

SEND Adaptations for Geography

“Studying geography is so important for children regardless of their age or stage of learning. Geography helps them to make sense of the world around them and piques their curiosity in places and people. Done well, it engages pupils in their world, often spurring them into action, and is fun.”

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> • Use of first-hand practical activities to explore and spark interest. • Use of secondary sources to support understanding of content such as maps, atlases, photos, and videos. • Use of word banks (and picture cards where necessary) to support understanding and learning of vocabulary. These could be displayed in class in a personalised version for adults to point to during whole class teaching or independent learning. Keep referring back to the vocabulary. • Use of alternative ways of recording learning (leaving blanks for children to complete some known words independently rather than copying). • Pre-learning and over learning to support understanding including topic related vocabulary tick sheets so children can tick off when they feel confident in using the word verbally or in writing. • Use of small groups to scaffold SEND children where needed. • Application of vocabulary into different contexts to deepen understanding. • Physical warm ups to start a lesson to help recall previous learning i.e. 	<ul style="list-style-type: none"> • Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces. • Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction. • Pre-expose children with some of the geographical equipment so that they naturally have an interest in what the learning is going to be about. • Plan movement breaks and classroom jobs to allow children to move within a lesson. • Prepared for the structure of a lesson by breaking it down for them into manageable chunks and explaining this in advance of the learning. Now and Next boards could be useful for this. • Visual words/cues/phrases. • Repetition and reinforcement. • Scaffolding observational skills for Geography through careful and targeted questioning. • Giving a processing prompt that a question will be coming, give the question before moving onto 	<ul style="list-style-type: none"> • Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration. • Ensure that instructions are clear and tasks are broken down to be achievable. • Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal. • Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening. • Using IT to support where necessary either for whole class learning or for recording their learning. • Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card. • Use of positive language to encourage good choice and higher self-esteem. 	<ul style="list-style-type: none"> • Ensure all images, maps etc are large enough and accessible. • Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources. • Use of an iPad to support children with a visual impairment where screen sharing can occur. • Use of an iPad to zoom in closer to maps/atlases. • Additional ways of recording, i.e. videos, verbal commentary etc rather than always writing. • Consider the geographical equipment which is being used – such as trundle wheels, compasses and maps to ensure it is all accessible.

<p>some photos of the learning carried out with recaps on vocabulary and processes.</p> <ul style="list-style-type: none"> • Ensure that parents are aware of the vocabulary of the Geography curriculum and can support with the learning of terminology at home through research. Where this does not take place, allow the child time with an adult before the learning begins to research the geographical vocabulary. • Multi-sensory learning could include making models/artwork to represent geographical places such as Japan, Brazil, Rainforests. • Exploring countries and cities through tourism sites on the internet. • Photographs and videos should be taken on geographical trips to support consolidation, analysis and explanation once back in school. • Knowledge organisers are sent home and referred to in class if applicable. • Sticky knowledge quizzes in mixed ability groups to be completed to recap important knowledge regularly. 	<p>a few other children, before coming back for the answer.</p> <ul style="list-style-type: none"> • Simple, step by step instructions verbally and then in a prompt sheet. • Use of appropriate modelling to support understanding. • Symbols may be used to identify specific geographical vocabulary for example map, atlas etc. 	<ul style="list-style-type: none"> • Teaching with empathy and understanding of the child's needs. • Allow movement breaks within the classroom for example giving out equipment or books etc. • Allow sensory/brain breaks as a break from learning. • Think about cognitive overload and the child's ability to cope with this. 	<ul style="list-style-type: none"> • Working within mixed ability groups to support. • Pencil grips, tripod pencils, left handed pens etc to support. • Use of IT to support access beyond screen sharing. • Careful consideration of trips for Geography, will the child need some access arrangements or physical support? Additional risk assessments may be required.
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