Mullion Primary School
Geography Curriculum 2024-27

Contents:

What is Geography?

Intent

The teaching of Geography at Mullion Primary School inspires in pupils a curiosity and fascination about the world around them and its people. Children will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation

Geography at Mullion Primary School follows the National Curriculum to ensure a broad and progressive coverage for children in Years 1-6. Teaching builds on the prior knowledge and understanding, skills and the pupils make progress through being provided with opportunities to reach explanations (which means that their understanding is based on the clear use of evidence e.g. from data they have collected and presented in a graph) and reach conclusions about topics, places and issues they have studied through the units of work. Children undertake geographical investigations, using and applying appropriate and increasingly specialised subject vocabulary, subject tools and fieldwork skills to recognise, identify, describe, observe, reason, explain and reach basic conclusions about the interaction of people with their environments. High quality resources such as Oddizzi are used by teachers to deliver engaging lessons within the planned sequence of learning.

Impact

Children can use and apply basic and appropriate subject vocabulary, subject tools (including maps, aerial photographs and graphical data and fieldwork skills) to recognise, identify, describe, observe, reason and begin to explain in simple terms the interaction of people with their environments. Pupils begin to be able to see the world through the perspective of different stakeholders i.e. people and things that have an interest in or our connected to an issue or place. Higher outcomes in geography also involve children being able to apply what they have learned in one context to another and to understand concepts as well more discrete areas of knowledge which they learned and understood.

Curriculum Coverage

Mullion's Geography curriculum has been developed in line with the National Curriculum, which can be viewed here:
https://assets.publishing.service.gov.uk/media/5a7c1ecae5274a1f5cc75e97/PRIMARY_national_curriculum_-_Geography.pdf

Mullion Primary School Learning Sequence KS1

2-year rolling cycle

Map Skills and Fieldwork

	Autumn '23	Spring '24	Summer '24	Autumn '24	Spring '25	Summer '25
Unit	What is the geography like of the place we live?	What is the United Kingdom?	Where are the Continents and Oceans of the world?	How does the weather change throughout the year?	Where are the hot and cold places in the world and what is it like to live in them?	What is it like to live in Mugurameno, Zambia, compared to Mullion?
Curriculum Links	Place Knowledge My Local Area	Location Knowledge The United Kingdom	Location Knowledge Continents and Oceans	Human and Physical Geography Weather and Seasons	Human and Physical Geography Hot and Cold Places	Place Knowledge Contrasting Locality: Zambia
Outcome	**Children can use simple fieldwork and observational skills to observe the type of settlement they live in.**	**Children can name the 4 countries of the United Kingdom and surrounding seas, identifying similarities and differences in physical and human features.**	**Children can name the 5 oceans of the word and name and compare the 7 continents of the world.**	**Children can name the 4 seasons and explain what whether corresponds with each season, identifying how this affects the environment and people's lives.**	**Children can explain how distance from the equator influences the temperature of places around the world and how people's lives are affected by the weather.**	**Children can explain similarities and differences between the human and physical features of Zambia and the UK.**
Sequence of Learning	- I can spot the differences between rural and urban areas and know what type of settlement I live in. - I can explore and record the features of Mullion Primary School. - I can explore and record the physical and human features of Mullion. - I can recount the journey through my local area using simple compass directions. - I can recognise the symbols used on an Ordnance Survey map. - I can create a map of Mullion, identifying human and physical features.	- I can find the United Kingdom on a map and share what I know about it. - I can use a map to locate the four countries of the United Kingdom. - I can name the surrounding seas and four capitals of the United Kingdom. - I can explore physical and human features of the UK, identifying similarities and differences of the 4 countries. - I can explore the human and physical features of London. - I can share my understanding of the UK.	- I can look at a map of the world and find locate the continent that I live in. - I can name the 7 continents of the world and locate them on a map. - I can name the 5 oceans and locate them on a map. - I can use compass directions and map skills to explain where the 7 continents are located. - I can identify the human and physical features of a continent. -I can compare two different continents.	- I can name the months of the year and place them in order, naming the seasons. - I can compare the seasons, identifying the types of weather experienced in each. - I can identify clues in the local area that indicate what season it is now. - I can identify how weather affects my local environment. - I can explain how weather affects the jobs people do in the UK.	- I can identify the North Pole, Equator and South Pole and how weather is affected by distance to the equator. - I can recognise the physical features you may find in hot and cold places. - I can explain how people adapt to living in hot places. - I can explain how people adapt to living in cold places.	- I can locate Zambia on a map and name key physical and human features found there. - I can locate the village of Mugurameno and compare it with Mullion. - I can compare how the people of Murgurameno use the River Zambezi with the ways in which we use the River Fal. - I can find out about food in Zambia and compare that with the UK. - I can use photographs, videos and texts to imagine what life in Zambia is like compared to my life in the UK.
Vocabulary	rural, urban, north, south, east, west, village, shop, church, farm, river, woods, map	Europe, United Kingdom, England, Wales, Scotland, Northern Ireland, Atlantic Ocean, North Sea, English Channel, Celtic Sea, Irish Sea, London, Belfast, Cardiff, Edinburgh	Europe, Africa, Asia, Antarctica, Australasia, North America, South America; Atlantic, Pacific, Indian, Arctic, Southern oceans.	winter, spring, summer, autumn, month, season, weather, rain, snow, fog, hail, sun, wind, lightning, temperature	Weather, equator, North Pole, South Pole, temperature, degrees, Celsius, environment, desert, rainforest	Africa, Zambia, Mururgameno, River Zambezi, crop, farm, market, wildlife

