John Burns Primary School

Geography Policy 2026

Signatory:
(Chair of Curriculum Committee)
Reviewed: June 2026
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Geography Policy

Introduction

Geography at John Burns provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by asking questions to develop geographical skills, understanding and knowledge.

National Curriculum Programmes of Study/Subject Content

The school has a duty to ensure compliance with the National Curriculum.
The 2014 Primary National Curriculum outlines the knowledge and skills taught in each Key Stage. Althouth the National Curriculum is our starting point our geography curriculum goes further as part of our 3Ps curriculum.

Early Years Foundation Stage

Geography is encompassed in the broader curriculum area of Understanding of the World.

This includes:

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical

geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features

(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Curriculum Intent

At John Burns Primary School, children will experience a rich and deep geography curriculum which develops their geographical knowledge and skills simultaneously. Both are taught alongside each other to ensure they are able to develop knowledge and understanding of diverse places, people, resources, and environments as well as developing essential geographical skills, such as map reading, data analysis, and fieldwork techniques.

Our **intent** is to:

- Provide a high-quality, broad and balanced geography curriculum.
- Inspire in children a curiosity and fascination about the world and people within it.
- Promote the children's interest and understanding of diverse places, people, resources and natural and human environments.
- Deepen understanding of the Earth's key physical and human processes, alongside geographical skills and fieldwork.
- Provoke and provide answers to questions about the natural and human aspects of the world.
- Equip pupils with not only the minimum statutory requirements of the geography National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.

In our Geography lessons, we ensure that both our pupils' **substantive and disciplinary knowledge** is built upon year on year.

Substantive Knowledge	Is knowledge and 'substance' of our curriculum, e.g., locations of places, names of continents or features of something.
Disciplinary Knowledge	Are skills our children develop to make sense of the world – how do we know what we know? e.g., how to read maps or carry out fieldwork investigations.

So that our pupils are able to learn more and know more, we believe it is vital that our Geography curriculum develops both categories.

EARLY YEARS FOUNDATION STAGE		
Substantive Knowledge	**Locational Knowledge**	Recognise similarities and differences between life in this country and in other countries.
	Place Knowledge	Talk about the lives of people around them and their role in society. Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books. Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class.
	Human and Physical Geography	Describe their immediate environment. Know some similarities and differences between the natural world around them and contrasting environments. Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches). Understand some important processes and changes in the natural world around them, including the seasons.
Disciplinary Knowledge	**Fieldwork**	Describe and experiment with direction of movement. Use simple positional cues – give directions around a room or space. Explore and observe nature in the local environment using a magnifying glass. Walk around the immediate environment noticing features (hall, library, playground, office).
	Map Work	Understand there are different places on the globe (land and water). Explore the use of a weather map. Make and draw simple maps (real or imaginary). Recognise features of places special to themselves.

KEY STAGE 1		
Substantive Knowledge	**Locational Knowledge**	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.
	Place Knowledge	Understand geographical similarities and differences through studying the physical geography of a small area of the UK, and of a small contrasting non-European country (Australia and Bahamas).
	Human and Physical Geography	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Disciplinary Knowledge	**Fieldwork**	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	Mapwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], 2-figure grid references, to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
	Change Over Time	Understand some of the ways the world's climate is changing.
	Responsibility	Know why it is important to recycle.

LOWER KEY STAGE 2		
Substantive Knowledge	**Locational Knowledge**	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic. Know the names of four countries from the Southern Hemisphere and four from the Northern Hemisphere.
	Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.
	Human and Physical Geography	Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Disciplinary Knowledge	**Fieldwork**	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Mapwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Draw maps with keys.
	Change Over Time	Recognise how human geographical features change over time.
	Responsibility	Understand the consequence of ignoring climate change. Know some of the actions humans can take to reduce the effects of climate change.

UPPER KEY STAGE 2		
Substantive Knowledge	**Locational Knowledge**	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
	Place Knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.
	Human and Physical Geography	Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Disciplinary Knowledge	**Fieldwork**	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
	Mapwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Interpret a variety of maps and use to locate and describe countries of the world.
	Change Over Time	Reflect on the key changes that have occurred in buildings, trade and population.
	Responsibility	Understand the concept and impact of deforestation on a local and global scale. Know a range of strategies that can be used to reduce the negative impact that humans can have on the environment.

