

Inclusion Support Strategies for the Curriculum - History

Cognition and Learning:	
Learning Challenge:	Provision:
Difficulties in accessing written work.	<ul style="list-style-type: none"> • Dyslexia friendly environment (pale coloured paper, pale yellow background on interactive board). • Scribing. • Use of technology. • Smart grouping: pairing with a more able writer. • Alternative methods of recording i.e. comic strip/picture/drama/role play/making models. • Providing cloze procedures/structuring of writing. • Short, sharp instructions.
Accessing historical sources.	<ul style="list-style-type: none"> • Provide a range of sources, including visual and audible. • Differentiated sources.
Chronological Understanding.	<ul style="list-style-type: none"> • Key vocabulary cards with phrases (old, new, long time ago, before, after, past, present, then, now, BC, AD, decade, ancient, century). • Pre-teaching of key vocabulary. • Using pictures to put in chronological order instead of writing.

Communication and Interaction:	
Learning Challenge:	Provision:
Understanding new topic vocabulary.	<ul style="list-style-type: none"> • Pre-teaching of new vocabulary prior to lesson. • Send vocabulary word mats home before the topic begins. • Liaise with Speech and Language Lead. • Limit vocabulary to that which is necessary to ensure progress.
Communicating with others in the lesson.	<ul style="list-style-type: none"> • Allow time for child to respond to questions. • Give child warning if you're going to ask/ expect an answer to a question. • Use a card system for them to show when they may need support.

Social, Emotional, Mental Health:

Learning Challenge:	Provision:
Anxiety towards new or sensitive themes.	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge to access the new theme. • Introduce new challenging concepts/themes in advance to prepare children fully. • Good lines of communication with parents.
Challenging Behaviour.	<ul style="list-style-type: none"> • Allow movement or release breaks/different work environments such as a wall table. • Modify activity and expectations. • Smaller groups. • Clear instructions. • Adult support.
Staying seated for a longer period.	<ul style="list-style-type: none"> • Allow movement breaks/different work environments such as a wall table.

Sensory and Physical:

Learning Challenge:	Provision:
Physical Impairment.	<ul style="list-style-type: none"> • Modified resources adult support. • Modified tasks.
Accessing historical sources (visual impairment).	<ul style="list-style-type: none"> • Provide sources of evidence which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T. • Adult support. • Demonstration of how to use equipment. • Larger/smaller space. • Differentiated task.

<p>Experiments/creating models (i.e. mummification of a tomato - Egyptians) (sensory processing).</p>	<ul style="list-style-type: none">• Allow child time to try out the resources before the lesson.• Consider a different medium for that child.• Access to gloves if required
<p>Listening to historical songs/videos (sensory processing).</p>	<ul style="list-style-type: none">• Ensure child is aware of what is happening next (change in volume for example).• Inform adult possibly working with child about what is happening next.• may need to remove child for a specific activity or provide headphones if too loud.• If child can't hear as well, ensure to play video beforehand/take child out of room to listen separately.