



Support SEND Pupils in Geography



Barriers to Geography	High Quality Teaching Strategies	Support 'additional to' or 'different'
Subject Specific Vocabulary	<p>Plan to introduce new vocabulary over time with opportunities to revisit and recall.</p> <p>Use of visual supports alongside new geography vocabulary e.g. vocabulary mat on desk with images.</p> <p>Use of songs mnemonics to learn new information</p> <p>New vocabulary included within other curriculum areas where appropriate.</p>	<p>Adapted knowledge organisers—simplified version</p> <p>Pre-teaching key vocabulary prior to the lesson.</p>
Map Reading (visual or perceptual difficulties)	<p>Enlarged map to support/ simplify.</p> <p>Use of digi map on individual ipad to explore maps in greater detail/ zoom in to parts needed.</p>	<p>Extract part of a map to minimise the amount of information.</p> <p>Use alternative resources when creating maps – technology, build using lego/construction materials/ play doh (KS1)</p> <p>Pre-teaching of map skills prior to the lesson</p>
Interpreting information from graphs, tables or charts or completing charts.	<p>Highlight new/ important information in bold or a different colour.</p> <p>Provide scaffolded resources to pupils to assist as required e.g. axis labelled ahead of the lesson/ heading in table provided in advance.</p> <p>Show a good example of a complete table/chart/diagram to demonstrate expectations.</p>	<p>Present information in an alternative method e.g. in a table form rather than a graph, in a picture rather than text.</p> <p>Provide visual supports to assist with scientific drawing e.g. traceable items.</p> <p>Consider adult support where available to help question, scaffold and interpret the information with a pupil.</p>
Field work inc. use of equipment	<p>Consider partner work – mixed ability.</p> <p>Consider the role within the field work – recording, practical, observational.</p> <p>Provide visual supports to prompt their observations</p>	<p>Consider support of an additional adult available.</p> <p>Take photographs to record learning taking place rather than written work expectation.</p>
Recording new learning in written form.	<p>Use alternative methods of recording—mind map, word processing, storyboard, annotated diagram etc</p>	<p>Reduce writing expectations— alter task to suit level of need or ability.</p> <p>Scaffold writing supports—provide sentence prompts, sentence openers, key vocabulary list to select from.</p>