



## SEND support for history

Barriers to history	High Quality Teaching Strategies	Support additional to or different
<p style="text-align: center;"><b>Subject specific vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Plan to introduce new vocabulary over time with opportunities to revisit and recall (expectation set from EYFS through to Year 6).</li> <li>• Use of visual supports alongside new historical vocabulary e.g. vocabulary mat on desk with images.</li> <li>• New vocabulary included within other curriculum areas where appropriate with cross-references made to history learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapted knowledge organisers – simplified version.</li> <li>• Pre-teaching key vocabulary prior to the lesson.</li> <li>• Recap of vocabulary prior to the lesson.</li> </ul>
<p style="text-align: center;"><b>Chronology – placing events in a context</b> <b>Understanding of dates and sequence</b></p>	<ul style="list-style-type: none"> <li>• Visual timeline of events to place in sequence for context – references made throughout time at Chilton and displayed in all classrooms, exercise books and school hall.</li> <li>• Create a human timeline using visual images.</li> <li>• Whole class timeline is revisited, updated and reviewed within lessons to show chronological learning journey from Year 1 to Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching of chronology in relation to areas of history already studied e.g. creating a timeline of events already known and new events.</li> <li>• AD and BC on visual timeline and terminology referred to and reviewed throughout lessons – pre-teach prior to lessons.</li> </ul>
<p style="text-align: center;"><b>Using sources of evidence – difficulties with accessing larger amounts of text, difficulties interpreting images</b></p>	<ul style="list-style-type: none"> <li>• Chunk written information into smaller, more manageable steps.</li> <li>• Short videos used as recaps and overviews of historical topics, events and significant figures.</li> <li>• Provide fewer sources of information.</li> <li>• Provide a greater amount of sources using images rather than text .</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight the key words or information within the small amount of text for pupils to focus on and refer to on their key word mats.</li> <li>• Put a ring around aspects of the image to focus on for pupils that require this.</li> </ul>
<p style="text-align: center;"><b>Recording new learning in written form</b></p>	<ul style="list-style-type: none"> <li>• Use alternative methods of recording e.g. mind map, word processing, storyboard, photographs, annotated diagram etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce writing expectations – alter task to suit level of need or ability</li> <li>• Scaffold writing supports – provide sentence prompts, sentence openers, key vocabulary mat to select from.</li> </ul>