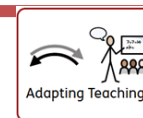


Adapting Teaching in History



Sound and Light: Interactive whiteboards are pink background and text in C Gothic to reduce glare.

Seating: Place pupils who need most support near the teacher/ TA so they can hear and see teacher prompts. Avoid the need for copying lots of information from the board; print for pupils with SEND.

Resources: Storage systems are predictable. Resources are accessible e.g. within reach. Resources are labelled with widgets clearly to encourage independent use e.g. using image, colour coding, large print, widgets, Braille, as appropriate.

Display: Displays are accessible, within reach, visual and tactile. Displays are engaging, clear, broken down steps to learning. Be aware of potentially distracting elements of wall displays.

Working with additional adults: Pre-tutoring of important history vocabulary, concepts and/or processes.

To 'scaffold' speaking or writing e.g. using sentence starters.

Modelling connectives to help prompt elaboration e.g. 'and so' to help pupils link information etc.

Unfamiliar learning environments: Low-arousal areas are planned for pupils who may need it. Area includes only immediately relevant materials/resources to minimise distraction.

Multi Sensory Approaches: Ideas for visual learners include:

Summarising ideas in pictures/widgets.

Modifying visual sources to show changes.

Explaining patterns in graphs

Using visual timelines

Using or presenting information in tables or diagrams, rather than unbroken text

Storyboarding text

Demonstrations of text and historical concepts e.g. illustrating the reason for the large number of causalities at the Somme

Provide activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods of time: role-play, card sorting, modelling structures, using interactive whiteboard with pupil involvement

Use pictures and widget symbols to illustrate abstract, new or historical concepts to enhance curriculum access for pupils with learning difficulties.

Managing group work and discussion :

Ask what role each pupil has taken in a collaborative writing task and give all pupils a role in modelled and collaborative writing.

Grouping Pupils : All forms of pupil grouping including pupils with SEN and/or disabilities. Transition from whole-class to group or independent work, and back, is clearly signalled. Sequence of groupings is outlined for pupils.

Reducing Cognitive Load :

Children should be given an opportunity to re-cap previous learning. This includes knowledge from the past and knowledge of the current topic.

Teachers should ensure that prior knowledge is assessed before building further knowledge.

Relevant knowledge organisers are appropriate, these should identify key Need to Know knowledge that the children should learn.

Children should be made aware of which key knowledge they are learning and this should be limited so as not to overwhelm.

Lesson content should be broken down so it builds sequentially on prior knowledge.

Vocabulary is supported by widget symbols on all knowledge organisers.

Teachers' communication : Recognise that the language of history may be challenging and cause barriers for some pupils e.g. the specific use in history of an everyday word e.g. church. Plan to teach new history vocabulary explicitly in context to extend proficiency in technical language, include widgets

Low-arousal areas : Low-arousal areas are planned for pupils who may need it Area includes only immediately relevant materials/resources to minimise distraction.