

# Adaptive Teaching in Geography

At Ingleton, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.



## **Inclusive Classroom Environment**

Foster an inclusive classroom environment where all pupils feel valued and included in all discussions and tasks. Flexible Grouping - The children have the option to work with other children and tend to move places so they have the opportunity to work with other children who have different abilities/ interests in Geography lessons.

## **Personal Plan**

Use strategies outlined in Individual Provision Maps (IPMs) for children with SEND to enable them to engage in activities and achieve learning outcomes.

## **Sensory Considerations**

Be mindful of sensory sensitivities or challenges that some children may have. Create a comfortable and non-disruptive learning environment that minimises sensory distractions.

## **Time for talk**

Flexible grouping.

Children need time to process new phrases/ words and allowed the time to practice their oracy skills. The children are encouraged to hold a conversation with their partner.

## **Embedding vocabulary**

The teaching of new vocabulary early and repeated allows children to use this vocabulary and build a fuller understanding of its meaning in different contexts.

## **Knowledge Retrieval**

Spaced Practice - during the week and at the start of each lesson to allow the children to revisit vocabulary. Discussion with peers to support this.

## **Teacher intervention and adapted tasks**

Pupils can be provided with additional adult support during tasks to clarify learning and repeat information as necessary. Tasks may be adapted and scaffolded to suit all pupils' needs e.g.

- Use a lot of repetition within the lesson and adopt a multi-sensory approach using maps, songs, videos etc
- Clearly model and repeat vocabulary.
- Use of word banks and vocabulary sheets.

**Demonstrating our learning in many ways** – This may be through ongoing teacher assessments during lessons and/or end of unit activities. These can be adapted by using a scribe, playing a game, presenting their ideas and research, and orally explaining geographical concepts and vocabulary. Where possible, classes take their lessons outside to ensure learning is as hands on and relevant to their lived experiences as possible.