

# Camtree Digital Library



## Inclusive strategies for improving subject specific vocabulary

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**To improve the acquisition of vocabulary to support the childrens' understanding of geography, including SEND**



TO IMPROVE THE ACQUISITION OF  
VOCABULARY TO SUPPORT THE CHILDRENS'  
UNDERSTANDING OF GEOGRAPHY,  
INCLUDING SEND.

How to provide children a variety of  
opportunities to learn vocabulary  
associated with places/location  
knowledge to enable them to engage with  
the learning and use it in different  
contexts.

# IN THE BEGINNING...

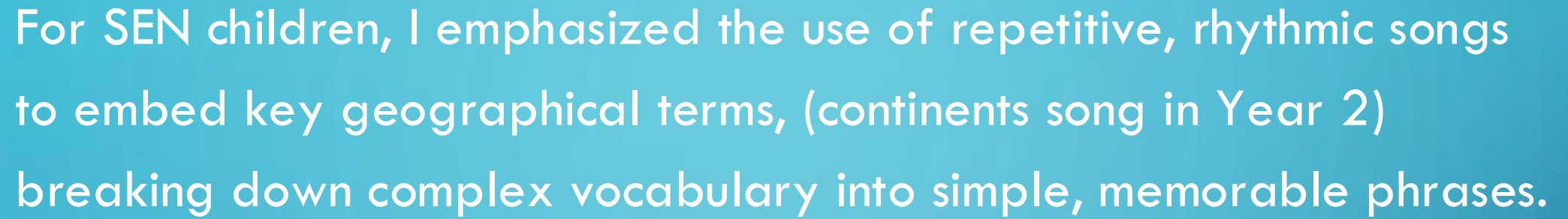
- Our families live in a high deprivation area and the children enter Radford with very low levels of literacy, in particular, communication and interaction.
- Over the last few years, we have been part of the Oracy project. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language and listening. This has certainly supported our children to have the confidence to speak in different situations.
- However, across the curriculum the children struggles to articulate their learning because of a lack of subject specific vocabulary.
- This was particularly the case for SEND children.

# GEOGRAPHY LEAD

Firstly I carried out research into strategies to support children to learn and use subject specific vocabulary.

During a staff meeting I introduced ideas to support staff in helping children, especially those with Special Educational Needs (SEN), remember the geography-specific vocabulary. For example, the use of games and songs tailored to diverse learning needs.

