## <u>Geography Provision</u> Map

## Possible indicators

Significantly behind peers Requires constant overlearning Difficulty retaining Information EHCP SEN Support 1-1 TA Support Scribing ideas for child

One page profile, Pre and post teaching Targeted questioning in lessons Use of scaffolds, to aid their recording of the learning they have attained each lesson Emphasise their discussions and understanding of the concepts through verbal feedback.

Can do approach for all children, All children complete the same learning objective, PowerPoints on non white background, clear fonts,

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Agreed lesson structure throughout school: 'Can you still...' at the start of lesson to recall previous knowledge/ address prior misconceptions from learning/sticky knowledge, 'Can you remember?' recap at the end of the lesson to embed learning

Scaffolded sentence stems to encourage the use of the subject specific phrases and the vocabulary for that lesson,

Throughout the unit, both Geography knowledge and skills are covered,

Working walls, add the new vocabulary throughout the unit, Verbal praise, feedback recognises praise and effort,

Geography units are blocked and clear sequences of work planned using the pre-learns and the planning overviews, guided support, independent practise,

Vocabulary, collaborative learning, talk partners, scaffold stems to support explanations, visual representations, diagrams, maps and clips to meet the needs of all learners.

Growth mindset, pre learning and post learning, ongoing formative assessment throughout lesson, In lesson feedback and discussion on knowledge and skills

Use of lollipop sticks, targeted open questions, positive relationships, TA Support where appropriate Opportunities for learning in a practical way to embed the taught knowledge.

Use of DEAL strategies to embed the learning and understanding

Geography Fieldwork is accessible and appropriate to all

Being aware of children with Motor Skills issues having the correct types of scissors etc.



