

Support SEND Pupils in History

Barriers to History	High Quality Teaching Strategies	Support 'additional to' or 'different'
Subject Specific Vocabulary	<p>Plan to introduce new vocabulary over time with opportunities to revisit and recall.</p> <p>Use of visual supports alongside new historical vocabulary e.g. vocabulary mat on desk with images.</p> <p>New vocabulary included within other curriculum areas where appropriate.</p>	<p>Adapted knowledge organisers—simplified version</p> <p>Pre-teaching key vocabulary prior to the lesson.</p>
Chronology—placing events in a context Understanding of dates and sequence.	<p>Visual timeline of events to place in sequence for context. (sorting into order).</p> <p>Create a human timeline using visual images.</p> <p>Create a classroom display which is added to when a new event is studied. Revisit often.</p>	<p>Pre-teaching of chronology in relation to areas of history already studied. E.g. creating a timeline of events already known and new events.</p> <p>KS2 – provide AD and BC visual timelines separately.</p>
Using sources of evidence - difficulties with accessing larger amounts of text, difficulties interpreting images	<p>Chunk written information into smaller, more manageable steps.</p> <p>Provide fewer sources of information.</p> <p>Provide a greater amount of sources using images rather than text.</p>	<p>Highlight the key words or information within the small amount of text for pupils to focus on.</p> <p>Put a ring around aspects of the image to focus on for pupils that require this.</p> <p>Pupils to have access to sources prior to the lesson to look at and explore.</p>
Recording new learning in written form.	Use alternative methods of recording—mind map, word processing, storyboard, annotated diagram etc	<p>Reduce writing expectations—alter task to suit level of need or ability.</p> <p>Scaffold writing supports—provide sentence prompts, sentence openers, key vocabulary list to select from.</p>

