



Our River View curriculum for Geography acknowledges that learners with additional needs are likely to have difficulties making a generalisation associated with stimuli. These difficulties may act as barriers to learning with regard to making the connections necessary when studying Geography. The learner may need support to remember previous experiences and link them to make sense out of a new one.

When teaching Geography planning is adapted to suit the needs of all children no matter what their needs with a focus on Quality First Teaching. Teaching is personalised and targeted including tasks, questioning and intervention in the lesson where needed. We use pre-teaching of vocabulary to help the children know and remember more, and provide guided scaffolds to ensure all children are accessing the curriculum knowledge needed for their year group. Teaching uses visual and practical resources to help understanding of new content in Geography. Especially when working with maps for example we carefully consider the size of the map provided and how it links to the learning intention to ensure it personalised for an individual or group of children.

We aim to ensure our learners have access to the River View curriculum that;

- Supports them to develop an awareness of, and interest in, their immediate surroundings and environment
- Enables learners to join in practical activities that link to ideas, for example, doing and thinking
- Supports them to link experiences in the past and to make connections

To achieve these aims we recognise that our geography curriculum;

- must engage the learners
- should contain learning experiences that are concrete and not abstract
- should include the world immediately about the learners
- must allow time for revision and repetition of key information and concepts
- should emphasise interconnected nature of elements of the topics taught