Curriculum Implementation

At John Burns Primary School:

- Programmes of Study are blocked and linked to termly 3P topics.
- At the start of each Unit of Work children will review previous learning and will have the opportunity to share what they already know.
- Every year group will build upon the learning from prior year groups therefore developing depth of understanding and progression of skills.
- In order to support children in their ability to 'know more and remember more' there are regular opportunities to review the learning taken place in previous topics as well as previous lessons.
- Pupils will have opportunities to use and interpret a wide range of geographical information, including maps, atlases, diagrams, globes and aerial photographs.
- Pupils will collect, analyse and present a range of data, gathered through experiences of fieldwork (observations, surveys, investigations and field sketches), to deepen understanding of geographical processes.
- Effective use of educational visits, local fieldwork and visitors are planned to enrich and enhance learning experiences.
- Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.
- Evidence of pupil work is recorded in red topic books (KS1 and KS2). This book also contains history work.
- Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.
- Assessment is informed by observations during lessons, verbal feedback, pupil voice and work scrutiny.
- Summative judgements (Working Towards/Working At/Working Above age-related Expectations) are recorded in end of year reports for all KS1 and KS2 pupils (EYFS profile assessment - ELG Understanding the World).
- Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained. These are done through regular discussions with the geography lead, whole school moderation and staff meetings.
- Cross-curricular links are planned for and allow children to deepen their understanding across the curriculum, including the use of history, mathematics and science.

Assessment and Recording

Learning in geography is recorded in topic books.

Learning intentions and long dates must be underlined in children's topic books. The learning intention must make reference to the knowledge or skill being learnt rather than the activity the children will be completing in the lesson.

Teachers assess children's knowledge, skills and understanding in geography by making observations of the children during the lesson, discussions with the child during the lesson and the outcome at the end of the lesson. This outcome might be a written piece of work which demonstrates understanding and provides an opportunity for children to explain what they know using key vocabulary. The outcome may also take different forms including photographs, diagrams, QR codes etc. With all of these outcomes the expectation is that children will demonstrate what they have learnt in the lesson, use geographically accurate vocabulary and build on previous learning, be it knowledge or skill.

Feedback given to children by teachers in their books. Where needed, teachers will provide support through verbal feedback, or a developmental comment. This will be designed to extend the child's understanding or provide an opportunity for the child to explain their understanding further rather than a comment requiring a short fact-based answer.

Teachers will model where appropriate. This may be demonstrating a Key Discipline Skill or verbalising their understanding and thinking as they model the task for the lesson. This modelling is key for children's understanding of vocabulary and recall of knowledge.

The classroom should have the same focus and feel of a lesson from a core subject. The level of challenge should be appropriate for all attainment levels ensuring engagement, focus and productivity are high.

If you were to look at a range of topic books you would see explicit geography teaching taking place. There would be reference to the 3Ps and progress in both knowledge and skill. The knowledge would be in line with what is mapped out in the National Curriculum and the skills in line with the Key Discipline Skills. You would see knowledge being built upon and children's explanations showing a greater depth of understanding. Skills will show a greater degree of fluency and Key Discipline Skills from previous years being practised with unconscious competency.

Display

Geographical content should be displayed on the 'Topic' display board. It should include key vocabulary which is put up at the start of the geography teaching, key questions which encourage the children to think and explain. The lesson enquiry questions should be displayed on topic boards to show the lessons covered each term. Work on display must reflect the different demographic groups of the pupil population. Interactive displays inviting a response from the viewer are encouraged. Displaying children's work with respect and care creates pride and achievement, and reinforces learning.

Educational Visits

Educational visits are an integral part of the geography curriculum at John Burns and children have regular opportunities to visit and experience real life examples of manmade and natural environments. The geographical trips have been carefully planned into the curriculum to help support, develop and build upon the children's prior and current knowledge.

Health and Safety

Teachers are responsible for ensuring the safety of the children during lessons by instructing them in the safe and appropriate use of any equipment.

Aspirations for the Future

Children develop an understanding of how subjects and specific skills can lead to exciting career opportunities.

Here are some of the jobs that our children could aspire to do in the future as a geographer:

- Environmental manager
- Geologist
- Surveyor
- Cartographer
- Landscape Architect
- Nature Conservation Officer
- Travel Agent
- Town Planner

Resource Management

It is important to remember the valuable resources for teaching geography include: the children's own experiences, experiences of people known to them, the experiences of visitors and invited guests, the classroom, school and it's grounds, the local environment, the use of story, pictures, illustrations, photographs, artefacts, textbooks, reference materials, maps and atlases and ICT. Educational visits to places of geographical value are encouraged to be used to support children's knowledge and understanding in geography. The learning process will be based on direct experience and practical activities and will take into account the pupil's own interests, experiences and activities.

Equal Opportunities and Inclusion

At John Burns we believe that all pupils have an equal entitlement to quality learning experiences.

We recognise that geography includes people from different cultural backgrounds: Western and Non-Western, by both genders and also people with a range of disabilities.

Children of both sexes and all cultural backgrounds should have equal experiences and encouragement and are entitled to a broad and balanced programme of geographical-based learning.