Mullion Primary School Geography Learning Sequence KS2

Year 3

	Autumn A	Spring A	Summer A
Unit	What are climate zones and where are they located?	Why are rainforests so important?	What facilities are in my local area and how do we interact with them?
Curriculum Links	Human and Physical Geography Climate Zones	Human and Physical Geography Rainforests	Human and Physical Geography Local Area
Outcome	**Children will be able to compare and explain climates zones and how these influence weather.**	**Children can name the different layers of the rainforest, where you will find them and explain how human activity is impacting on the Amazon rainforest.**	**Children can explain how settlements have changed over time and why original locations were chosen for settlements; children will explore the local area in detail.**
Sequence of Learning	- I can identify the different lines of latitude and explain the difference between weather and climate. - I can identify climate zones around the world and explain why we have different seasons in the Northern and Southern Hemispheres at the same time of the year. - I can compare temperate and tropical climates. -I can explore weather patterns within a climate zone. - I can identify the characteristics of each climate zone.	- I can recognise what a rainforest is and use my knowledge of climate zones to locate rainforests on a map. - I can describe the different layers of a rainforest. - I can describe key features that make up the Amazon rainforest - I can explain the importance of the Amazon rainforest. - I can explain how the human activity of deforestation is impacting the Amazon rainforest.	- I can explain the different types of land use. - I can identify the important features of a settlement - I can say why settlers choose a specific place to settle. - I can record the facilities that are available in my local area. - I can present and analyse information about the local facilities in my area.
Vocabulary	Climate, latitude, Equator, Tropic of Capricorn, Tropic of Cancer, Arctic and Antarctic Circle, temperate, tropical, polar, arid, Mediterranean	Amazon, biome, equator, forest floor, emergent, understory, canopy, logging, tribe, indigenous, hunter-gatherer, deforestation, farming, eco-system Oxygen, carbon dioxide, biodiversity	Facilities, hamlet, village, town, city Population, raw materials, settlement Rural, suburban, urban

