

## REMOVING BARRIERS FROM THE GEOGRAPHY CURRICULUM

### Strategies to remove potential barriers in the curriculum

#### Subject: Geography

Potential Barrier	Adaptations to Teaching
Difficulty with recording information or literacy difficulties	<ul style="list-style-type: none"> <li>● Use alternatives to written recording. eg. drawing, scribing, word processing, mind maps, digital images, videos, voice recordings, QR codes, graphic organisers</li> <li>● Provide topical work banks, picture cards and widgets</li> <li>● Allow the use of templates</li> <li>● Allow additional time to complete the work</li> <li>● Provide lists of key concepts or vocabulary spelling</li> <li>● Sentence stems</li> </ul>
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> <li>● Use visual prompts to direct children</li> <li>● Give one or two instructions at a time. Represent each one on a finger.</li> <li>● Build a subject specific vocabulary guide (target sheets and wall display)</li> <li>● Pre-teach key vocabulary, then ensure consistently used and embedded and applied</li> <li>● Retrieval practice - sticky questions</li> <li>● Practical and hands on learning</li> <li>● Use voice recordings, photos, prepared grids etc as evidence of learning</li> <li>● Provide word banks that are accessible throughout the geography topic.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>● Reading with a peer who can read to them</li> <li>● TA/teacher reading</li> <li>● Use simpler sentence with WIDGETS as individual child appropriate</li> <li>● Adapted text at their reading level so they can read and retrieve information independently</li> </ul>
Processing questions	<ul style="list-style-type: none"> <li>● Give opportunity to discuss the answers to questions in pairs or with TA, before the teacher requests verbal answers</li> <li>● Prepare pupils to contribute to feedback sessions</li> <li>● Use visual prompts</li> </ul>
Working and long term memory	<ul style="list-style-type: none"> <li>● Reduce the amount of material to be remembered and repeat and display important information</li> <li>● Retrieval practice - sticky questions</li> <li>● Use of memory aids- knowledge organisers, posters, working wall, (widgets)</li> <li>● Mental processing and explanations of complex tasks and concepts are simplified as appropriate</li> <li>● Activities are structured so that children can use available resources such as word banks</li> </ul>

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	<ul style="list-style-type: none"> <li>● Keep instructions short and use visual prompts eg. Lists, diagrams.</li> <li>● Break tasks into manageable chunks and steps</li> <li>● Now/next sequencing boards to structure thinking for learning</li> <li>● Check in that the child/ren knows what to do</li> <li>● Avoid cognitive overload and not rushing through content</li> <li>● Simple visuals that avoid cognitive overload</li> </ul>
Attention and focusing	<ul style="list-style-type: none"> <li>● Create a working classroom environment that is calm and simple. eg clear routines, organised workspace</li> <li>● Use preferential seating and proximity to engage all children- can you access target children?</li> <li>● Reduce cognitive overload and too much talk</li> <li>● Practical and engaging learning opportunities</li> </ul>
Visual prompts	<ul style="list-style-type: none"> <li>● Use visual prompts to support the pupil's learning:</li> <li>● Pictorial task cards</li> <li>● Writing frames/worksheets give the children a starting point to build on</li> <li>● Word mats to keep relevant vocabulary close to hand as appropriate</li> <li>● Working walls and target sheets</li> </ul>
Working for independence	<p>All pupils should be able to participate in classroom learning and activities. Plan for involvement by: -</p> <ul style="list-style-type: none"> <li>· Providing plenty of opportunity for pupil participation</li> <li>· Carefully scaffold questions to build confidence</li> <li>· Ensure that you and other adults hold back, give thinking time, time to process and talk</li> <li>· Make explicit links to previous learning</li> <li>· Ensure that pupils are familiar with a range of resources they need to use</li> <li>· Provide supportive handouts</li> <li>· Ensure individual is facing the board!</li> </ul>
Use of fieldwork equipment	<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>
Map reading	<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>
Change and transition e.g. fieldwork	<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>