



## **Curriculum Adaptations** **Geography**

**Nanpean Community  
Primary School**  
*Nurturing Children's  
Passion to Succeed*

At Nanpean School our curriculum is designed to ensure full inclusion for all pupils.

The curriculum is adapted to cater for a wide range of need and learning styles, we personalise the learning experiences by making them accessible.

Children with SEND are included in every aspect of what our school has to offer with high expectations for all to reach desired end points

<b><u>Area of Need</u></b>	<b><u>Curriculum Adaptation</u></b>
<b>Broad Area of Need: Communication and Interaction</b>	
Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none"><li>✓ Visual aids and word banks to help with vocabulary.</li><li>✓ Provide repetition of key vocabulary to check understanding of definitions.</li><li>✓ Demonstrate how to use equipment each time it is used for consistency and processing.</li><li>✓ Break down tasks into manageable chunks and demonstrate each step as required.</li><li>✓ Writing support for extended writing including examples of text and word banks.</li><li>✓ Group and partner work within fieldwork to help stay on task and provide peer support.</li></ul>
Autism Spectrum Conditions including Asperger's Syndrome (ASD)	<ul style="list-style-type: none"><li>✓ Geography lessons and fieldwork can be overwhelming for some children due to the changing nature of lessons – allow children time and space if overwhelmed.</li><li>✓ Some children may have definite ideas based on their prior (incorrectly learned) knowledge which may need to be 'untaught' e.g., which countries are in which continents. Be consistent when correcting ideas and have 'proof' e.g., atlas, globe, visual as well as written information sheets. Continue to go over these incorrect ideas with the new facts.</li><li>✓ Be able to show understanding in a range of ways e.g., visual as well as written information.</li><li>✓ If attending an off-site event, ensure child is prepared in advance, for example, social story, countdown calendar, visual images, liaising with the family to reinforce</li></ul>

<b>Broad Area of Need: Cognition and Learning</b>	
Moderate / Severe / Profound and Multiple Learning Difficulties (MLD, SLD, PMLD)	<ul style="list-style-type: none"> <li>✓ Allow a range of ways for children to explain fieldwork or mapwork including in words, pictures, comparisons to real-life situations and contextualisation.</li> <li>✓ Provide a range of ways for children to record their learning including word banks, photographs, diagrams, labels to stick onto pictures, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities, mind maps etc.</li> </ul>
Dyslexia	<ul style="list-style-type: none"> <li>✓ A range of methods to show understanding – visual, written, drawing, graphs etc and support with presentation of graphs, charts etc – provide scaffolded graphs for data to be added to.</li> <li>✓ Use the iPad camera app to capture each stage of an investigation, or important findings on a field trip, for future reference. Images can also be used to build a visual record</li> <li>✓ If in line with LP and or EHC, consider giving the child a work ‘buddy’.</li> <li>✓ Use of visual prompts, showing the order to carry out a sequence of activities for a certain process. ✓ Include flow charts, illustrations, and diagrams to break up large sections of text or to demonstrate a particular procedure</li> </ul>
Dyspraxia (Developmental Coordination Disorder, DCD)	<ul style="list-style-type: none"> <li>✓ A range of methods to show understanding – visual, written, drawing, graphs etc and support with presentation of graphs, charts etc – provide modified graphs for data to be added to.</li> <li>✓ Demonstrate any equipment to be used for geography lessons or fieldwork e.g., maps, compasses etc.</li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>✓ Physical resources to be used with clear demonstrations of how they are used.</li> <li>✓ Lots of practise looking from whole-world maps to smaller sections</li> <li>✓ Support with data e.g., graphs, charts etc</li> </ul>
<b>Broad Area of Need: Social, Emotional and Mental Health (SEMH)</b>	
Trauma/ Anxiety	<ul style="list-style-type: none"> <li>✓ Positive reinforcement and positive atmosphere within lessons</li> <li>✓ Fieldwork and experiential geography may involve discussions or trigger memories of trauma – knowing your children in advance is very important and allowing time, space, and the ability to discuss (or not to share) is very important.</li> <li>✓ Awareness of world issues which relate to the child and the triggers from this</li> </ul>
ADHD	<ul style="list-style-type: none"> <li>✓ During fieldwork, give clear rules to follow for safety and focus for the lesson. Accept that being outside is exciting and give frequent reminders of the learning objective and keeping safe.</li> <li>✓ Allow time-out within the area of learning (if not learning in classroom e.g., fieldwork) where the child can calm down if needed – agree this space with the child in advance.</li> <li>✓ Ensure child has a ‘role’ within the group and plan additional resources in case a pupil needs to work independently.</li> </ul>

Tourette's Syndrome	✓ Motor tics of their eyes, head or neck may interfere with reading and affect their handwriting or the ability to write for prolonged periods of time.
<b>Broad Area of Need: Sensory and/or Physical Needs</b>	
Hearing Impairment (HI)	<ul style="list-style-type: none"> <li>✓ Demonstrate use of equipment</li> <li>✓ When completing fieldwork, agree a way of ensuring all children know when/where to return to if on school site – if cue is audio e.g., whistle, ensure partner/group will give visual cue</li> <li>✓ Ensure instructions are understood before lesson begins and any additional instructions are provided in writing if required</li> <li>✓ Visual aids and word banks to help with vocabulary</li> <li>✓ Any videos or films used should be captioned if appropriate. When impossible, find alternative ways for the child to access the information</li> </ul>
Visual Impairment (VI)	✓ Enlarge maps and show them on the large screen/personal device. These should be printed out when appropriate.
Multi-Sensory Impairment	✓ Give the children time and opportunity to explore through touch e.g., outlines of maps, textures to evoke discussion etc
Physical Disability	<ul style="list-style-type: none"> <li>✓ Teachers must make adjustments both in the classroom and to the ways in which fieldwork is carried out. Depending on the nature of disability, this may involve selecting locations (and sampling sites) carefully or adapting itineraries. Furthermore, it may be possible to use additional adults to support pupils' mobility or adapt resources so that pupils with SEND can engage fully.</li> <li>✓ A range of methods to show understanding – visual, written, drawing, graphs etc and support with presentation of graphs, charts etc – provide adapted graphs for data to be added to.</li> <li>✓ Demonstrate any equipment to be used for geography lessons or fieldwork e.g., maps, compasses etc</li> </ul>
Toileting / Self Care Needs	✓ Fieldwork to be planned to accommodate offsite toilet needs