Map Skills and Fieldwork

Mullion Primary School Geography Learning Sequence KS2

Year 4, 5, 6 three-year rolling programme

Year 4 5 6 A

	Autumn 2024	Spring 2025	Summer 2025
Unit	Is the South West changing?	What impact does plastic have on our environment and what can we do about it	Why do we trade with the world?
Curriculum Links	Location Knowledge The United Kingdom	Human and Physical Fieldwork	Human and Physical Geography World Trade
Outcome	Children can name the four countries and significant cities of the UK. Children can compare the similarities and differences between the South West and Wales. Children can identify the impact of the Cornish industry on the United Kingdom.	Children can explore the uses of plastic and the problems it can create. Children will explore ways of reducing plastic waste at home, at school and in general through fieldwork.	Children can explain the reasons for trade and identify the process of forming a supply chain. Children can explain the ethical implications of trade.
Sequence of Learning	- I can locate the four countries of the UK, identifying the capital and other major cities on a map. - I can find similarities and differences between the South West of England with Wales. - I can explain how human activity has affected the landscape in the South West. - I can explain the different types of energy sources in the UK and evaluate the advantages and disadvantages of renewable energy. - I can identify how local industries provide work opportunities in Cornwall.	- I can explain what plastic waste is. - I can explore what we can do to reduce plastic waste in our local environment. - I can investigate ways to reduce plastic waste in school. - I can record and evaluate the effectiveness of reducing plastic waste in our school.	- I can explain why trade happens. - I can explain the difference between imports and exports. - I can explain the different components of a supply chain. - I can identify a local product that is imported globally, and identify its supply chain. - I can plan a supply chain for a local product from raw materials.
Vocabulary	tourism, industry, National Park, renewable, hydro, nuclear	audit, biodegradable, carbon emissions, incinerate, micro plastics, pelletised, synthetic.	manufactured, import, export, distribution, supply chain, ethical, food miles.

Year 4 5 6 B

	Autumn 2025	Spring 2026	Summer 2026
Unit	Is the geography of North America the same?	What is life like in Rio, South East Brazil?	What are Biomes and how do they relate to Ecosystems?
Curriculum Links	Place Knowledge Location Knowledge North America	Place Knowledge Location Knowledge South America	Human and Physical Fieldwork
Outcome	Children can locate North America, explore contrasting localities within and understand similarities and differences with Cornwall.	Children can locate South America, contrasting the similarities and differences between Brazil and the UK.	Children will learn about the biomes and ecosystems in the UK and complete fieldwork in a local woodland ecosystem, investigating the amount and variety of trees, plants and animals.
Sequence of Learning	- I can locate North America on a world map and explore the landscape. - I can identify countries within North America and states within the USA. - I can locate and identify the physical geography of the Rockies. - I can locate Washington State and describe the physical geography of Mount St Helens and the impact it has had on the surrounding area. - I can locate and compare New York State, New York City with where I live.	- I can locate South America on a map and identify countries within. - I can explore the environmental regions of South America. - I can compare the human and physical features of Brazil with the UK - I can use photos and texts to compare the similarities and differences of Rio with the UK. - I can explain how my life is linked to Rio and the South East of Brazil.	- I can name the biomes and ecosystems found in the UK. - I can explore the ecosystem found within the New Forest. - I can plan a fieldwork study to explore a biome in my local area. - I can collect data from my local ecosystem. - I can present data from my local ecosystem.
Vocabulary	North America, United States of America (USA), Canada, Washington, St Helens, Colorado, Rockies, time zones	South America, Southern Hemisphere, Brazil, Brasilia, longitude, latitude, population, export	Biome, ecosystem, habitat, native, species, qualitative, quantitative

Year 4 5 6 C

	Autumn 2026	Spring 2027	Summer 2027
Unit	What are mountains and where can you find them?	Are rivers important to us?	Why do people travel to Greece?
Curriculum Links	Human and Physical Geography Mountains Volcanos and Earthquakes	Human and Physical Geography Rivers	Place Knowledge Europe and a study of the Mediterranean
Outcome	Children can explain the physical process of how mountains are formed; explain the physical process of how volcanoes form; and why earthquakes occur. Children can explore human interaction with the above physical process.	Children can identify the physical features of a river, explaining how humans interact with rivers including economy, recreation and environmental hazards.	Children can name key countries within Europe, focussing on the human and physical characteristics of Greece. Children can explain the reasons why humans migrate from bordering countries to Europe through Greece.
Sequence of Learning	- I can label the structure of the earth. - Describe what happens at the boundaries between the Earth's plates. - I can describe the key features of mountains and how they are formed. - I can describe the climate of the mountains and explore mountain life. - I can explore and locate the UK's highest mountains - Describe and explain the key features of a volcano. - Describe and explain the key features of an earthquake.	- I can explain the stages of the water cycle. - I can explain how rivers are formed - I can identify the stages and features of a river (Cober). - I can collect data from a river in my local area - I can present and analyse data collected from my fieldwork.	- I can locate Europe and its countries on a map, naming their capital cities. - I can locate European countries bordering the Mediterranean Sea, using maps to and satellite imagery to identify their key human and physical characteristics. - I can explain why tourism is popular in Mediterranean countries. - I can identify the main human and physical features of Athens. - I can explain why people migrate to neighbouring countries in the Mediterranean.
Vocabulary	summit, mountain range, fold, plates, Everest, Snowdonia, Ben Nevis, Himalayas, Nepal	evaporation, precipitation, condensation, confluence, delta, erosion, estuary, mouth, tributaries.	European Union, Mediterranean, leisure, resort, Greece, refugee, migrant, migration

