

## 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.”

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• Use of first-hand practical activities to explore and spark interest.</li> <li>• Use of secondary sources to support understanding of content such as maps, atlases, photos, and videos.</li> <li>• Use of word banks to support understanding and learning of vocabulary.</li> <li>• Use of alternative ways of recording learning (leaving blanks for children to complete some known words independently rather than copying).</li> <li>• Pre-learning and over learning to support understanding including topic related vocabulary on their knowledge organisers.</li> <li>• Use of small groups to scaffold SEND children where needed.</li> <li>• Application of vocabulary into different contexts to deepen understanding.</li> <li>• Multi-sensory learning could include making models to represent geographical places such as rainforests.</li> <li>• Exploring countries and cities through tourism sites on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces.</li> <li>• Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction.</li> <li>• Plan movement breaks and classroom jobs to allow children to move within a lesson.</li> <li>• Break lessons down into manageable chunks and explain this in advance of the learning.</li> <li>• Visual words/cues/phrases.</li> <li>• Repetition and reinforcement.</li> <li>• Scaffolding observational skills for Geography through careful and targeted questioning.</li> <li>• Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer.</li> <li>• Simple, step by step instructions verbally and then in a prompt sheet.</li> <li>• Use of appropriate modelling to support understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensure that instructions are clear and tasks are broken down to be achievable.</li> <li>• Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening. .</li> <li>• Use of positive language to encourage good choice and higher self-esteem.</li> <li>• Teaching with empathy and understanding of the child’s needs.</li> <li>• Allow movement breaks within the classroom for example giving out equipment or books etc.</li> <li>• Allow sensory/brain breaks as a break from learning.</li> <li>• Think about cognitive overload and the child’s ability to cope with this.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all images, maps etc are large enough and accessible.</li> <li>• Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources.</li> <li>• Use of an iPad to support children with a visual impairment where screen sharing can occur.</li> <li>• Use of an iPad to zoom in closer to maps/atlases.</li> <li>• Additional ways of recording, i.e. videos, verbal commentary etc rather than always writing.</li> <li>• Consider the geographical equipment which is being used – such as trundle wheels, compasses and maps to ensure it is all accessible.</li> <li>• Working within mixed ability groups to support.</li> <li>• Pencil grips, tripod pencils, left-handed pens etc to support.</li> <li>• Use of IT to support access beyond screen sharing.</li> <li>• Careful consideration of trips and fieldwork for Geography</li> </ul>