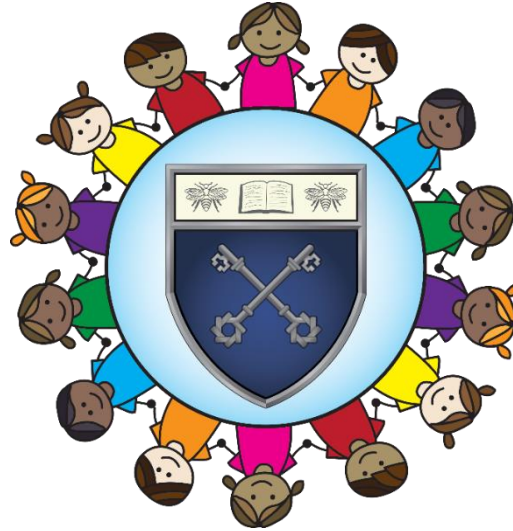


Geography Curriculum



Geography
and
SEND Provision

The study of geography stimulates an interest and sense of wonder about places. It helps children make sense of a complex and dynamically changing world.

It gives pupils opportunities to:

- Explain where places are, how they are formed and how they have changed over time.
- Discover interconnectivity between societies and environments.
- Question and develop critical thinking about issues affecting the world today, people's lives both today and in the future.
- Participate in fieldwork to explore new places and ideas using maps, visual images and technology.
- Become global citizens and learn about our responsibilities within society, to the environment and the sustainability of the planet.

How do we support pupils with SEND across the curriculum and particularly within Geography?

Maintaining an inclusive curriculum learning environment	Geography adaptations:
<p><u>Sound and Light:</u></p> <ul style="list-style-type: none"> • Background noise is limited for all pupils including pupils with Hearing Impairment. • Screen glare is reduced from the interactive boards. • The teacher's face can be seen and is visible for all. • Pupils have access to hearing and low vision aids. 	<ul style="list-style-type: none"> • On fieldtrips, ensure that pupils with hearing aids are positioned close to the adult so that they can hear information/instruction. • For children with visual impairments, geography fieldtrips to be considered and additional adaptations to be made to ensure that pupils can access. • Additional risk assessments to be completed for pupils with physical disabilities when completing fieldtrips.
<p><u>Seating:</u></p> <ul style="list-style-type: none"> • All pupils can see and hear clearly. • Seating positions are taken into consideration for children with a disability. • Seating allows for peer support or adult support. 	<ul style="list-style-type: none"> • Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access. • Pupils are seated close to teacher/teaching assistant to ensure that they have access to additional support.

<ul style="list-style-type: none"> • Seating allows room for pupils with mobility issues. • Furniture is suitable. Adjustable height tables are used where appropriate; sloping boards utilised. 	<ul style="list-style-type: none"> • Seating in the class allows all pupils to communicate, respond and interact with each other and the teacher in discussions.
<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Storage systems are predictable for SEND pupils. • Areas of the classroom are labelled to encourage independent use, e.g. using images, colour coding, large print, symbols. • The classroom has a range of accessible materials including: <ul style="list-style-type: none"> • Chunky pencils • Different coloured crayons. • Individual whiteboards. • Different types of pens for writing in different contexts. • Pencil grips for pupils who need them. • Access to iPad/laptops • Use of additional mice for pupils with mobility issues when using the laptop. • Ensure that font size/type is in line with school policy. • Background colours of the whiteboard is considered for pupils with dyslexia. • Reading material is varied and encourages pupils to access. • Table top resources to support independence including: word banks, visual cues, dictionaries, 	<ul style="list-style-type: none"> • Maps, atlases, artefacts, models and photographs are labelled and accessible. • Larger print maps and atlases are provided for pupils with visual difficulties. • Symbols are used to identify specific geographical vocabulary e.g. maps, atlas, compass.
<p><u>Displays:</u></p> <ul style="list-style-type: none"> • Displays are: 	

<ul style="list-style-type: none"> • Accessible, within reach, visual and tactile where appropriate. • Pupil led. • Informative and displays current learning. • Engaging for pupils. • Demonstrates the process of pupil learning. • Vocabulary rich. • Demonstrates key questioning. 	<ul style="list-style-type: none"> • Accessible geography displays are created linked to the unit of work and include key concepts, vocabulary, maps and pre-learning to support memory and consolidation.
<p><u>Multi-sensory approaches:</u></p> <ul style="list-style-type: none"> • Teaching takes into account pupils' different learning styles. Visual, auditory and kinaesthetic approaches are used such as supporting teacher talk with visual aids. • Alternatives to written recording is offered e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording. • Visual timetables are used to support pupil organisations and security. • Visual picture cues are used to support routines. • Shared signals are developed between pupils and staff to establish security when there is uncertainty. • Now/Next cues are used to support pupil retention. • Practical equipment is used to secure pupil understanding prior to moving onto abstract concepts. 	<ul style="list-style-type: none"> • Photographs, audio and videos are used to support understanding of processes and key features. • Models/artefacts/tactile maps that emphasise touch can support children with visual impairments to deepen their understanding of key concepts. • Mind mapping is used to support pupils see patterns and relationships.
<p><u>ICT:</u></p>	<p>ICT in geography allows pupils to:</p>

