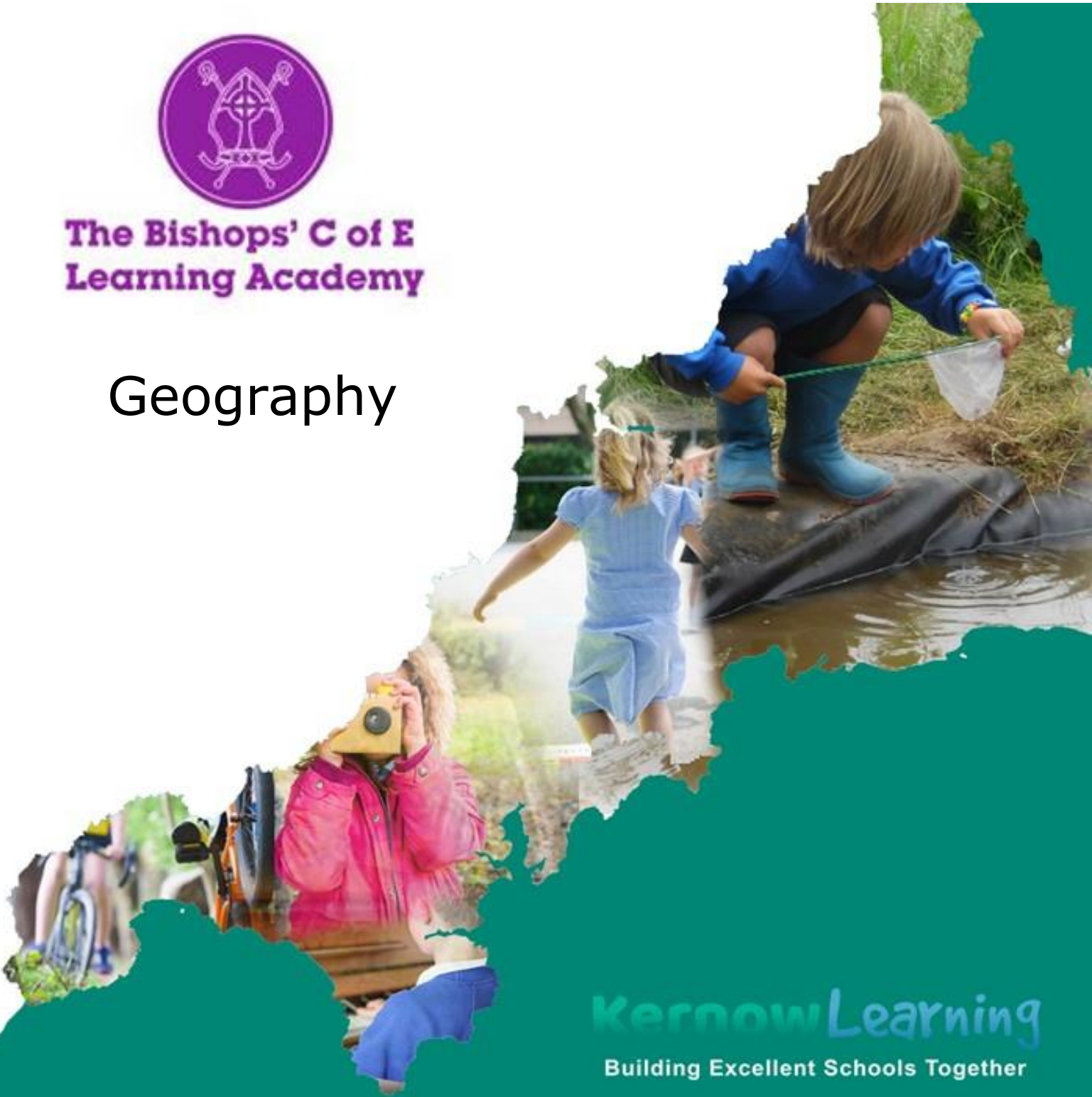




**The Bishops' C of E
Learning Academy**

Geography



Kernow Learning

Building Excellent Schools Together

Vision statement

We Belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We Believe that we will achieve through inspirational, exciting and challenging learning, that utilises our natural environment. We Aspire to create endless possibilities for our pupils and to make a positive contribution to society. We Achieve by enabling every child to flourish academically, spiritually and emotionally.

