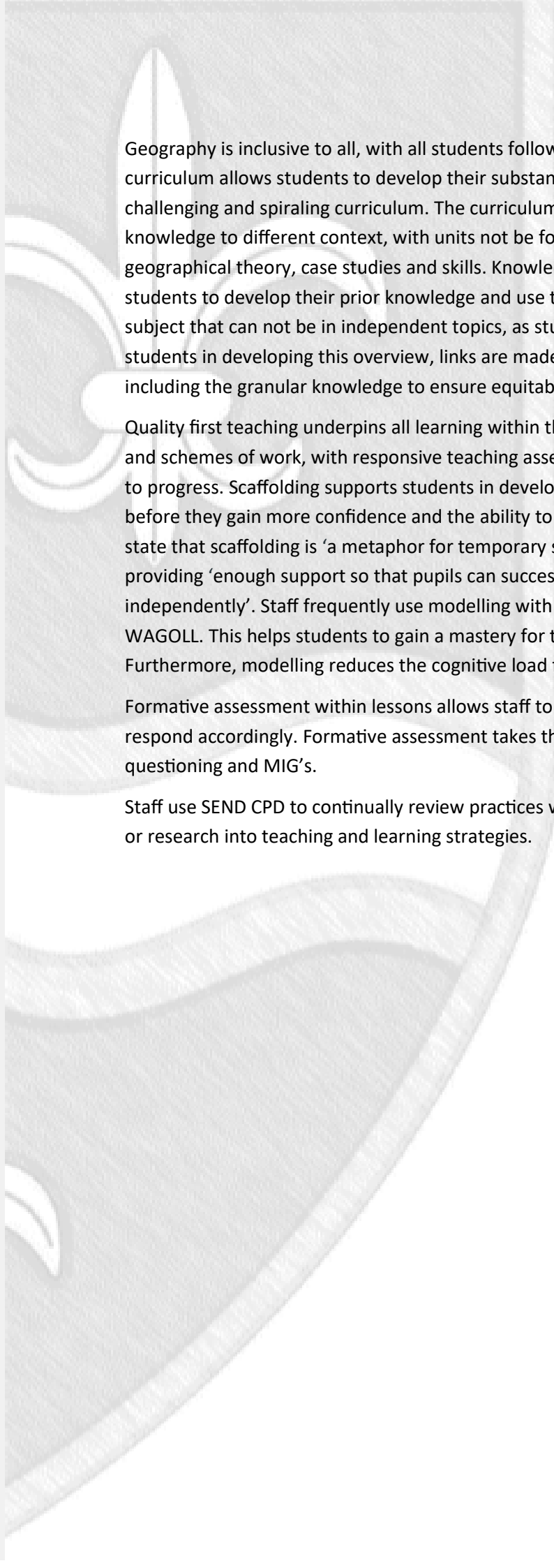




Our Lady's Catholic College

Geography SEND Statement

Our Lady's Catholic College, Morecambe road, Lancaster, La12rx



Geography is inclusive to all, with all students following the same curriculum plans. The sequencing of the curriculum allows students to develop their substantive knowledge and procedural skills through a challenging and spiraling curriculum. The curriculum design allows students to develop their application of knowledge to different context, with units not be focused on a particular topic but encompasses relevant geographical theory, case studies and skills. Knowledge is revisited throughout the curriculum to allow students to develop their prior knowledge and use this as a foundation to build upon. Geography is a subject that can not be in independent topics, as students need the holistic approach. In order to support students in developing this overview, links are made explicit to all students with the curriculum plans including the granular knowledge to ensure equitable delivery to all classes.

Quality first teaching underpins all learning within the department. All students access the same curriculum and schemes of work, with responsive teaching assessing the need for scaffolding in order for all students to progress. Scaffolding supports students in developing their geographical understanding and knowledge, before they gain more confidence and the ability to work independently. This is evidenced by the EEF who state that scaffolding is 'a metaphor for temporary support that is removed when it is no longer required', providing 'enough support so that pupils can successfully complete tasks that they could not yet do independently'. Staff frequently use modelling with classes, as a means of scaffolding and also to show WAGOLL. This helps students to gain a mastery for the knowledge and skills required within Geography. Furthermore, modelling reduces the cognitive load for students so they can learn effectively.

Formative assessment within lessons allows staff to assess the understanding of students and therefore respond accordingly. Formative assessment takes the form of 'show me boards', low stakes retrieval tests, questioning and MIG's.

Staff use SEND CPD to continually review practices within the department in order to react to new evidence or research into teaching and learning strategies.