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Inclusion Support Strategies - Geography

Cognition and Learning (C&L):	
Learning challenge	Provision
Difficulties accessing written work or recording geographical understanding	• Maintain a dyslexia-friendly environment and reduce unnecessary copying. • Use technology such as speech-to-text, iPads for representative images or voice recording. • Offer alternative recording: annotated maps, diagrams, photographs, models, oral explanation or short presentations. • Provide writing frames, sentence stems, dual-coded vocabulary and worked examples for geographical explanations. • Assess the intended geographical knowledge or skill rather than handwriting or extended-writing stamina. • Break tasks into short, clearly sequenced steps supported by a visual task sheet.
Accessing maps, aerial photographs, graphs and geographical data	• Reduce visual clutter and present one source or map layer at a time. • Enlarge maps and provide clear keys, colour coding and highlighted routes or locations. • Model explicitly how to read a title, key, compass, scale and grid reference. • Use concrete and three-dimensional representations before moving to abstract maps, for example globes, models and relief maps. • Provide partially completed maps, tables or graphs so pupils can focus on interpretation.
Spatial understanding, scale and geographical processes	• Teach from familiar to unfamiliar and local to global, making changes of scale explicit. • Use repeated visual anchors: classroom, school, Salisbury, UK, continent and world. • Use physical demonstrations, diagrams and sequenced images to explain processes such as the water cycle, erosion or tectonic movement. • Revisit prior locations and concepts before introducing a new region. • Link new learning to previous learning whenever possible. • Use rapid recaps to remind children of previous learning. • Use directional and positional vocabulary alongside gestures, routes and practical movement.

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Communication and interaction (C&I):	
Learning challenge	Provision
Understanding geographical and topic-specific vocabulary	• Identify and pre-teach a small number of essential words before each lesson. • Use dual-coded word mats containing a definition, image, symbol and example. • Send key vocabulary home in advance where helpful; include first-language translations for EAL pupils where available. • Explicitly teach words with everyday and geographical meanings, for example source, mouth, scale and settlement. • Revisit vocabulary through retrieval, sorting, matching and oral rehearsal. • Liaise with the speech and language lead and follow individual communication guidance.
Explaining, comparing and discussing geographical ideas	• Allow additional processing time and give advance warning before requesting an answer. • Use supportive pair or trio talk with clear roles and modelled discussion routines. • Provide talk scaffolds such as "Both places…", "However…", "This pattern may be because…" and "The evidence shows…". • Accept pointing, selecting, drawing, mapping or using symbols before requiring a spoken or written explanation. • Use photographs, maps and objects as shared reference points during discussion. • Value pupils' knowledge of their own homes, journeys, cultures and places without requiring personal disclosure.

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Social, emotional, mental health (SEMH):	
Learning challenge	Provision
Anxiety about unfamiliar places, natural hazards or environmental issues	• Check for personal experiences linked to migration, disasters, conflict, climate events or housing before teaching sensitive material. • Pre-warn pupils about potentially distressing images or themes and provide a calm alternative where necessary. • Teach hazards accurately without sensationalising risk or using frightening imagery unnecessarily. • Begin with secure prior knowledge and introduce complex environmental issues in manageable steps. • Offer work with a trusted adult or small group and maintain appropriate communication with families. • Balance problems with examples of action, adaptation, resilience and possible solutions.
Regulation, engagement or behaviour during lessons and fieldwork	• Use predictable routines, clear instructions, visual timetables and timers. • Chunk fieldwork into short roles with a clear purpose, endpoint and success criteria. • Offer movement breaks, an alternative workstation or a quieter space. • Use motivating practical roles such as photographer, mapper, counter or equipment checker. • Provide positive reinforcement and specific praise linked to participation and geographical thinking. • Agree a regulation and safety plan before off-site or unfamiliar fieldwork.

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Sensory and Physical (SPD):	
Learning challenge	Provision
Physical access to practical geography and fieldwork	• Complete an individual accessibility and risk assessment for routes, surfaces, distances, weather and facilities. • Choose an accessible observation point or provide an equivalent on-site or digital fieldwork experience. • Adapt equipment and roles so the pupil can participate meaningfully rather than simply observe. • Allow additional time, rest breaks and suitable seating; remove classroom obstacles. • Use technology to photograph, record, measure or dictate findings. • Plan adult support that promotes participation and independence.
Accessing maps, images and fieldwork evidence with a sensory impairment	• Provide large-print, high-contrast or tactile maps and simplified diagrams matched to the pupil's needs. • Use verbal descriptions, audio information, textured models and real objects. • Vocalise all board content and describe the important features of photographs and maps. • Allow the pupil to choose the most suitable seat and lighting position. • Model specialist equipment and provide accessible paper or digital copies. • Reduce background noise and use captioned video or hearing-support technology where required.