Starting Point

Mullion's Geography curriculum builds upon skills developed in EYFS.

Three and four-year-olds	Understanding the world	• Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the world	• Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.
Early Learning Goals	Understanding the world *People, Culture and Communities*	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	Understanding the world *The Natural World*	• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.

End Point

Mullion's history curriculum aims to prepare children for Key Stage 3. The Key Stage 3 and 4 Curriculum can be viewed here: https://assets.publishing.service.gov.uk/media/5a7b8699ed915d13110 5fd16/SECONDARY_national_curriculum_-_Geography.pdf

Mullion Comprehensive is our feeder school.
This is their learning https://www.mullionschool.org.uk/curriculum/Geography/

Substantive Knowledge

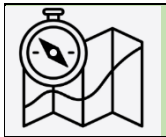
Location Knowledge		'Knowing where's where' :build their own identity and develop their sense of place; develop an appreciation of distance and scale; learn about the orientation of the world, including references such as the continents and oceans that they can navigate from.
Place Knowledge		Place knowledge brings meaning to locations and processes studied. It is place that connects the physical topography and physical or human geography processes with personal experience and how geographical conceptualisation brings meaning to undifferentiated 'space'. Place is all about exploring localities and understanding similarities and differences between them.
Human and Physical Geography		Knowing why a phenomenon occurs and the impacts that it has are at the core of the discipline describe their own and others' environments – recognise the similarities and differences between the world around them and contrasting environments; understand important processes and changes in the world around them, including those affecting the land, bodies of water and the air, people, and wildlife.
Geographical Skills and Fieldwork		Through fieldwork, pupils encounter geographical concepts first-hand and connect their learning in classrooms with the complexity of the real world. Through observing, collecting data for themselves, analysing it and describing their findings, pupils learn how to observe and record the environment around them.

Map Skills		Geographical skills include both constructing and interpreting hard-copy and digital maps and plans. This involves the use of atlases and globes. Maps are, to a certain extent, the language of geography. Throughout school, pupils are introduced to different types of mapping, including topological and thematic mapping, as they progress through key stage 2 decoding information from maps: constructing (or encoding) maps; analysing distributions and relationships; route-finding; and interpreting the information to conclude.

Fieldwork

EYFS	KSI	LKS2	UKS2
Scale e.g. how big is an ant's home?	• using small world play, model making, or the • designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development) to represent a visited place (e.g. a shop, the library or Health Centre) • adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house) • making annotated drawings to show variations (e.g. in a row of houses in a local street)	• making models, annotated drawings and field sketches to record observations (eg: river model, showing features/ river sketch)	
- exploring the school environment, identifying it's features and what is near and far. - children will explore a range of maps, understanding that they show you where things are.	• drawing a freehand map (e.g. of the school grounds, local street or park) sketch map drawing freehand maps of routes (e.g. of a walk to a site in the local area)	sketch map drawing freehand maps of routes (e.g. of a walk to a site in the local area) river: from SOURCE to MOUTH (River Fal/Helford)	Drawing freehand maps (e.g. of a site they have visited)
	relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features	• relating a large-scale plan of the local area or fieldwork site to the environment,	• relating large-scale plans to the fieldwork site, identifying relevant features

