

## Subject: Geography

### Adaptive teaching plan

Barriers to learning	Adaptations required	Resources needed
<b>Communication and Interaction</b> <ul style="list-style-type: none"><li>• Tier 2/3 vocab – using these appropriately</li><li>• Children new to English</li></ul>	<ul style="list-style-type: none"><li>• Provide visual supports – dual coding</li><li>• Access to translation software/tools</li><li>• Mixed ability pairs</li></ul>	<ul style="list-style-type: none"><li>• Wigit online</li><li>• Knowledge organisers</li><li>• Dual coded word banks</li><li>• Translation software</li></ul>
<b>Cognition and Learning</b> <ul style="list-style-type: none"><li>• Difficulty recording work</li><li>• Working memory – retaining knowledge</li><li>• Processing difficulties</li><li>• Knowledge and understanding of the world (social capital)</li><li>• Understanding abstract concepts (e.g. maps)</li></ul>	<ul style="list-style-type: none"><li>• Models/WAGOLLS</li><li>• Pre-teaching</li><li>• Concrete resources</li><li>• Sentence stems</li><li>• Chunk tasks into manageable steps</li><li>• Alternative methods of recording</li><li>• Recapping previous learning</li><li>• Allow thinking time – pause, pounce, bounce</li></ul>	<ul style="list-style-type: none"><li>• Real life experiences – trips, workshops</li><li>• Word banks</li><li>• Wigit</li><li>•</li></ul>
<b>Social, Emotional and Mental Health</b> <ul style="list-style-type: none"><li>• Relationships during group work</li><li>• Self-esteem</li><li>• Negative personal experiences related to geography topics (e.g. natural disasters)</li></ul>	<ul style="list-style-type: none"><li>• Use emotionally sensitive approaches when teaching difficult topics (e.g. natural disasters)</li><li>• Positive praise</li><li>• Encouraging collaborative learning by using effective grouping strategies.</li><li>• Creating clear success criteria</li></ul>	<ul style="list-style-type: none"><li>• Success criteria</li></ul>

	<ul style="list-style-type: none"> <li>• Movement breaks</li> </ul>	
<p>Sensory and Physical</p> <ul style="list-style-type: none"> <li>• Sensory avoidance on trips and working with materials</li> <li>• VI – accessing resources</li> <li>• HI – accessing resources</li> <li>• Fine motor skills – writing/drawing during independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Closed choices for sensory experiences</li> <li>• Social stories</li> <li>• Multisensory approaches</li> <li>• Enlarged text/ technology to zoom into text</li> <li>• Dyslexia-friendly colours/font</li> <li>• Appropriate seating (front of the room, at the correct angle, lighting)</li> <li>• Makaton/sign</li> <li>• Hand gym/ fine motor skill interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Tablet/laptop</li> <li>• Resources to support fine motor skill development (e.g. hand gym equipment, specialist pen)</li> </ul>