



## 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"> <li>• Displaying word banks on Geography working wall/white board and/or providing a word mat.</li> <li>• Encouraging use of Geography Knowledge Organiser.</li> <li>• Allow for plenty of thinking/talking time before asking pupils to write.</li> <li>• Use of writing frames to help pupils structure their work.</li> <li>• Use a range of recording methods (drawing, word processing, mind maps, digital images, videos, voice recordings, collage, art).</li> <li>• Allow additional time to complete the work with brain breaks when needed</li> <li>• Sentence stems.</li> <li>• Use of colourful semantics.</li> <li>• Use an adult to scribe children's questions and responses.</li> </ul>
Difficulty with retaining vocabulary/key knowledge	<ul style="list-style-type: none"> <li>• Pre-teach key vocabulary linked to an image/ object with an explanation.</li> <li>• Encouraging use of Geography Knowledge Organiser.</li> <li>• Display vocabulary and image on Geography working wall/white board.</li> <li>• Regular retrieval of vocabulary/key knowledge with Flashback (5 questions) at the start of each lesson.</li> <li>• Word mats with key vocabulary.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Reading out loud from a resource in small groups or as a class.</li> <li>• Partner with a child who can read key information to them.</li> <li>• Work in a smaller group with a TA.</li> <li>• Adapted text at their reading level so they can fluently read and retrieve information independently.</li> <li>• Using word banks.</li> <li>• Using easy to use atlases, maps and digital resources.</li> </ul>

<p>Change and transition e.g. Fieldwork</p>	<ul style="list-style-type: none"> <li>• Geography doesn't always follow the same lesson format and structure, so prepare children in advance by explaining how the lesson will run.</li> <li>• Use social stories to prepare children for upcoming fieldwork lesson.</li> </ul>
<p>Use of fieldwork equipment</p>	<ul style="list-style-type: none"> <li>• Display equipment such as compasses, cameras, tape measures etc. for children to explore and play with prior to fieldwork lesson.</li> <li>• Pre – teach children how to use certain pieces of equipment.</li> <li>• Name it, explain what it does, model how it can be used or applied.</li> </ul>
<p>Map reading</p>	<ul style="list-style-type: none"> <li>• Opportunities to explore maps and reading maps prior to any map reading lesson.</li> <li>• Provide opportunities to develop understanding of thinking spatially.</li> </ul>

**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, using Knowledge Organisers and referring back to previous work.