

Adaptations to remove potential barriers in the curriculum Subject: Geography

Potential barrier	Strategies to overcome barrier
Difficulty with recording information or literacy barriers	<ul style="list-style-type: none"> • Displaying word banks on Geography working wall/white board and/or providing a word mat. • Allow for plenty of thinking/talking time before asking pupils to write. • Use of writing frames to help pupils structure their work. • Use a range of recording methods (drawing, word processing, mind maps, digital images, videos, voice recordings, collage, story boards, play dough to create maps). • Allow additional time to complete the work with brain breaks when needed • Sentence stems. • Use of colourful semantics or symbols to help structure written answers. • Use a peer/adult to scribe children's questions and responses.
Difficulty with retaining vocabulary/key knowledge	<ul style="list-style-type: none"> • Pre-teach key vocabulary linked to an image/ object with an explanation. • Display vocabulary and image on Geography working wall/whiteboard. • Regular retrieval of vocabulary/key knowledge with Flashback (5 questions) at the start of each lesson. • Word mats with key vocabulary available to support
Reading	<ul style="list-style-type: none"> • Reading out loud from a resource in small groups or as a class. • Partner with a child who can read key information to them. • Work in a smaller group with a TA. • Adapted text at their reading level so they can fluently read and retrieve information independently. • Using word banks. • Using easy to use atlases, maps and digital resources.
Change and transition e.g. Fieldwork	<ul style="list-style-type: none"> • Geography doesn't always follow the same lesson format and structure, so prepare children in advance by explaining how the lesson will run. • Use social stories to prepare children for upcoming fieldwork lesson.

Use of fieldwork equipment	<ul style="list-style-type: none"> • Display equipment such as compasses, cameras, tape measures etc. for children to explore and play with prior to fieldwork lesson. • Pre – teach children how to use certain pieces of equipment. • Name it, explain what it does, model how it can be used or applied.
Map reading	<ul style="list-style-type: none"> • Opportunities to explore maps and reading maps prior to any map reading lesson. • Provide opportunities to develop understanding of thinking spatially. • Minimise information overload by giving more simplistic resources where appropriate.
Assessment opportunities	<ul style="list-style-type: none"> • Complete practical baseline assessment and photograph this. • Repeat same assessment at the end of the unit, photograph this again. Compare photographs to show evidence of progress e.g., create a map of the world out of play dough, repeat process then compare map from first to last lesson. Placing cocktail stick flags with names of capital cities onto a map, repeat process then compare photograph from first to last lesson.
For pupils believed to be Dyslexic	<p>Use of the EEF five core principles of good teaching for pupils with SEND:</p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Flexible grouping • Using technology <p>Consider pupil's learning preferences recorded in Learning toolkit.</p>

Additional strategies

- Hands on learning where applicable. Limit worksheets and only use if needed and provide writing frames for recording fieldwork observations.
- Clear explanations, using an appropriate level of language
- Concrete examples, linked to previous learning – ‘Flashback’ discussions and referring back to previous work.
- In retrieval activities, use pictures/images/diagrams used previously as a visual prompt.