



Modifying the curriculum to support pupils' needs in History

Planning for pupils with SEND is part of the planning that we do for all pupils at Mandale Mill Primary School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them. Any personal targets a pupil has can inform this planning. At times, it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources.

We feel that is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEND have to gain access. It is there to be changed, to make reasonable adjustments, where necessary, to include all pupils. We do this by setting suitable learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment for particular individuals, and groups of pupils.

Maintaining an inclusive learning environment when teaching History at Mandale Mill Primary School

Sound and Light

Teacher's face can be seen – avoid standing in front of light sources, e.g. windows.

Pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required.

Seating

Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.

Avoid the need for copying lots of information from the board. For example, notes on interactive whiteboards can be printed off for all pupils.

Multi-sensory approaches

Ideas for visual learners include:

- summarising ideas in pictures
- modifying visual sources to show changes
- comparing visual sources from different times
- using visual timelines
- using or presenting information in tables or diagrams, rather than unbroken text
- storyboarding text

Auditory methods (based on listening and speaking) are the most common found in history teaching. They are ideal for auditory learners but are also valuable for pupils with SEN who find text-based work difficult.

In this case, written sources could be converted to an auditory form.

Emotive auditory sources can be used

to engage and motivate all pupils, e.g.: Churchill's wartime speeches or the memories of those evacuated in WWII

WWI poetry, distinctive sounds such as sirens

for 'take cover' and 'all clear', songs, such as Billie Holiday's, spoken interviews, and, radio documentaries.

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: role-play, card sorting

Visual aids such as timelines and maps are used to help children with visual impairments or specific learning difficulties comprehend the sequence of events and historical contexts. Additionally, audio resources and interactive activities are sometimes provided for students with hearing impairments or auditory processing issues to engage with the historical content effectively.

ICT

Teachers can maximise the impact of using ICT in history by:

Supporting pupils using ICT with effective teacher intervention, e.g.: – using Microsoft Word/Text to Speak to structure written work, cut and paste material into cause and effect tables, use bold, underlining or highlighting to identify fact and opinion.

Using the interactive whiteboard to include pupils in whole-class activities – pupils with mobility difficulties can contribute using tablets or other electronic devices.

Making sure the focus of any history activity involving ICT is on developing history skills, and that the mechanics of the ICT do not obstruct this development.

Planning Support

The pre-teaching of important history vocabulary, concepts and/or processes, where appropriate.

To 'scaffold' speaking or writing, e.g. using sentence starters, writing or speaking frames that focus pupils' attention on key pieces of information.

Writing or speaking frames can be used to provide prompts and support, e.g. when working with sources pupils could use, for example: – This tells me... – In this picture I can see... – This suggests... – I think it was made/drawn/ written in... because... – Both sources say... – The sources are different in these ways.... "

Modelling connectives to help prompt elaboration, e.g. 'and so' to help pupils link information, 'because' to encourage pupils to give reasons, and 'consequently' to prompt pupils to think of the results of actions.

Transitions

Transition from whole-class to group or independent work, and back, is clearly signalled. This is particularly helpful for pupils on the autistic spectrum

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. 'party', 'church', 'state' " the use of history-specific terms, e.g. 'chronological', 'artefact' " the use of abstract terms, e.g. 'power', 'belief'. Plan to teach new history vocabulary explicitly in context to extend proficiency in technical vocabulary.

Create a word bank organised to show that the same word can have different meanings in different contexts and to highlight difficult or abstract words.

A range of different open-ended questions is needed in history teaching, e.g. to elicit causation, understanding, empathy, judgement etc. Careful planning can help pupils with learning difficulties to develop higherlevel reasoning, e.g. by designing questions carefully, based on their prior learning, and, if necessary, providing some pre-teaching of lesson content. When you are asking questions, use pupils' names – especially pupils with visual impairments – that they are about to be involved. Sometimes, warning pupils quietly that you are about to ask them a question gives them a little thinking time and they may be able to answer more confidently.

Supporting reliance on memory

Use a chart that shows the 'big picture' to help pupils make links between lessons, e.g. a chart showing the big question, and how each lesson is related to the question.

Pupil Teacher interaction

Asking questions and expecting an immediate response often results in silence.
Think-pair-share can be a useful technique for promoting speech in history lessons:
Think – give pupils initial time to think and jot down some thoughts
Pair – they share their thoughts with a partner
Share – they share their ideas with the class.
This need only take a few minutes