CURRICULUM ADAPTATIONS IN HISTORY

Cognition and Learning

Retrieval practice focusing on prior learning and skills which is linked to new learning.

Pre-teaching new learning and key knowledge/facts.

Displays reflecting current learning which may include core knowledge, sentence stems, topic vocabulary.

Timelines referred to when teaching and recapping in placement in time. Core concepts (e.g. duration, sequencing).

Use of a range of sources not just written texts or sources throughout teaching input and children's independent work.

Paired and group discussion to support understanding.

Sentence stems modelled during teacher.

Reasoning sentence stems— I think that… This show us...

Modelling examples ('I do'), shared paired work ('We do') and individual practice ('You do') approach.

Communication and Interaction

Recognise that the language/vocabulary of time may be challenging for children

Explicitly teach the meaning of key historical vocabulary in lessons. Starting in EYFS.

Where appropriate to need, pre-teach vocabulary.

Encouraging children to answer in full sentences, using sentence stems to support and model.

Use of oracy skills to allow time for children to think, generate and practice their oral responses.

Use objects/images as starting points for developing the concepts and language needed to describe, discuss and explain.

Use of physical movement in lessons (voting with your feet or human time lines) to support ideas and discussion.

Use of reasoning sentence stems to support children to express their reasoning.

Teachers model 'wondering out loud' to demonstrate internal though process when approaching the enquiry questions.

Pairs and group discussion opportunities.

Physical and/or Sensory

Use of concrete manipulatives to support –timelines/ topic sheets

Suitable choices of font/backgrounds to assist readability and access. Coloured paper used where necessary.

Pre-teach showing/experiencing anything that may have sensory implications.

Regular modelling to support ideas, including interactivity within lesson delivery.

Consider whether tables/ slides should be printed or pre-written if needs require, allowing children to focus on the task rather than copying out.

Scribe answers and ideas where needed, particularly for responses the involve greater depth responses and for longer assessment pieces so as to not limit children who have weaker literacy skills.

Social, Emotional and Mental Health

Use of oracy skills to allow time for children to think, generate and practice their responses in a less formal manner.

Variety of techniques employed to choose children to answer questions including pre-warning anxious children that they will be asked to share their correct answers.

Use of modelled examples ('I do'), shared paired work ('We do') and individual practice ('You do') approach to ensure independent practice takes place when a pupil has already gained in confidence.

Teacher modelling of possible errors and 'getting stuck' to demonstrate positive attitudes towards perseverance.

Use of an adult scribe, turn talking and paired shared work where needed to reduce anxiety.