



## Focus area: Geography

### Curriculum considerations for children across all areas of SEN in Geography

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing/basic skills focus time delivered to fill gaps.
  - Recognise and celebrate where this is an area of interest/talent for children with SEN.

### Additional enhancements

Pre teaching vocabulary groups

**Key Learning Challenges:**  
Understanding topic specific vocabulary  
Understanding the task  
Lots of information, not always visual.  
Recording their ideas and knowledge.

### Communication and Interaction

- Breaking down instructions in to small chunks,
- Providing visual reminders of instructions.
- Pre teaching new vocabulary prior to lessons.
- Sending home key vocabulary on word mats prior to learning.
- Pre reading of texts.
- Alternative methods of recording answers – scribing/recording, photos, mind mapping.
- Knowledge organisers are visual.
- Lots of opportunities to review vocabulary and knowledge from prior lessons.
- Visuals are used with the lessons.
- Scaffolding speaking, using sentence starters/speaking frames.

**Key Learning Challenges:**  
Understanding vocabulary  
Transferring their ideas to paper  
Large amount of information with vocabulary they may not be used to.  
Remembering prior learning.  
Maths barriers -coordinates, scaling, reading maps

### Learning and Cognition

- Pre reading of any texts used
- Coloured paper/ dyslexia friendly texts
- Vocabulary mats with visuals
- Removal of barriers to writing such as matching activity, missing words, sticking activities, scribing, diagrams instead of writing, grids for recording.
- Use of alternatives to record learning – photos, laptop, video, voice recording, scribing, mindmaps.
- Multi sensory approaches -summarising ideas in pictures, , presenting information in tables or diagrams, rather than unbroken text, 3D models, pr
- Knowledge organisers content is simplified and visual.
- Additional support for those with a maths barrier.

**Key Learning Challenges:**  
Likely to have gaps due to missed learning.  
Difficulties around concentration/task completion.

### Social, emotional and mental health

- Using task planner/task chunking.
- Time framing and use of timers.
- Check ins
- Checking understanding/ small group/individual modelling
- Mind maps showing links to previous learning.
- Lots of opportunities for recall and gap filling.

**Key Learning Challenges**  
Being able to read the text/questions/board.  
Being able to hear the teaching/instructions

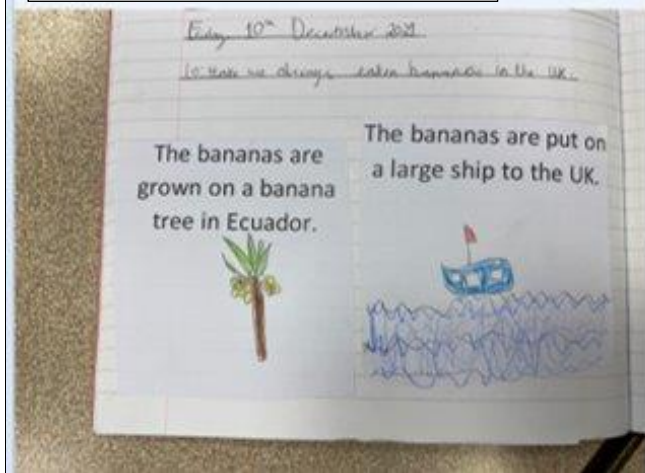
### Physical and Sensory

- Enlarged texts
- Use of coloured paper/overlays
- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service).
- Alternations to texts (as advised by vision service).
- Texts on the Ipad/Chromebook
- Pre reading of texts and vocabulary.
- Angled writing boards and equipment such as pencil grips

EYFS Example	KS1 Example	KS2 Example
<p>Pre-teaching new vocabulary words proprot to lessons (word pot)            Chunking learning.            Using real resources such as globes, maps, and artefacts.            Small group work.            1:1 support            Instant Verbal feedback</p>	<p>Pre-teaching new vocabulary words proprot to lessons (word pot)            Chunking learning.            Using real resources such as globes, maps, and artefacts.            Opportunity to revisit previous learning (memory dump/review).            Small groups to check for understanding.            Use of VF to check for children understanding.            Use of visual language to support with learning.            Alternative to written answers e.g sticking</p>	<p>Pre-teaching new vocabulary words proprot to lessons (word pot)            Chunking learning.            Using real resources such as globes, maps, and artefacts.            Opportunity to revisit previous learning (memory dump/review).            Small groups to check for understanding.            Use of VF to check for children understanding.            Use of visual language to support with learning.            Alternative to written answers e.g sticking</p>

**What does this look like in practice (pictorial examples)**


KS2 Example  
 Alternative to written answers





KS2 Example -  
 Chunking learning


A \_\_\_\_\_ city is a place made so that it has little impact on the \_\_\_\_\_.

Being sustainable means cause less pollution so that it is better for the \_\_\_\_\_.

  
 sustainable

  
 environment

  
 future

  
 past

Adapted Knowledge organiser

**Investigating World Trade**

<p><b>Level</b> relating to a region or part of the world.</p> <p><b>Global</b> relating to the whole world.</p> <p><b>Import</b> bring goods or services from another country for sale.</p> <p><b>Export</b> send goods or services to another country for sale.</p> <p><b>Fair trade</b> a way of buying and selling products that allows the farmers to be paid a fair price for their produce, and have better working conditions.</p> <p><b>Food production</b> the process of making or growing something in large quantities.</p>	<p><b>WHO FAIR TRADE?</b></p> <p>QUALITY PRODUCTS. IMPROVED LIVES. PROTECTING THE ENVIRONMENT.</p> <p>Trade is an important way to make sure that food is shared across the world.</p> <p>Countries can send exports: food to other countries to make money or bring in imports: food that they don't have in their countries.</p>
--	--

Pre-teaching vocabs



Practical activities



