



SEND support for Geography

Barriers to Geography	High Quality Teaching Strategies	Support 'additional to' or 'different'
Subject Specific Vocabulary	<ul style="list-style-type: none"> • Plan to introduce new vocabulary over time with opportunities to revisit and recall. • Use of visual supports alongside new geography vocabulary e.g. vocabulary mat on desk with images. • Use of songs mnemonics to learn new information • New vocabulary included within other curriculum areas where appropriate. 	<ul style="list-style-type: none"> • Pre-teaching key vocabulary prior to the lesson.
Map Reading (visual or perceptual difficulties)	<ul style="list-style-type: none"> • Enlarged map to support/ simplify. • Use of a digital map on individual ipad to explore maps in greater detail/ zoom in to parts needed. 	<ul style="list-style-type: none"> • Extract part of a map to minimise the amount of information. • Use alternative resources when creating maps – technology, build using lego/construction materials/ play doh (KS1) • Pre-teaching of map skills prior to the lesson
Interpreting information from graphs, tables or charts or completing charts.	<ul style="list-style-type: none"> • Highlight new/ important information in bold or a different colour. • Provide scaffolded resources to pupils to assist as required e.g. axis labelled ahead of the lesson/ heading in table provided in advance. • Show a good example of a complete table/chart/diagram to demonstrate expectations. 	<ul style="list-style-type: none"> • Present information in an alternative method e.g. in a table form rather than a graph, in a picture rather than text. • Provide visual supports to assist with scientific drawing e.g. traceable items. • Consider adult support where available to help question, scaffold and interpret the information with a pupil.

<p>Field work inc. use of equipment</p>	<ul style="list-style-type: none"> • Consider partner work – mixed ability. • Consider the role within the field work – recording, practical, observational. • Provide visual supports to prompt their observations. 	<ul style="list-style-type: none"> • Consider support of an additional adult available. • Take photographs to record learning taking place rather than written work expectation.
<p>Recording new learning in written form.</p>	<ul style="list-style-type: none"> • Use alternative methods of recording—mind map, word processing, storyboard, annotated diagram etc 	<ul style="list-style-type: none"> • Reduce writing expectations— alter task to suit level of need or ability. • Scaffold writing supports—provide sentence prompts, sentence openers, key vocabulary list to select from.