



Strategies to remove potential barriers in the curriculum Subject: Geography

Potential barrier	Adaptations to teaching
Difficulty with recording information or literacy barriers	<ul style="list-style-type: none"> • Displaying word banks • 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, art) • Allow additional time to complete the work with brain breaks when needed • Sentence stems • Use an adult to scribe childrens 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 images. • Regular retrieval of vocabulary. • Word mats with key vocabulary.
Reading	<ul style="list-style-type: none"> • Reading out loud from a resource. • Partner with a child who can read key information to them. • Work in a smaller group with a Teacher/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 eg: 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.

Additional strategies

- Hands on learning where applicable. Limit worksheets and only use if needed and for writing frames for recording fieldwork observations.
- Clear explanations, using an appropriate level of language
- Concrete examples, linked to previous learning – using floor book.