

Differentiation

There are certain teaching methods that can be employed to ensure that learning is fun and rewarding for all. The objective of these notes is to suggest how some of the activities in Streets Ahead can be adapted to take into account a wide range of abilities and to give a very brief overview of the spectrum of learning needs.

Gifted and talented students

Gifted and talented students will understand concepts clearly and be creative and original in their thought processes. They will be able to communicate and reason well with a strong logic informing all their thinking. They tend to relate well to others and show good leadership skills. You will need to develop the breadth and depth of their experiences to stretch them. Students need high expectations placed upon them but the end product must still be achievable.

Students should be encouraged to:

- ➔ work independently on a regular basis
- ➔ participate in discussion/debating exercises
- ➔ make autonomous decisions about how they work and which materials they use
- ➔ set their own targets and review their progress
- ➔ translate knowledge from one curriculum area to inform their work in another.

Many of the activities in the Streets Ahead pack promote high level skills that will really stretch gifted and talented students. It is suggested that you consider building the Streets Ahead project into your school's gifted and talented programme.

Students with learning difficulties

Geography offers students with learning difficulties valuable opportunities for learning in a variety of visual, auditory and kinaesthetic ways. PSHE is vital for the emotional and social development of all students, but particularly of those with learning difficulties, who may find it difficult to identify with a wider community.

Streets Ahead aims to allow students with learning difficulties to:

- ➔ understand themselves in relation to space
- ➔ become engaged with their immediate surroundings
- ➔ explore concepts of both local and wider environments
- ➔ develop an understanding of themselves and their environment in relation to other people and places.

Depending on their level of ability you should adapt lessons taught using Streets Ahead by:

- ➔ keeping episodes short
- ➔ choosing equivalent material from earlier Key Stages where necessary
- ➔ maintaining, reinforcing and consolidating learning throughout
- ➔ focusing on a limited number of key aspects of the subject in depth
- ➔ concentrating on the relevance of the key messages in the context of everyday activities
- ➔ using as much pictorial material as possible
- ➔ using a sensory approach to the overall experience
- ➔ investigating places
- ➔ encouraging contact with different people.

On the following pages there are some examples of how activities in Streets Ahead might be adapted to be more workable for students with learning difficulties. Where adaptations have not been suggested, ensure that you split the class into mixed ability groups or pairs and that you help any students that seem to be struggling.

Example 1

Activity 2: Connections

Finding the link between statements that at times are quite abstract or perhaps require several moves to establish the link is a high level skill that some students may struggle with. You might like to give some students the alternative exercise below.

Which statement is the odd one out and why?

Question 1.

- a) Cars give out carbon dioxide.
- b) In Britain, garages stopped selling petrol with lead in it in 2000.
- c) You must always look both ways before crossing the road.

Question 2.

- a) The numbers of people walking and cycling have gone down in the last 20 years.
- b) 15% of people worry about their personal safety when waiting at bus stops and railway stations.
- c) 45% of young people want to cycle but just 4% do. (4)

Question 3.

- a) London has introduced Congestion Charging which means that you have to pay to drive into the city centre.
- b) Most people think of emissions when you mention transport and pollution but noise can be a form of pollution too.
- c) In 2003 the UK's first toll motorway (M6 Toll) opened.

Question 4.

- a) The number of journeys to school by car has nearly doubled in the last ten years. (1)
- b) During term time at 08:50 one car in five on urban roads is taking children to school. (1)
- c) In a recent survey of 11-14 year olds, 25% admit to having been pushed into the road by a friend. (7)

Example 2

Activity 3: Mystery

Mysteries are highly inclusive activities as there is no right answer. The answer is therefore less significant than the processes undertaken to achieve an answer. However, some students may benefit from being given the writing frame below to prompt them.

Rashid gets to school by ...

A lot of students get to Rashid's school by ...

The road that Rashid's school is on is dangerous because ...

Students coming to Rashid's school are not the only problem. There is also ...

The following three building developments have taken place around the school in the last few years ...

The effect of these developments on the school run is ...

The effect of these developments on Rashid's journey is ...

Example 3

Activity 7: Identifying problems

The table below should help students who might struggle with understanding the human impact of the different transport issues that School B faces. The first answer has been completed for them.

Statement	Effect	Human Implications
736 students attend the school.	This is a lot of people who will be using the same narrow stretch of road at the same time.	During the school run there will inevitably be congestion both on the pavement and on the road.
The school is located on a sharp bend in the road.	Cars coming from opposite directions to the corner cannot see each other.	
There is no pavement on the road leading up to the school.	Cars can easily drive into the pedestrians' area.	
There is only just enough road space for two cars to pass each other on the road leading up to the school.	Congestion, frustrated drivers.	
There is no school bus and no train station.	Public buses or driving are the only options for students who live further away.	
There is a public bus stop at map reference 090057.	Buses stopping cause more traffic and more risks.	
There are no designated drop-off points for the school.	Students cannot be safely dropped off away from school gates.	
Around 15 of the students that attend the school arrive at the school by taxi and have to be dropped off at the gate by law.	Taxis cause added congestion around school gates.	
There are several pinch points on the road leading up to the school.	Cars have to give way to each other.	
The bicycle racks are full to capacity in summer.	Not all bikes can be stored safely.	
45% of students arrive at school by car.	There is a high volume of cars down a small road.	