



CURRICULUM ADAPTATIONS IN GEOGRAPHY

<i>Cognition and Learning</i>	<i>Communication and Interaction</i>
<p>Retrieval practice focusing on prior learning and skills which is linked to new learning.</p> <p>Pre-teaching new learning and key knowledge/facts.</p> <p>Displays reflecting current learning which may include core knowledge, sentence stems, topic vocabulary.</p> <p>Timelines referred to when teaching and recapping in placement in time. Core concepts (e.g. duration, sequencing).</p> <p>Use of a range of sources not just written texts or sources throughout teaching input and children's independent work.</p> <p>Paired and group discussion to support understanding.</p> <p>Sentence stems modelled by teacher.</p> <p>Reasoning sentence stems— I think that... This show us...</p> <p>Modelling examples ('I do'), shared paired work ('We do') and individual practice ('You do') approach.</p>	<p>Recognise that the language/vocabulary used for understanding physical geography may be challenging for children.</p> <p>Explicitly teach the meaning of key geographical vocabulary in lessons. Starting in EYFS.</p> <p>Where appropriate to need, pre-teach vocabulary.</p> <p>Encouraging children to answer in full sentences, using sentence stems to support and model. Starting in EYFS.</p> <p>Use of oracy skills to allow time for children to think, generate and practice their oral responses to geographical questions and ideas.</p> <p>Use objects/images as starting points for developing the concepts and language needed to describe, discuss and explain.</p> <p>Use of physical movement in lessons to support ideas and discussion.</p> <p>Use of reasoning sentence stems to support children to express their reasoning.</p> <p>Teachers model 'wondering out loud' to demonstrate internal thought process when approaching enquiry questions.</p> <p>Pairs and group discussion opportunities.</p>
<i>Physical and/or Sensory</i>	<i>Social, Emotional and Mental Health</i>
<p>Use of concrete manipulatives to support processes of human and physical geography / topic sheets</p> <p>Suitable choices of font/backgrounds to assist readability and access. Coloured paper used where necessary.</p> <p>Pre-teach showing/experiencing anything that may have sensory implications.</p> <p>Regular modelling to support ideas, including interactivity within lesson delivery.</p> <p>Consider whether tables/ slides should be printed or pre-written if needs require, allowing children to focus on the task rather than copying out.</p> <p>Scribe answers and ideas where needed, particularly for responses that involve greater depth responses and for longer assessment pieces so as to not limit children who have weaker literacy skills.</p> <p>Use of laptop/iPad to type and share answers.</p>	<p>Use of oracy skills to allow time for children to think, generate and practice their responses in a less formal manner.</p> <p>Use a variety of techniques employed to choose children to answer questions. This should include pre-warning anxious children so that they know that they will be asked to share their answers.</p> <p>Use of modelled examples ('I do'), shared paired work ('We do') and individual practice ('You do') approach to ensure independent practice takes place when a pupil has already gained in confidence.</p> <p>Teacher discusses & models misconceptions, possible errors and 'getting stuck' to demonstrate positive attitudes towards perseverance.</p> <p>Use of an adult scribe, turn talking and paired shared work where needed to reduce anxiety. Use of IT/laptop to type up work</p>