

Quality First Teaching – 4 Areas of SEND and Geography Specific

Communication and Interaction	
Quality First Teaching Strategies	Geography Specific
<ul style="list-style-type: none"> • 'Rules' of good listening displayed, taught, modelled and regularly reinforced. • Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card) • Pupil's name or agreed cue used to gain individual's attention – and before giving instructions • Range of multi-sensory approaches used to support spoken language and the introduction of new vocabulary e.g. symbols, pictures, concrete apparatus, artefacts, role-play • Instructions broken down into manageable chunks and given in the order they are to be done • Checklists and task lists – simple and with visual cues • Delivery of information slowed down with time given to allow processing • Pupils are given a demonstration of what is expected • System of visual feedback in place to show if something has been understood (e.g. thumbs up) • Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words • Talking partners or similar used to encourage responses • TAs used effectively to explain and support pupils to ask and answer questions 	<ul style="list-style-type: none"> • Pre-teaching new vocabulary with visual images/Widgit symbols • Recognise that the language of geography may be challenging for many pupils – for example: the specific geographical use of everyday words such as 'mouth of the river', 'water table', • Know that terms specific to geography, such as 'erosion', and terms like 'climate', 'gradient', 'height' or 'distance', can create barriers for many pupils because of their abstract nature. Support the teaching of these with visuals. • Revisiting prior learning every lesson so this can be built upon • Check understanding by asking children to tell you what they are doing/what they have understood. • Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. • Use a digital camera to capture important findings on a field trip for future reference. Images can also be used to build a visual record of the fieldwork to refer back to in class.

<ul style="list-style-type: none"> • Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher • 'Working walls' to develop understanding of new vocabulary • Parents advised of new vocabulary so it can be reinforced at home • Minimise use of abstract language 	
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Cognition and Learning	
Quality First Teaching Strategies	Geography Specific
<ul style="list-style-type: none"> • 'Next steps' for learning derived from what the pupil can already do – referring back to earlier stages only when necessary • Instructions broken down into manageable chunks and given in sequence • Pupils encouraged to explain what they have to do to check understanding. • Links to prior learning explicitly made • Key learning points reviewed at appropriate times during and end of lesson • To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc. • Coloured paper for worksheets and coloured background on smart board (beige) • Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of 	<ul style="list-style-type: none"> • Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. • You may wish to give some pupils a focused section of a map. • Use ipads and Digimaps to focus in on a particular area • Make use of pupils' own digital presentations – e.g. photos of a visit or field trip. • Use fieldwork and visits to develop pupils' understanding of different environments. • Pupils can create a 'wordscape' of an area by writing (or having someone scribing for them) on a photograph or sketch of an area, adjectives or nouns to show the characteristics of the area. • Identify pupils' existing geographical knowledge and prior experience – e.g. using posters, concept maps and mind-mapping software.

writing for 'publication' e.g. displayed on the wall, read to other children etc.

- Text presented clearly – uncluttered, use bullet points and clear font
- Diagrams and pictures to add meaning alongside text
- Additional time to complete tasks if necessary
- Teach and model memory techniques
- Minimise copying from the board – provide copies for pupil if necessary
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- Use a digital camera to capture important findings on a field trip for future reference. Images can also be used to build a visual record of the fieldwork to refer back to in class.
- Simple audio recorders can be used instead of written notes during visits or field trips. To record thoughts, observations and learning.
- Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.
- Pupils must know the key learning points by the end of the topic in order to access future learning e.g. by the end of the XXXXX topic pupils should know and understand what 'XXXX' means to support future learning.
- Ensure when making resources simpler that key information needed to understand the concepts and lesson is not removed.
- Using or presenting information in tables, mind maps or diagrams, rather than unbroken text
- Use word processors to structure written work, cut and paste material into human geography and physical geography tables.
- Use underlining or highlighting to make comparisons easily.
- Using the internet to explore virtual tours of biomes e.g. a rainforest.
- Use mind maps and other visual devices to help pupils see patterns and relationships.

Social, Emotional and Mental Health

Quality First Teaching Strategies

- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
- 'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate)
- Give the pupil a classroom responsibility to raise self-esteem
- Refer pupils regularly to classroom code of conduct, whole class targets and use consistently
- Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling
- Where possible, create a quiet area both for working and as a 'quiet time' zone
- Use a visual timer to measure and extend time on task – start small and praise, praise, praise
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)

Geography Specific

- Pupils are well prepped for field trips or off timetable days – they may be shown photos/videos of where they are going to or photos of artefacts that might be seen.
- They taught about the dangers surrounding upcoming fieldtrips e.g. river studies
- Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods e.g. role play, card sorting
- Ensure work is adapted to their cognitive level and the child understands what to do in order to avoid undue stress over the work.
- Give children stem sentences to start their work so they can get going straight away without needing to think about how to start.
- Make the learning personal – can children find where they live on a map? Can they show their route to school or another place of interest?

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| <ul style="list-style-type: none">• Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary• Ensure that tools/equipment are easily accessible and available for use.• Give a set time for written work• Use pupil's name and ensure you have their attention before giving instructions• Chunk instructions and support with visual cues.• Communicate in a calm, clear manner• Keep instructions, routines and rules short, precise and positive• Listen to the pupil, giving them an opportunity to explain their behaviours.• Provide visual timetables and task lists – may need to be for a short period of time depending on the pupil• Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises• Allow pupil to have a safe place to store belongings and fiddle toys• Ensure groupings provide positive role models• Transition from whole class work to independent or group work is taught, clearly signalled and actively managed• Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet• Use Social stories when appropriate. | |
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Sensory Needs

Quality First Teaching Strategies

Visual Difficulties

- Give as many first hand 'real' multi-sensory experiences as possible
- Ensure correct seating in relation to board taking into account levels of vision in each eye
- Avoid shiny surfaces which may reflect light and cause dazzle (laminated can do this)
- Take advice from specialist teams related to font style and size and colours
- Short spells of visual activity should be interspersed with less demanding activities
- Eliminate inessential copying from the board
- Always use verbal explanations when demonstrating to the class.
- Read out aloud as you write on the board
- Address the pupil by name to get their attention
- Avoid standing in front of windows – your face becomes difficult to see

Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given

Geography Specific

- When carrying out fieldwork make sure there are enough breaks so that pupils, particularly those with physical needs, do not become tired.
- Check the variety of resources- not too many for sensory overload- introduce them gradually during lessons.
- Support children with colour deficiency labelled word mats, ensure classroom is well lit to support colour blindness, use pastel colours for highlighting. Especially when using OS Maps and roads/symbols are particular colours.
- Ensure prompts are available for children who have difficulty hearing
- Ear defenders if children with sensory issues struggle with the sounds in the classroom or on a fieldwork visit or during an off timetable day.
- Use visual images, symbols and artefacts to support understanding

If trying food from different countries:

- First let the child just look at the new food, then touch it, then invite them to put the food on their plate, then touch it, smell it, lick it, put it into their mouth, bite it, chew it, and swallow it

- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Repeat contributions from other children – their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Divide listening time into short chunks

Co-ordination

- Consider organisation of classroom to allow free movement
- Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?
- Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor – check chair heights. Desk should be at elbow height
- Sloping desk provided if possible
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other

- Provide napkins/wipes/handwashing to allow a child to wipe their hands and face if feeling uncomfortable
- Try playing calming music during food testing to relax the children
- If a child really feels uncomfortable offer to look and touch only

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| <ul style="list-style-type: none">• Break down activities into small chunks with praise for completing each part• Ensure range of different pen/pencil grips are available• Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding | |
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