

Adapting for pupils with learning difficulties

SUPPORT WORKING MEMORY

Use:

- Provide written or visual reminders of instructions — don't rely on verbal alone.
- Display key steps, vocabulary and goals visibly throughout the activity.
- Use anchor charts or reference cards students can keep on their desk.
- Break multi-step tasks into numbered stages presented one at a time.
- Repetition
- Simple summaries

Pupils with working memory difficulties cannot Pupils may have difficulty recalling previous learning as well as hold and process multiple pieces of information simultaneously

SUPPORT ATTENTION AND CONCENTRATION

Strategies:

- Keep Globetrotters activity segments short and varied.
- Use movement, role-play and hands-on tasks to re-engage attention.
- Present only the materials needed for the current task.
- Signal transitions clearly: 'In 2 minutes we will move to the next part.'
- Give students enough personal space to concentrate.
- Allow brief, structured breaks between activity phases.
- Seat pupils away from distractions during focused tasks.
- Minimise background noise.

Short, varied tasks with clear transitions help pupils sustain focus. A calm learning environment supports attention and engagement.

BUILD ORGANISATION AND PLANNING SKILLS

Use:

- Provide graphic organizers or task maps before starting activities.
- Use visual timelines or sequencing cards to structure tasks.
- Model the full task first — show a worked example before asking pupils to attempt it.
- Allow students to plan their response orally before writing or acting.

Structured planning tools reduce overwhelm and help pupils initiate tasks independently.

SUPPORT INFORMATION PROCESSING

Strategies:

- Allow significantly more response time — avoid rushing answers.
- Re-explain instructions using different words or a different format.
- Present new vocabulary in context repeatedly across multiple activities.
- Check for understanding before students begin — ask them to restate the task.
- Avoid overloading with too many new concepts in one session.

Slower processing speed is not a lack of ability — it requires adjusted pacing and patience.

SUPPORT GENERALISATION OF KNOWLEDGE

- Explicitly connect new activities to things students already know and have done.
- Use familiar activity formats (e.g. same game structure, new cultural content) to reduce cognitive load.
- Revisit key vocabulary and concepts across different units — repetition with variation supports retention.
- Highlight when a skill from one activity applies to a new one: 'Remember when we did this with food? Now we do the same with landmarks.'

Celebrate when students successfully apply something learned earlier — make the transfer visible.



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