REMOVING BARRIERS FROM THE GEOGRPAHY CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: Geography

Potential Barrier	Adaptations to Teaching
Difficulty with recording information or literacy barriers	• Displaying word banks on Geography working wall. • 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 breaks if/when needed • Use an adult to scribe children's questions and responses.
Difficulty with retaining vocabulary/key knowledge	• Pre-teach key vocabulary linked to an image/ object with an explanation. • Display vocabulary and image on geography working wall. • Regular retrieval of vocabulary using vocabulary box/remember board/quizzes. • Links made to other subjects being taught.
Reading	• Reading out loud from a resource. • 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 eg: Fieldwork	• 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	• 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	• 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.
- Clear explanations, using an appropriate level of language
- Concrete examples, linked to previous learning