

SEND Adaptations for History

“The study of history fires pupil’s curiosity and imagination through the exploration of civilisations and people from the past.”

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> • Use of first-hand practical activities to explore and spark interest through primary sources such as artefacts/newspapers/photographs etc. • Use of secondary sources to support understanding of content such as books, photos, videos, simulations or animations. • Use of word banks (and picture cards where necessary) to support understanding and learning of vocabulary. These could be displayed in class in a personalised version for adults to point to during whole class teaching or independent learning. Keep referring back to the vocabulary. • Use of alternative ways of recording for writing. • Pre-learning and over learning to support understanding including topic related vocabulary tick sheets so children can tick off when they feel confident in using the word verbally or in writing. • Use of small groups to scaffold SEND children where needed. • Application of vocabulary into different contexts to deepen understanding. 	<ul style="list-style-type: none"> • Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces. • Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction. • Pre-expose children with historical books and artefacts. • Plan movement breaks and classroom jobs to allow children to move within a lesson. • Visual words/cues/phrases. • Repetition and reinforcement. • Scaffolding observational/ questioning skills for History through careful and targeted questioning. • Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer. • Simple, step by step instructions verbally and then in a prompt sheet. • Use of appropriate modelling to support understanding. 	<ul style="list-style-type: none"> • Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration. • Ensure that instructions are clear and tasks are broken down to be achievable. • Children can be given a role within a group which does not involve them being highly active or speaking out to avoid overstimulation. • Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening. • Using IT to support where necessary either for whole class learning or for recording their learning. • Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card. • Use of positive language to encourage good choice and higher self-esteem. • Teaching with empathy and understanding of the child’s needs. 	<ul style="list-style-type: none"> • Ensure all images are large enough and accessible. • Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources. • Use of an iPad to support children with a visual impairment where screen sharing can occur. • Additional ways of recording, i.e. videos, verbal commentary etc rather than always writing. • Working within mixed ability groups to support. • Pencil grips, tripod pencils, left-handed pens etc to support. • Use of IT to support access beyond screen sharing. • Careful consideration of trips for History, will the child need some access arrangements or physical support? Additional risk assessments may be required.

<ul style="list-style-type: none">• Physical warm up to start a lesson to help recall previous learning i.e. hot seating, refer to timeline• Ensure that parents are aware of the vocabulary of the History curriculum and can support with the learning of terminology at home through research. Where this does not take place, allow the child time with an adult before the learning begins to research the History vocabulary.• Knowledge organisers are sent home and referred to in class if applicable. Sticky knowledge quizzes to be completed in mixed ability pairs to recap important knowledge regularly.	<ul style="list-style-type: none">• Symbols may be used to identify specific historical vocabulary for example map, atlas, timeline, artefact.	<ul style="list-style-type: none">• Allow movement breaks within the classroom for example giving out equipment or books etc.• Allow sensory/brain breaks as a break from learning. Think about cognitive overload and the child's ability to cope with this.	
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