**Subject: Geography Subject Lead: Rebecca Schofield Date: March 2023**

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| **Adaptation to Curriculum**  |
| * *Revisit prior learning- Where does this fit on our country/world knowledge? Teaching sequence - adding new, linking to existing and reinforcing the core knowledge.*
* *Mixed ability groupings to allow peer support.*
* *Peer collaboration. Seating allows for peer or adult support.*
* *Extra opportunities and visits available for all – Geography trips taken when appropriate- examples include visits to Singing Ringing Tree, school/forest walks.*
* *Whole class brain breaks.*
* *Furniture is suitable – chairs and desks appropriate for age of children. Use of adjustable height tables, raised boards when needed.*
* *Pupils can see and hear clearly, including communication from the teacher, peers and interactive board/screens within the classroom. iPads are provided for those pupils for visual and hearing aids.*
* *Promotion of a calm learning environment. Appropriate noise levels dependent on task. Ear defenders available to support. Quiet and individual workstations used when required. Use of hessian/natural muted colours and materials for displays where possible, to avoid sensory overload and distraction for pupils which can be caused by classrooms that are ‘too busy’ with clutter and/or too much colour.*
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| **Adaptation to Teaching Style/Strategy** |
| * *Chunk learning and tasks*
* *Key words written on a whiteboard- individual for a child as well as clearly displayed on Working Wall.*
* *Pre-teach new vocabulary/concepts*
* *WAGOLL - Provide the children with a model to ensure the teacher’s expectations for the session and task are clear.*
* *Over-learning of concepts*
* *Multisensory approaches used*
* *Practical and outdoor learning – active learning – compass points on a large map, role play.*
* *Explicit instructions, single step instructions*
* *Scaffolded tasks – build in support and independent parts of a task*
* *Summarise sequences of events through mind maps, spider plans, role-play, drama*
* *Aids to support learning such as word mats, concrete resources, visual supports, breakdown of steps on whiteboard/step ladder.*
* *Provide/prewrite information which is non-essential to the learning – Date/Steps to Success already provided*
* *High expectations for all – no ceiling on learning, STS support this.*
* *Talking partners - gives children the opportunity to reflect on and discuss ideas.*
* *On the spot marking and feedback to correct any misconceptions promptly, ensure any intervention required and move pupils forward with their learning.*

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| **Adaptation of Teaching Materials and Resources** |
| * *Use of Working Walls – key vocabulary documented here and referred to within lessons. E.g. key words linked to unit, pictures and photographs, maps, key locations, numerical data.*
* *Range of accessible writing materials including, such as, chunky pencils and pencil grips for pupils who need them.*
* *Provide well-maintained and attractive reading area containing a range of texts that will appeal to pupils including relevant books linked to Geography unit.*
* *Overlays provided for children that struggle reading from a white background*
* *Resources available such as dictionaries, spelling cards, word-banks etc.*
* *Language is clear, unambiguous and accessible. Instructions are given clearly and reinforced visually, where necessary.*
* *Wording of questions is planned, avoiding complex vocabulary − careful preparation ensures all pupils have opportunities to answer open-ended questions.*
* *Adapted printed materials – font size/colour/font*
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| **Adaptation of Recording**  |
| * *Use of a scribe*
* *ICT can be used to offer alternatives to writing*
* *Seesaw*
* *Photos*
* *Floorbooks*
* *Accessibility features on technology such as screen filters*
* *Custom fonts (size, colour, style) and overlays on devices. Use of a clear font type such as Arial or Comic Sans*
* *Use of iPad/voice notes tool/talking tins. Can rehearse and record sentences to support writing them down.*
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| **Adaptation of/innovative use of Support** |
| * *Support from additional adults is planned to scaffold pupils’ learning, allowing them, increasingly, to work independently.*
* *Additional adults supporting children during teaching inputs, breaking down tasks further, simplifying instructions, use of equipment and visual supports, supporting and preparing pupils to feedback their ideas and answers.*
* *Use support staff to check in with children with SEND when working independently. Use of resources to support independent working such as visual timers.*
* *Sensory breaks incorporated into the school day for children as required to support availability for learning, staff to facilitate this. Time spent with trusted adult for emotional check-ins etc when needed.*
* *Staff to adapt tasks in the lesson if children are finding work too challenging. For example, by providing extra resources, restructuring the task, providing scaffolding, recapping instructions etc.*
* *Use of Talking Partners to allow the children time to discuss their ideas before responding to the teacher.*
* *All children given thinking time to ensure responses from all.*
* *Support for children as a scribe, reader or prompter as required.*
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