



## 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"> <li>• Hands-on learning (children able to touch/explore).</li> <li>• Use of outdoor environment.</li> <li>• Use of ICT (videos, maps, google maps, satellites etc.)</li> <li>• Practical fieldwork investigations.</li> <li>• Use of knowledge organisers and dual coding to support understanding.</li> </ul>
Recording written learning	<ul style="list-style-type: none"> <li>• Dyslexia-friendly environment.</li> <li>• Range of ways to record work incl. verbally, group presentations, use of ICT, written, scribes etc.</li> <li>• Adult support as appropriate for individual child.</li> </ul>

Communication and Interaction	
Learning Challenge	Provision
Understanding new topic vocabulary	<ul style="list-style-type: none"> <li>• Pre-teaching of new vocabulary prior to lesson.</li> <li>• Send vocabulary word mats home before the topic begins.</li> <li>• Liaise with Speech and Language Lead.</li> <li>• Limit vocabulary to that which is necessary to ensure progress.</li> <li>• Explicit teaching of new vocabulary.</li> <li>• Use knowledge organisers and dual coding to support understanding.</li> <li>• New vocabulary limited to manageable number.</li> <li>• Use end of unit to check for understanding of key terms/concepts.</li> </ul>
Difficulty participating in class discussions	<ul style="list-style-type: none"> <li>• Structured support for verbal responses (verbal version or writing frames).</li> <li>• Carefully considered grouping/pairings with adult support as appropriate.</li> </ul>
Communicating within the lesson	<ul style="list-style-type: none"> <li>• Allow time for child to respond to questions.</li> <li>• Give child warning if you're going to ask/expect an answer to a question.</li> <li>• Use a card system for them to show when they may need support.</li> <li>• Give child enough warning/time to answer.</li> <li>• Discuss given question within small group/1:1 with an adult.</li> </ul>

Social, Emotional, Mental Health	
Learning Challenge	Provision



Anxiety towards new experiences to celebrate geography, e.g., school trips	<ul style="list-style-type: none"> <li>• Modifying the activity.</li> <li>• Talking to individuals about anxiety and what could be done to improve/help.</li> <li>• Social stories and clear explanations from trusted adults before new experiences to explain what will happen and provide opportunities for children to ask questions.</li> </ul>
Feeling overwhelmed at the start of a new topic	<ul style="list-style-type: none"> <li>• Working in a small group with a trusted adult for emotional support.</li> <li>• Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge to access the new theme.</li> <li>• Introduce new challenging concepts/themes in advance to prepare children fully.</li> <li>• Good lines of communication with parents.</li> <li>• All major changes to normal routine communicated clearly to parents/carers in advance.</li> <li>• At the start of every unit, clear links made with previous learning.</li> </ul>
Staying seated for a longer period	<ul style="list-style-type: none"> <li>• Allow movement or release breaks/different work environments such as a wall table.</li> </ul>
Completing of work	<ul style="list-style-type: none"> <li>• Short, sharp instructions on a mini whiteboard for child to tick off when complete.</li> </ul>
Low self-esteem	<ul style="list-style-type: none"> <li>• Opportunities for children to share their work in quieter areas of school with their adults if they prefer.</li> <li>• One to one sharing.</li> <li>• Opportunities for children to share their achievements with parents, including video sharing.</li> </ul>
Challenging behaviour	<ul style="list-style-type: none"> <li>• Allow movement or release breaks/different work environments such as a wall table.</li> <li>• Modify activity and expectations.</li> <li>• Smaller groups.</li> <li>• Clear instructions.</li> <li>• Adult support.</li> </ul>
Sabotaging work if it's not perfect	<ul style="list-style-type: none"> <li>• Try to work out signals and signs that the child is becoming frustrated before they sabotage it.</li> <li>• Encourage/praise.</li> <li>• Adult support if becoming dysregulated.</li> </ul>

Sensory and Physical	
Learning Challenge	Provision
Difficulty accessing resources effectively	<ul style="list-style-type: none"> <li>• Resources modified as appropriate to individual need (e.g., written resources enlarged for visually impaired child etc).</li> <li>• Physical and sensory needs taken into consideration in advance of practical work (incl. school trips etc). to ensure activities are accessible.</li> </ul>



	<ul style="list-style-type: none"><li>• Use of range of different resources (hands-on practical learning, ICT etc).</li><li>• Options to record learning in different ways if appropriate.</li><li>• Close working links with other agencies supporting individual children.</li></ul>
Visual or hearing impairment	<ul style="list-style-type: none"><li>• Adult support.</li><li>• Demonstration of how to use equipment.</li><li>• Larger/smaller space.</li><li>• Differentiated task.</li><li>• Consult with the relevant sensory support teams.</li></ul>