The 3Ps Curriculum has been designed to ensure it is representative of the cultural diversity at John Burns and to ensure children can identify, empathise or be inspired by the individuals and places studied throughout the subject.

Teachers ensure that the geography curriculum is appropriate for the needs and abilities of different children. Children on the SEND Register are given extra opportunities to access the learning in lessons through carefully planned adaptation. (See Appendix 1)

Parent Partnerships

We encourage and welcome all parents and carers to support and assist with whole school events and geography-based projects. Parents and carers with specialist geography skills or backgrounds are warmly encouraged to approach the school with support and ideas for workshops or a discussion about how to support and enrich geography at John Burns.

Subject Leadership

The geography subject leader will monitor the teaching and learning of geography across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating geography curriculum. They will monitor and evaluate the effectiveness of geography teaching and learning, and liaise and consult with external agencies where appropriate.

The roles and responsibilities of the geography leader are as follows:

- evaluate implementation and lead the development of the geography policy throughout school
- devise a subject improvement plan
- be accountable for standards in this subject area
- ensure continuity and progression throughout the school
- monitor planning (medium term plans)
- record and hold evidence of the quality of teaching and learning in geography across the school
- support teachers with co-planning, team teaching, observations and feedback
- keep up to date with new developments in geography
- attend appropriate and relevant INSET
- arrange staff development and INSET training where appropriate
- scrutinise children's work
- collect evidence of good practice (photographs/displays/topic book work/educational visits/homework)
- discussions with pupils
- review resource provision by undertaking an annual audit
- purchase new resources when required and in preparation for the new academic year

- manage the subject budget effectively
- undertake risk assessments when required
- report to the headteacher and/or governing body

Curriculum Impact

The geography leader will undertake a variety of monitoring activities to quality assure provision. Accurate self-evaluation fuels school improvement work. Monitoring activities such as topic book, lesson observations and pupil voice highlight strengths and achievements as well as any improvements, knowledge and skills that still need to be embedded.

At John Burns Primary School, our pupils will have:

- Developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.
- Gained from meaningful, memorable fieldwork opportunities that last a life time.
- A secure understanding of the subject and the importance and valuable contributions that they could make as informed global citizens which will impact and shape their future.

Impact statements completed by the geography leader will directly feed into the geography improvement plan. This evidence will quality assure the intent, implementation and impact of geography at John Burns.

Podcasting

As part of our topic curriculum, pupils from Year 1 to Year 6 will create a 'Talk About Your Topic' podcast for each historical or geographical topic studied during the term. These podcasts will serve as a cumulative record of learning, enabling children to articulate their historical and geographical knowledge, vocabulary, understanding, and reflections in an engaging and purposeful format.
The 'Talk About Your Topic' podcast approach provides several educational benefits:

- **Creates a clear learning journey:** Podcasts capture pupils' developing historical and geographical understanding over time, creating a chronological portfolio of learning from Year 1 through to Year 6.
- **Supports retrieval and recap:** Before producing each new podcast, pupils revisit and discuss prior historical and geographical learning, strengthening long-term memory and helping them make connections between topics, periods, and themes.
- **Evidences progression:** Comparing podcasts across year groups demonstrates growth in historical and geographical knowledge, disciplinary thinking, vocabulary, communication skills, and analytical understanding.
- **Promotes pupil voice:** Podcasts provide children with an authentic audience and encourage them to communicate their learning confidently and effectively.
- **Enhances oracy skills:** Regular podcast creation develops speaking, listening, discussion, and presentation skills, supporting wider curriculum outcomes.

- **Provides assessment opportunities:** Teachers can use podcasts as a form of formative and summative assessment, identifying pupils' understanding, misconceptions, and progress over time.
- **Creates a lasting record:** The collection of podcasts forms a valuable archive that showcases individual and cohort achievement throughout primary school.

By the end of Year 6, each pupil will have built a comprehensive portfolio of historical and geographical podcasts that demonstrates their learning journey, enables regular retrieval of prior knowledge, and provides clear evidence of progress across the primary history and geography curriculum.

Appendix 1: Strategies to support pupils with SEND in geography

Specific Area of Need	How we ensure that 'everyone exceeds'
Communication and Interaction	
Speech, language and communication needs (SLCN)	✓ Visual aids and word-mats to help with vocabulary. ✓ Provide repetition of key vocabulary and pre-teaching to check understanding of definitions. ✓ Demonstrate how to use equipment each time it is used for consistency and processing. ✓ Break down tasks into manageable chunks and demonstrate each step as required. ✓ Writing support for extended writing including examples of text and scaffolded frame. ✓ Step by step instructions with understandable vocabulary. ✓ Group and partner work within fieldwork to help stay on task and provide peer support
Autism including Asperger's syndrome (ASD)	✓ Geography lessons and fieldwork can be overwhelming for some children due to the changing nature of lessons – allow children time and space if overwhelmed. ✓ Some children may have definite ideas based on their prior (incorrectly learned) knowledge which may need to be 'untaught' e.g., which countries are in which continents. Be consistent when correcting ideas and have 'proof' e.g., atlas, globe, visual as well as written information sheets. Continue to go over these incorrect ideas with the new facts. ✓ Be able to show understanding in a range of ways e.g., visual as well as written information.
Tourette Syndrome	✓ Provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks.