At The Bishops' C of E Learning Academy, our immersive curriculum incorporates adaptations that include the needs of all learners. Children's needs are well understood and adjustments to provision are in place. All staff have high expectations, which ensures children aspire to be successful in their learning and make good progress.

Specific Area of Need	Belong, believe, aspire, achieve
Communication and interaction	
Speech, language and communication needs (SLCN)	<ul style="list-style-type: none"> • Visual aids and word-mats to help with vocabulary. • Provide repetition of key vocabulary and pre-teaching to check understanding of definitions. • Demonstrate how to use equipment each time it is used for consistency and processing. • Break down tasks into manageable chunks and demonstrate each step as required. • Writing support for extended writing including examples of text and scaffolded frame. • Step by step instructions with understandable vocabulary. <p>Group and partner work within fieldwork to help stay on task and provide peer support.</p>
Autism including Asperger's syndrome (ASD)	<ul style="list-style-type: none"> • Geography lessons and fieldwork can be overwhelming for some children due to the changing nature of lessons – allow children time and space if overwhelmed. • 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. <p>Be able to show understanding in a range of ways e.g., visual as well as written information.</p>
Tourette Syndrome	<ul style="list-style-type: none"> • Provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks. 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.
Cognition and learning	
Moderate learning difficulties (MLD); Severe learning difficulties (SLD); Profound and multiple learning difficulties (PMLD)	<ul style="list-style-type: none"> • Allow a range of ways for children to explain fieldwork or mapwork including in words, pictures, comparisons to real-life situations and contextualisation. • Provide a range of ways for children to record their learning including scaffolds or frames, 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. • 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. • Use a digital camera 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 • Build up a chart (using wall display) to show the focus of each lesson and how successive lesson topics link together to develop understanding of an area of science work; this could include symbols, images, or objects to make it more accessible • If in line with IPM and or EHC, consider giving the child a work 'buddy'. • 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 • Reading text-heavy atlas pages aloud or summarising within handouts if required.
Dyslexia	
Dyspraxia (Developmental co-ordination disorder)	<ul style="list-style-type: none"> • 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. Demonstrate any equipment to be used for geography lessons or fieldwork e.g., maps, compasses etc.
Dyscalculia	<ul style="list-style-type: none"> • Physical resources to be used with clear demonstrations of how they are used. • Lots of practise looking from whole-world maps to smaller sections – use physical props to help e.g., 'picture frame' – draw a frame around an area and let the children explore the shapes of the land and sea to help build links. Support with data e.g., graphs, charts etc.
Social, emotional and mental health difficulties	
Trauma	<ul style="list-style-type: none"> • Positive reinforcement and positive atmosphere within lessons <p>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.</p>

ADHD	<ul style="list-style-type: none"> • Ensure all resources are available for the children to explore prior to the lesson and, if support is needed to allow access to materials e.g., atlases, ensure the teacher or a TA is available. • 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. • 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. <p>Ensure child has a 'role' within the group and plan additional resources in case a pupil needs to work independently.</p>
Anxiety	Reassurance, especially of difficult or abstract concepts (e.g., lines of latitude. longitude etc) and explaining or demonstrating several times in different ways e.g. atlas, map, globe
Sensory and/or physical needs	
Hearing impairment (HI)	<ul style="list-style-type: none"> • Pre-teach if required • Demonstrate use of equipment • 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 • Ensure instructions are understood before lesson begins and any additional instructions are provided in writing if required • Visual aids and word-mats to help with vocabulary <p>Any videos or films used should be captioned. When impossible, find alternative ways for the child to access the information</p>
Visual impairment (VI) or Multi-sensory impairment (MSI)	<ul style="list-style-type: none"> • Enlarge maps and show them on the large screen <p>Give the children time and opportunity to explore through touch e.g., outlines of maps, textures to evoke discussion etc.</p>
Physical Disability	<ul style="list-style-type: none"> • 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. • 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. <p>Demonstrate any equipment to be used for geography lessons or fieldwork e.g., maps, compasses etc.</p>