



INSPIRE Curriculum Support for SEND: **Geography**

In **Geography** children with SEND are supported by quality first teaching using a range of strategies from our Teaching and Learning Toolkit and Walkthrus. We believe that all children are entitled to an education which meets their individual needs and our curriculum is adapted to ensure all children make progress and learn more. Specific strategies are used in **Geography** lessons to support children with SEND as detailed below.

Physical and Sensory Needs	Social and Emotional Needs
<i>Tasks broken up and input time kept to limited times for more hands-on or verbal activities</i>	<i>Access to a quiet, distraction free workstation if needed</i>
<i>Give pupils the opportunity to use physical geographical skills on trips where possible</i>	<i>Inclusion of physical signals or pictorial signals (e.g. on powerpoints) to aid with transitions from whole class work to independent/group work</i>
<i>Model and teach careful listening along with signals when careful listening is required</i>	<i>Using interactive strategies such as cards, whiteboards or maps.</i>
<i>Incorporating physical resources such as maps and compasses where possible</i>	<i>Clear and predictable lesson structure (e.g. starting with retrievals)</i>
	<i>Marking celebrates acquisition of subject-specific vocabulary and geographical skill- feedback is non-threatening and does not exacerbate many barriers e.g. writing ability</i>



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Cognition and Learning	Communication and Interaction
<i>Links to prior learning explicitly made</i>	<i>Diagrams and pictures to add meaning alongside text</i>
<i>Clear and predictable lesson structures with lesson objectives presented orally and visually</i>	<i>Anagrams and mnemonics used where possible to aid learning</i>
<i>Adapted tasks where appropriate</i>	<i>Alternative ways to demonstrate understanding such as labelling, diagrams, post it notes, SeeSaw presentation of research</i>
<i>Pupils encouraged to explain what they have to do, after teacher instruction, to check understanding</i>	<i>Parents advised of new vocabulary so it can be reinforced at home</i>
<i>Links to prior learning explicitly made through retrievals, during instruction and in new learning</i>	<i>Pre-teaching of subject vocabulary</i>
<i>Using pit stops to address misconceptions, incorporating visual tasks where required to aid learning and development</i>	<i>Knowledge presented visually too where possible</i>
<i>Multiple choice grids and retrievals used as a scaffold</i>	
<i>Purposeful questioning, modelling and partner talk used to encourage communication, demonstration and deeper thinking</i>	



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