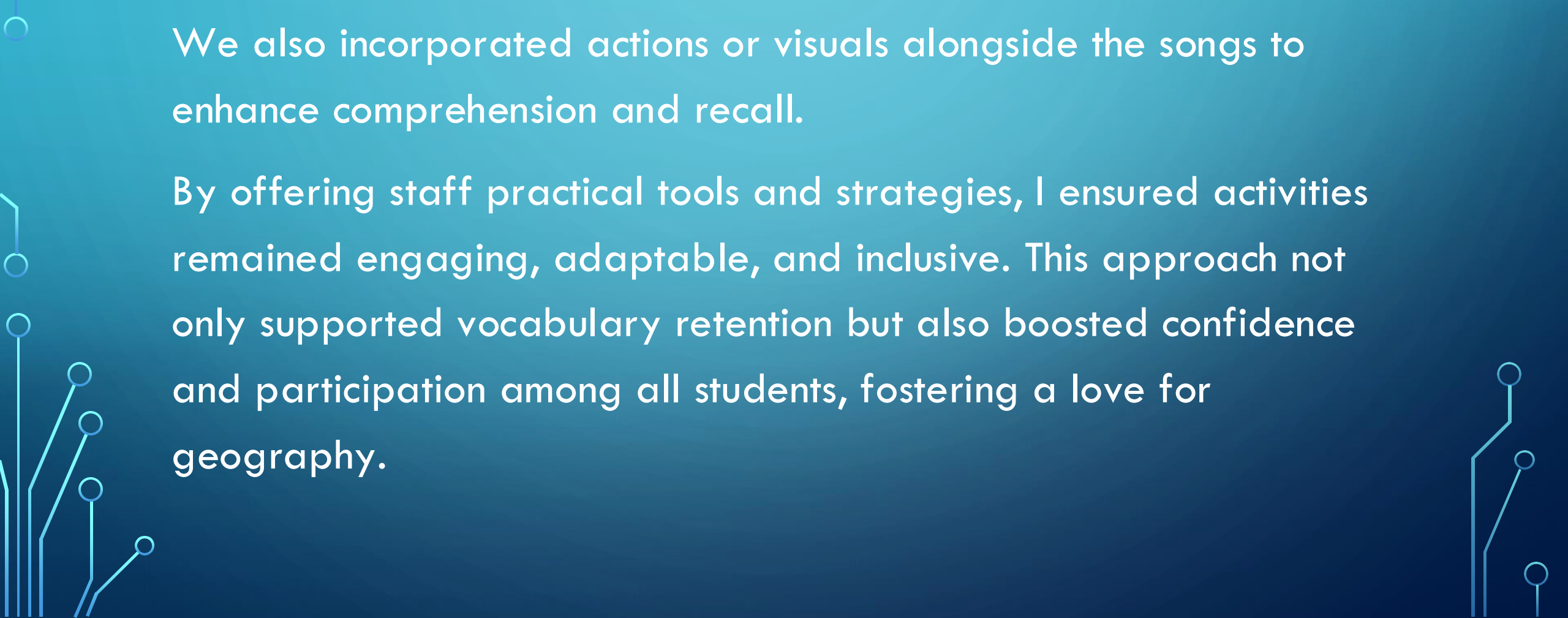
I collaborated with staff to design inclusive activities like matching games with visual aids, interactive bingo, and hands-on word puzzles, ensuring they were accessible for all learners. These games were designed to provide a multi-sensory experience, catering to varied learning styles.



For SEN children, I emphasized the use of repetitive, rhythmic songs to embed key geographical terms, (continents song in Year 2) breaking down complex vocabulary into simple, memorable phrases.

We also incorporated actions or visuals alongside the songs to enhance comprehension and recall.

By offering staff practical tools and strategies, I ensured activities remained engaging, adaptable, and inclusive. This approach not only supported vocabulary retention but also boosted confidence and participation among all students, fostering a love for geography.



## Y2 TEACHER

- Children began to join in with the songs and grew in confidence over the course of lessons. They also began to transfer their knowledge from the songs to name continents without the songs for support.
- Part of the children's morning activities are a recall activity to reinforce the learning from the topic sessions.
- At the start of the unit the SEND focus children couldn't remember the continents in recall activities however a recent verbal assessment has demonstrated that they can now name all the continents.

# IMPACT

- 3 months later:
- Most of the SEND children could remember all of the continents.
- Most of the SEND children could identify at least two of the continents on a world map
- All the children enjoyed recording their voice /work on Showbie

# IMPACT

- 'Singing the song makes it more better'
- 'The song came into my head and I locked it. You get to know it'
- 'I like using the iPad to record my voice and my work on the iPad'
- 'I was saying it, it made me laugh. It's easier to speak than to write it'

## BROADENING THE PROJECT

- I introduced the use of songs in History Children began to join in with the songs and grew in confidence over the course of lessons. They also began to transfer their knowledge from the songs to name continents without the songs for support. In history this led to a performance using the glockenspiels.
- I also observed that using artefacts was useful to reinforce learning for the Great fire of London. We looked at the artefacts and spoke about what each artefact was. This helps reinforce learning.

# LESSONS LEARNED

- Be patient, trialling and evaluating strategies takes time but is time well spent
- Regular meetings to have a catch up and to keep communicating
- Establish a data set to show impact

# NEXT STEPS

- Roll out the song approach to other classes
- Other subject leads look at how song can enhance the acquisition of language in their subject
- Investigate the use of AI to generate songs
- Explore the use of iPads (technology) to support SEND teaching and learning