

Inclusion Support Strategies for the Curriculum – Geography

Cognition and Learning:	
Learning Challenge:	Provision:
Understanding new Geography knowledge.	Range of teaching strategies to support different types of learners, including: <ul style="list-style-type: none"> • Hands-on learning (children able to touch/explore). • Use of outdoor environment. • Use of ICT (videos, maps, google maps, satellites etc). • Practical fieldwork investigations. • Use of knowledge notes and dual coding to support understanding.
Recording written learning.	<ul style="list-style-type: none"> • Dyslexia-friendly environment. • Range of ways to record work incl. verbally, group presentations, use of ICT, written, scribes etc. • Adult support as appropriate for individual child.

Communication and Interaction:	
Learning Challenge:	Provision:
Understanding new topic vocabulary.	<ul style="list-style-type: none"> • Pre-teaching of new vocabulary prior to lesson. • Send vocabulary word mats home before the topic begins. • Liaise with Speech and Language Lead. • Limit vocabulary to that which is necessary to ensure progress. • Explicit teaching of new vocabulary • Use knowledge notes and dual coding to support understanding • New vocabulary limited to manageable number • Use end of unit to check understanding of key terms/concepts
Difficulty participating in class discussions.	<ul style="list-style-type: none"> • Structured support for verbal responses (verbal version of writing frames). • Carefully considered groupings/pairings with adult support as appropriate.

<p>Communicating within lessons.</p>	<ul style="list-style-type: none"> • Allow time for child to respond to questions. • Give child warning if you're going to ask/ expect an answer to a question. • Use a card system for them to show when they may need support. • Give child enough warning/time to answer. • Discuss given question within small group/1:1 with an adult.
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Social, Emotional, Mental Health:

Learning Challenge:	Provision:
<p>Anxiety around new experiences to celebrate Geography, eg. school trips.</p>	<ul style="list-style-type: none"> • Modifying the activity. • Talking to individuals about anxiety and what could be done to improve/help. • Social stories and clear explanations from trusted adults before new experiences to explain what will happen and provide opportunities for children to ask questions.
<p>Feeling overwhelmed at the start of new topic.</p>	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge to access the new theme. • Introduce new challenging concepts/themes in advance to prepare children fully. • Good lines of communication with parents. • All major changes to normal routine communicated clearly to parents/carers in advance. • At the start of every unit, clear links made with previous learning.
<p>Staying seated for a longer period.</p>	<ul style="list-style-type: none"> • Allow movement breaks/different work environments such as a wall table.
<p>Completing of work.</p>	<ul style="list-style-type: none"> • Short, sharp instructions for child to tick off when complete.
<p>Low self-esteem.</p>	<ul style="list-style-type: none"> • Opportunities for children to share their work in quieter areas of school with their adults if they prefer. • One to one sharing. • Opportunities for children to share their achievements with parents, including video sharing.

<p>Challenging Behaviour.</p>	<ul style="list-style-type: none"> • Allow movement or release breaks/different work environments such as a wall table. • Modify activity and expectations. • Smaller groups. • Clear instructions. • Adult support.
<p>Sabotaging work if it's not perfect.</p>	<ul style="list-style-type: none"> • Try to work out signals and signs that the child is becoming frustrated before they sabotage it. • Encourage/praise. • Adult support if becoming dysregulated.

Sensory and Physical:

Learning Challenge:	Provision:
<p>Difficulty accessing resources effectively.</p>	<ul style="list-style-type: none"> • Resources modified as appropriate to individual need (e.g. written resources enlarged for visually impaired child etc). • Physical and sensory needs taken into consideration in advance of practical work (incl. school trips etc) to ensure activities are accessible. • Use of range of different resources (hands-on practical learning, ICT etc). • Options to record learning in different ways if appropriate. • Close working links with other agencies supporting individual children.
<p>Visual or Hearing Impairment.</p>	<ul style="list-style-type: none"> • Adult support. • Demonstration of how to use equipment. • Larger/smaller space. • Differentiated task. • Consult with the relevant sensory support teams.