		identifying features relevant to the enquiry	
	• marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations		
	• using a simple compass and cardinal compass directions (north, south, west, east)	• using a simple compass and cardinal compass directions (north, south, west, east) 8 compass points	
	• taking digital photos (e.g. of buildings in the locality	• taking digital photos and annotating them with labels or captions (river features/ human and physical features study)	
	making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job	• making digital audio recordings for a specific purpose (e.g. traffic noise)	
	using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features	• developing a simple method of recording their feelings about a place or site • designing and conducting interviews (e.g. to investigate which spaces/places local people value)	designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance • designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)
		• using standard field sampling techniques appropriately (e.g. taking water samples from a stream)	• using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)
	• collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties	- Traffic survey: link to School Parliament	conducting a transect to observe changes in buildings and land use



Map Skills

Key Stage 1

Using and Interpreting	Position and Orientation	Drawing
I can find information on aerial photographs I can follow a route on a prepared map I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality	I am beginning directional vocabulary I can say which direction N, S, E, W is for example, using a compass in the playground I know which direction N is on an Ordinance Survey map.	I can draw a simple map
Symbols	**Perspective and Scale**	**Digital Mapping**
I can use symbols on maps (own and class agreed symbols) I can give Ordinance Survey symbol on a map with support	I can look down on objects and make a plan I can draw objects to scale, for example, using squared paper 1:1 then progressing to 1:2 and so on). I can use large scale, vertical aerial photographs	I can find places using a postcode or simple name search I can add simple information maps, for example labels and markers. I can draw around simple shapes and explain what they are on the map, for example, houses. I can zoom in and out of a map I can draw a simple route. I can highlight areas.

Lower Key Stage 2		
Using and Interpreting	**Position and Orientation**	**Drawing**
I can use atlases, maps and globes I can use large scale maps outside I can use maps at more than one scale I can make and use simple route maps I can locate photos of features on maps I can use oblique and aerial views I can recognise some patterns on maps and begin to explain what they show I can give maps a title to show their purpose I can use thematic maps I can explain what places are like using maps at a local scale I can recognise that contours show height and slope.	I can use simple grids I can give direction instructions up to 8 cardinal points I can use 4-figure coordinates to locate features I know that 6 figure Grid References can help you find a place more accurately than 4-figure coordinates.	I can make a map of a short route with features in the correct order I can make a map of a small area with features in the correct places
Symbols	**Perspective and Scale**	**Digital Mapping**
I can give maps a key with standard symbols I can use some Ordinance Survey style symbols	I can use maps and aerial views to help me talk about geographical features. I can make a simple scale plan of room with whole numbers. I can use the scale bar to estimate distance. I can use the scale bar to calculate some distances. I can relate measurement on maps to outdoors.	I can use the zoom function to explore places at different scales. I can add a range of annotation labels and text to help me explain features and places I can highlight an area on a map and measure it. I ca use grid references in digital mapping I can use the grid reference tool to record a location I can highlight areas within a given radius.

Upper Key Stage Two		
Using and Interpreting	**Position and Orientation**	**Drawing**
I can relate maps to each other and to vertical aerial photographs I can follow routes on maps saying what is seen I can use index and contents page of atlas I can use thematic maps for specific purposes I know that purpose, scale, symbols and style are related I can appreciate different map projections I can interpret distribution maps and use thematic maps for information. I can follow a route on a 1:50, 000 Ordinance survey maps I can describe and interpret relief features.	I can use 4 and 6-figure coordinates to locate features I can give directions and instructions to 8 cardinal points. I can align a map with a route I can use latitude and longitude in an atlas or globe	I can make sketch maps of an area using symbols and key I can make a place for example, garden, play park, with scale. I can design maps from descriptions I can draw thematic maps, for example open spaces I can draw scale plans
Symbols	**Perspective and Scale**	**Digital Mapping**
I can use standard symbols I know 1:50, 000 and atlas symbols	I can use a range of viewpoints up to satellite. I can use models and maps to talk about contours and slope. I can use a scale bar on all maps I can describe height and slope using maps, fieldwork and photographs. I can read and compare map scales. I can draw measured plans, for example, from field data.	I can find 6-figure grid references and check using the Grid Reference tool. I can combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue. I can use maps to research factual information about locations and features. I can use linear and area measuring tools accurately.