	✓ Motor tics of their eyes, head or neck may interfere with reading and affect their handwriting or the ability to write for prolonged periods of time.
Cognition and Learning	
Moderate learning difficulties (MLD; Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)	✓ Allow a range of ways for children to explain fieldwork or mapwork including in words, pictures, comparisons to real-life situations and contextualisation. ✓ Provide a range of ways for children to record their learning including scaffolds or frames, photographs, diagrams, labels to stick onto pictures, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities, mind maps etc.
Dyslexia	✓ A range of methods to show understanding – visual, written, drawing, graphs etc. and support with presentation of graphs, charts etc – provide scaffolded graphs for data to be added to. ✓ Use a digital camera to capture each stage of an investigation, or important findings on a field trip, for future reference. Images can also be used to build a visual record ✓ Build up a chart (using wall display) to show the focus of each lesson and how successive lesson topics link together to develop understanding of an area of science work; this could include symbols, images, or objects to make it more accessible ✓ If in line with IPM and or EHC, consider giving the child a work 'buddy'. ✓ Use of visual prompts, showing the order to carry out a sequence of activities for a certain process. ✓ Include flow charts, illustrations, and diagrams to break up large sections of text or to demonstrate a particular procedure ✓ Reading text-heavy atlas pages aloud or summarising within handouts if required.
Dyspraxia (Developmental coordination disorder)	✓ A range of methods to show understanding – visual, written, drawing, graphs etc and support with presentation of graphs, charts etc. – provide scaffolded graphs for data to be added to. ✓ Demonstrate any equipment to be used for geography lessons or fieldwork e.g., maps, compasses etc.
Dyscalculia	✓ Physical resources to be used with clear demonstrations of how they are used. ✓ Lots of practise looking from whole-world maps to smaller sections – use physical props to help e.g., 'picture frame' – draw a frame around an area and let

	the children explore the shapes of the land and sea to help build links. ✓ Support with data e.g., graphs, charts etc.
Social, emotional and mental health difficulties	
Trauma	✓ Positive reinforcement and positive atmosphere within lessons ✓ Fieldwork and experiential geography may involve discussions or trigger memories of trauma – knowing your children in advance is very important and allowing time, space, and the ability to discuss (or not to share) is very important.
ADHD	✓ Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g., atlases, ensure the teacher or a TA is available. ✓ During fieldwork, give clear rules to follow for safety and focus for the lesson. Accept that being outside is exciting and give frequent reminders of the learning objective. ✓ Allow time-out within the area of learning (if not learning in classroom e.g., fieldwork) where the child can calm down if needed – agree this space with the child in advance. ✓ Ensure child has a 'role' within the group and plan additional resources in case a pupil needs to work independently.
Anxiety	✓ Reassurance, especially of difficult or abstract concepts (e.g., lines of latitude. longitude etc) and explaining or demonstrating several times in different ways e.g. atlas, map, globe.
Sensory and/or physical needs	
Hearing impairment (HI)	✓ Pre-teach if required ✓ Demonstrate use of equipment ✓ When completing fieldwork, agree a way of ensuring all children know when/where to return to if on school site – if cue is audio e.g., whistle, ensure partner/group will give visual cue ✓ Ensure instructions are understood before lesson begins and any additional instructions are provided in writing if required ✓ Visual aids and word-mats to help with vocabulary ✓ Any videos or films used should be captioned. When impossible, find alternative ways for the child to access the information

Visual impairment (VI)/ Multi-sensory impairment (MSI)	✓ Enlarge maps and show them on the large screen ✓ Give the children time and opportunity to explore through touch e.g., outlines of maps, textures to evoke discussion etc.
Physical Disability	✓ Teachers must make adjustments both in the classroom and to the ways in which fieldwork is carried out. Depending on the nature of disability, this may involve selecting locations (and sampling sites) carefully or adapting itineraries. Furthermore, it may be possible to use additional adults to support pupils' mobility or adapt resources so that pupils with SEND can engage fully. ✓ A range of methods to show understanding – visual, written, drawing, graphs etc and support with presentation of graphs, charts etc – provide scaffolded graphs for data to be added to. ✓ Demonstrate any equipment to be used for geography lessons or fieldwork e.g., maps, compasses etc.