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# Strategies & approaches to support students with SEND in geography

**This resource is designed to be used in conjunction with other guidance on the SEN area of the open geography Moodle.** The list below is a summary of teaching strategies which can be deployed in geography to support students with SEN and as part or wider support in promoting disciplinary literacy.

## Summary of Strategies:

- Revisiting and over-learning
- Follow up tasks
- Chunking
- Visuals build a bridge e.g dual coding & grids of inference
- Tell stories and make story maps
- Sequencing e.g. comic strips, revision dominoes, Venn diagrams, priority diamonds
- Sentence starters
- Pre-reading
- Pre-teach vocab
- Etymology
- Flash cards
- Verbalising keywords and ideas before writing
- Ink waster
- Visual glossaries and task glossaries
- Ping-pong-pow
- Concept maps
- Frayer model and scaffolding keywords
- Mini knowledge organisers

## Further reading and research:

- [SEN support guidance](#) – HIAS Guidance
- [SEN Moodle](#)
- [Teacher handbook SEND](#) - SEND Gateway
- <https://researchschool.org.uk/bradford/news/getting-to-know-words> Blog post by Mark Miller - Bradford research school
- <https://literacytrust.org.uk/resources/?phase=secondary> National Literacy Trust - resources for secondary teachers  
[Alex Quigley on Closing the Reading and Vocabulary Gaps – YouTube](#)
- [Developing vocabulary – GA](#)
- [Speaking and listening in geography – GA](#)



- [Extended writing in geography – GA](#)
- [The EEF report on Metacognition and Self-Regulated Learning:](#)
- [The EEF report on Special Educational Needs in Mainstream Settings:](#)
- [The EEF report on Making Best Use of Teaching Assistants in Schools](#)
- [Language for behaviour and emotions \(2020\)](#)

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