured discussions and group activities to develop confidence and collaboration. - Celebrate different strengths including observation, creativity, problem-solving, communication and teamwork. - Use local geography to develop pupils' sense of place, identity and belonging.	Challenge and Greater Depth for SEND Pupils Where appropriate, pupils should be challenged through: - Explaining geographical patterns and processes. - Comparing places, environments and communities. - Evaluating the impact of human activity on the environment. - Analysing geographical data and drawing conclusions. - Selecting appropriate geographical evidence to support opinions. - Asking their own geographical questions. - Suggesting solutions to geographical issues. - Making links between local, national and global geography. - Using increasingly accurate geographical vocabulary independently.

Design Technology Area	Inclusive Adaptations
Locational Knowledge (UK, Europe and the World)	Use globes, maps, digital mapping and visual landmarks. Revisit locations regularly to build confidence and spatial awareness.
Map Skills and Fieldwork	Provide enlarged maps, colour-coded keys, practical map activities and guided fieldwork templates. Use step-by-step modelling before independent work.
Rivers and Water Cycles	Use practical demonstrations, models and diagrams to show processes. Use photographs and videos to support understanding of geographical change.
Coasts and Coastal Change	Use local examples, photographs and visits where possible. Provide visual explanations of erosion, deposition and coastal management.
Climate and Biomes	Use images, videos and comparisons between environments. Teach key vocabulary explicitly and use classification activities.
Rainforests and Sustainability	Use sensory experiences, photographs and real-world examples. Support pupils to explore environmental issues through structured discussion.
Settlements and Human Geography	Use maps, aerial photographs and local examples to explore how and why places develop.
Population, Trade and Globalisation	Use accessible data representations, graphs and case studies. Support pupils to understand connections between communities around the world.
Natural Disasters	Carefully prepare pupils for sensitive content using age-appropriate resources. Use models, diagrams and structured explanations.
Local Geography Studies	Use familiar places and community links to support understanding. Encourage pupils to investigate how their local area has changed and developed.