<ul style="list-style-type: none"> • Accessibility features are used to include pupils with SEND as appropriate: • Pupils have access to typing programmes to develop their key skills and touch typing • Pupils can access voice-recognition software e.g. Word dictate or Dragon Dictate to support recording. • Screen filters are used to cut down glare. • Font size is considered for worksheets (Size 12 or more); screen presentations (Size 20 or more) • Font type follows school's presentation policy. • Screen background is adapted for pupils with visual difficulties of dyslexia. 	<ul style="list-style-type: none"> • Use voice recording to rehearse words, phrases, sentences. • Use visual images to present their learning. • Research the countries, landscapes. • Develop web links between schools. • Communicate information with pupils and parents. • Present their learning in an accessible way.
<p><u>Adult deployment and support:</u></p> <ul style="list-style-type: none"> • All pupils are encouraged to be as independent as possible including pupils with SEND. • Adult support is planned for within lesson plans. • Adult support is used to scaffold the learning, allowing pupils, increasingly, to work independently. • Adult support is used for pre-learning of key concepts, vocabulary; particularly for pupils with retention difficulties. • Adult support is used for over-learning. Adults support pupils to secure understanding of concepts before moving forward. • Adults offer opportunities to break down tasks into more manageable chunks. 	<ul style="list-style-type: none"> • Adults can support adaptation within lessons for pupils with SEND. • Directed adult support enables pupils to access visual/verbal prompts to support retention. •

<ul style="list-style-type: none"> • Adults provide key questions to encourage pupil understanding, secure concepts and encourage assessment. 	
<p><u>Teacher communication:</u></p> <ul style="list-style-type: none"> • Teacher language is clear and accessible. • Key words, meanings and symbols are explained. • Instructions are given clearly and reinforced visually where necessary. • Questions are worded at an age-appropriate level, avoiding complex vocabulary and sentence structures for pupils with SEND. • Alternative communication modes are utilised to meet pupil need e.g. signing, braille. • Text, visual aids are checked for clarity and accessibility for all pupils including pupils with SEND. 	<ul style="list-style-type: none"> • Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning. • Comparisons between places or people can create barriers for pupils with communication and interaction difficulties or pupils on the autistic spectrum due to the language needed to conceptualise how a place is the same/different. Language needs to be taught explicitly. • Open-ended questioning is encouraged to support pupils with processing difficulties and to develop understanding of explanations/concepts. • Care should be taken using cartoons to explain processes. Real life artefacts/events/photographs should be used.
<p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Pupils can articulate their targets and show evidence of working towards their targets within their work. • Pupils can articulate their starting point within a curriculum area. • Pupils can articulate their learning through their discussion. 	<ul style="list-style-type: none"> • Assessment drives adaptation. Pre/over-learning is used to support pupils who have not made the expected progress. • Targeted questioning enables adults to check understanding.

<ul style="list-style-type: none"> • Targeted questioning enables teachers to check and extend understanding. 	
<p><u>Memory/Consolidation/Retention:</u></p> <ul style="list-style-type: none"> • Our curriculum motivates, engage and inspire learning and enable pupils to build upon their knowledge and understanding within a context. • New learning is explained within the context of the unit of work and what the pupil already knows. • Information taught is concise. • Visual or concrete (real) materials are used to reinforce learning through sensory channels. • Explanations are clear, concise and simplified where needed. • The use of memory aids are encouraged e.g, displays, working walls, dictionaries, spelling cues, key questions, table top resources, visual cues. • Adults are utilised to support retention through pre/over learning, simplification of instruction/concept. • Encourage pupils to develop their own ways of remembering key information e.g. mnemonic. 	<ul style="list-style-type: none"> • Pupils are encouraged to create word banks, mind maps to secure their understanding of a concept. • Digital resources are used to remind pupils and help pupils to reflect upon their prior learning. • Photographs and videos should be taken on field trips to support consolidation, analysis and explanation once back in school.