Lesson Design

1. Location Knowledge
2. Retrieve prior learning and overarching question
3. Share new learning 'I can...' statement
4. Make links with substantive knowledge
5. New learning
6. Children apply learning through planned activity
7. Share learning and link to overarching question

Assessment

A Subject Specific Approach to Assessment and Feedback: **Geography**

Unit Launch

Repeat previous unit end point quiz

Recap broad prior learning
'Spacing'

In History, children will revisit the substantive areas of knowledge, relevant to the new learning:

- **Location Knowledge** 
- **Human and Physical Geography** 
- **Place Knowledge** 
- **Map Skills** 
- **Fieldwork** 

Introduce new area of learning

In Geography children are presented with an **enquiry question**. 'I can..' lesson objectives will lead to the children answering the enquiry question in the final lesson.

Learning Sequence

Recap 'Level 1' knowledge
2 minutes e.g. quiz

All geography lessons will start with the recall of **Location Knowledge** learned so far, from EYFS to current year.

Recap 'Level 2' knowledge
5 minutes

Review **prior learning from unit**, including **misconceptions** identified in previous lesson.

Teaching of new learning

- **Small steps**
- **Teacher Model**
- **Check understanding**

Independent practice

- **Effective deployment of TA**
- **Live marking (highlight yellow)**
- **Purple Pen**
- **Instant feedback**
- **Rapid support**
- **Children refer to previous learning in book**

End Point

Quiz

Children will complete a quiz to demonstrate their accumulative knowledge from the unit. Teachers can pick up on final misconceptions before children complete the final 'show what you know' assessment.

'Show what you know'

Children will first demonstrate their knowledge of the individual learning objectives. They will then bring this information together to answer the overarching enquiry question.

SEND adaptations

GEOGRAPHY - subject specific adaptations	
Communication and Interaction	
SLCN (Speech, language and communication needs)	• See general curriculum adaptations • Pre-teach and reteach of vocabulary prior to new learning • Support introduction of new vocabulary with visuals • Recognise that some geographical language is complex to understand - eg mouth of a river or water table - support with images. • Alternative methods of recording learning in SHOW WHAT YOU KNOW books - TA support, talking through answers aloud before writing, voice recording, use of drawings and post-it notes, use of technology • When taking part in fieldwork, children given pre-warning and social stories used if necessary to give an idea upcoming events.
Autism	• See general curriculum adaptations
Cognition and Learning	
Dyslexia	• Pre-teach and re-teach vocabulary prior to new learning • Recognise that some geographical language is complex to understand - eg mouth of a river or water table - support with images • Teach Geography concepts through manipulative and visual strategies • Link Geography to real-life contexts that are practical and meaningful for the learner

	• Consider building a visual record of investigations etc. • Introduce mnemonics to help learners remember new concepts • Alternative methods of recording learning in SHOW WHAT YOU KNOW books - TA support, talking through answers aloud before writing, voice recording, use of drawings and post-it notes, use of technology • Where appropriate cloze procedure tasks created to minimise writing workload for pupils
Dyspraxia	• Pre-teach and re-teach vocabulary prior to new learning • Children with coordination difficulties may need adapted equipment for field work. They benefit from time handling the equipment before using in an investigation - consider demonstrating how the equipment is to be used
Dyscalculia	• Be aware that children will find activities involving reading scales/measuring difficult and will possibly require additional support
SEMH	
Trauma/Anxiety	• See general curriculum adaptations • Consider use of individual risks assessments where required
ADHD	• See general curriculum adaptations • Consider use of individual risks assessments where required
Physical and sensory difficulties	
Visual Impairment	• Use of assistive technologies - talking calculators, thermometers, timers, rain gauges etc • Use of individual risk assessments - particularly needed for field work • Use of enlarged resources • Alternative methods of recording learning in SHOW WHAT YOU KNOW books - TA support, talking through answers aloud before writing, voice recording, use of drawings and post-it notes, use of technology
Hearing Impairment	• Pre-teach upcoming vocabulary in context
Physical Disability	• This is very specific to the needs of the children and advice will be followed form the relevant agency (physiotherapy, OT, Disability service)