

## Potential barriers and possible strategies to overcome these for learners with SEND- Geography

	Cognition & Learning	Communication & Interaction	Social, emotional & mental health	Physical, sensory & medical
Examples	<p>Includes specific learning difficulties e.g. dyslexia, dyscalculia</p> <p>This applies to pupils working 'significantly below year group expectations' e.g. previous KS</p>	<p>Disordered language development</p> <p>Speech disorders</p> <p>Social interaction difficulties, including ASC</p>	<p>May struggle with emotional awareness/regulation, lack social skills</p> <p>Selective mutism</p>	<p>Visual/hearing impairments</p> <p>Physical disabilities</p>
Potential barriers to learning in Geography	<p>Recall of sticky knowledge and information previously taught</p> <p>Accessing resources used in lessons e.g. maps, globes, charts</p> <p>May struggles to read information when presented in written form</p> <p>Unable to make links</p> <p>Remembering definitions of key vocabulary e.g. what is a city? What are the capital cities of UK?</p> <p>Presenting their work</p>	<p>Understanding and remembering unknown or recently taught vocabulary</p> <p>Working as part of a group or as a whole class.</p> <p>Lacking confidence because of any speech disorders</p> <p>Limited concentration when working with others or with a familiar adult</p>	<p>The speed of some parts of lessons may produce anxiety</p> <p>The use of timers and timed tests</p> <p>Anxiety related to retrieval tasks and talking about past learning</p> <p>Anxiety about getting the answer wrong, particularly when thinking about scale, direction, position, places</p> <p>Possible lack of confidence and belief in their own ability amongst girls</p>	<p>May be unable to use/access resources e.g. maps, compass etc</p> <p>May have fine motor difficulties e.g. drawing tables, maps, grids etc</p> <p>Visual impairment would limit representations used</p> <p>May be over stimulated, particularly when taking part in fieldwork</p> <p>May not be able to move around easily when outside e.g. studying the local environment</p>

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<p><b>Suggested strategies and support</b></p>	<p>Scaffolded retrieval practice</p> <p>Adapted resources e.g. larger scaled maps, less info presented in tables, pictorial representations, videos without sound, 3D models</p> <p>Stem sentences used in lessons, using agreed vocabulary and definitions.</p> <p>Clear instructions, in small steps to be given. Visual prompts to be used if needed</p> <p>Mixed ability groupings for peer support</p> <p>A focus on the local area and places that are familiar to the children</p>	<p>Lessons broken into manageable chunks (retrieval, I do, we do, you do)</p> <p>Reduce the amount of vocabulary introduced</p> <p>Use vocabulary games e.g. matching word and definition. Think about using outdoor space for children to move around. This can help some children remember</p> <p>Think carefully about groupings/pairings and how adult support can be used</p> <p>Cut out 'teacher talk' as much as possible. Keep information given and instructions to a minimum so as not to overload</p> <p>Use communication aids such as images/visuals where they might help</p>	<p>Find ways for children to share answers without having to 'talk' in front of the whole class</p> <p>Chunk the lesson so children know what is coming next: retrieval, teach, independent task, review</p> <p>Pre-teach to identified children</p> <p>The enormity of maps can be daunting for some pupils. Use enlarged scales or simplify</p> <p>Know which children lack confidence. Start by reviewing facts with these children that they know</p> <p>Ensure you pair children with peers that will be supportive. Mixed ability</p> <p>Make lessons interactive e.g. make and label models, use videos, use the outdoor area, messy mapping Mixing it up will make Geography fun!</p> <p>Scaffold using sentence stems and vocabulary sheets</p>	<p>Carefully selected resources that the pupil is able to interact with themselves</p> <p>Use the outdoors</p> <p>Visuals, pictures, images</p> <p>Sensory learning e.g. messy mapping</p> <p>Adapt knowledge organisers. Images with limited vocabulary</p> <p>Use of technology for learning and assessing learning</p>
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