

## SEND in Geography

What is in place in for teaching Geography to children with SEND so they can shine as lights in the world.

Cognition and Learning		Communication and Interaction (including ASD)	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> <li>Retaining information/meaning of vocabulary, especially technical words (Tier 3).</li> <li>Literacy skills – ability to locate and read information e.g., in atlas, difficulties with writing.</li> <li>Issues around the concept of distance and time due to issues around maths understanding.</li> </ul>	<p>Retrieval questions to be used at the beginning of each lesson and within lessons where suitable.</p> <p>Pre-teach to understand vocabulary or subject content.</p> <p>Key words dual coded on display boards.</p> <p>Writing frames/word banks to be used.</p> <p>Mixed seating.</p> <p>Pre-teach key vocabulary.</p> <p>Apply new vocabulary into lots of different contexts.</p> <p>Physical warm-ups to recall previous learning.</p>	<ul style="list-style-type: none"> <li>Difficulties using language/expressing themselves.</li> <li>Difficulties with processing language.</li> <li>Limited understanding of the world and other cultures.</li> </ul>	<p>Sentence starters/modelled language.</p> <p>Repetition/stem sentences.</p> <p>Opportunities to express ideas in various way- not just verbal.</p> <p>Simplified step by step instructions using chunking, learning mats etc.</p> <p>Visual cues for words/phrases.</p> <p>Language partners.</p> <p>Videos of examples and practice.</p>

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
<ul style="list-style-type: none"> <li>Children with visual impairments may find it difficult to see images and resources.</li> <li>Recording information may be difficult.</li> <li>Children with fine motor difficulties may find it difficult to use specific subject-based equipment.</li> <li>Children with physical needs may not be able to handle equipment or resources.</li> </ul>	<p>Ensure documents are enlarged to the correct size. Magnifier used.</p> <p>Use online resources to zoom in and out.</p> <p>ICT resources to be used so children can record/ photograph their responses.</p> <p>Physical resources e.g., maps, compasses, globes must be of the right size.</p>	<ul style="list-style-type: none"> <li>Low self-esteem – often withdraw from challenges.</li> <li>Distressed by new experiences or triggered by specific topics.</li> </ul>	<p>Adapt lessons appropriately with clear instruction, to ensure lessons are accessible.</p> <p>Children to be introduced to area/environment e.g., thorough photos or social story before trips/visits.</p> <p>Ensure content being used in lesson is considered and approached in a sensitive manner.</p> <p>Ensure children have opportunities to have sensory breaks etc from their work.</p> <p>Consider cognitive overload and children’s ability to manage this.</p>

**Non-negotiables that need to be in place in all lessons/classrooms when teaching Geography:**

- High challenge/low threat activities.**
- Children can **express the key learning objectives** using a range of recording methods whether written, recorded, drawn etc.
- Memory aids are used**- dual coding, writing frames, word banks, learning walls etc.