

SEND in my subject Overview 2023-2024



Subject: History

Intent for SEND learners:

- Inclusive lessons to enable all children to achieve their best possible standard in history.
- Children with SEND may not be considered SEN in history and they may not need as much support in history as they do in other subjects. On the other hand teachers take individual SEND needs into account to put necessary support in place for history lessons for all SEND learners.
- All pupils should feel confident in participating, contributing, and achieving in history lessons.
- All pupils are given hands on experiences of history whether on extra-curricular trips, access to resource/artefact boxes or sensory/practical history lessons which make the subject real and more enjoyable.

Universal strategies:

- WORD mats and vocabulary for each topic given.
- Working walls give pupils easy access to key learning points.
- Initial lessons of each topic make links back to previous year group.
- Revisit key knowledge covered in previous topic and use history assessment quiz to check understanding before teaching the next topic.

Reasonable adjustments:

- Pre-teach key vocabulary.
- Visual cues.
- Writing frames and scaffolding to complete writing-based history tasks.
- Provide alternative ways to record responses such as IPAD video to evidence on History Class Dojo page.

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<ul style="list-style-type: none"> • Visit the school timeline at the start and end of each history topic to develop chronological understanding year on year (establish Spring 2024) 	
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How we support SEND learners within our curriculum:

<p>Cognition and Learning:</p> <ol style="list-style-type: none"> 1. Visuals to support vocabulary. 2. Videos of time periods 3. Human and physical timelines (e.g. Year 3) 4. Teach history through music. 5. Revisiting previous learning topics. Visit school timeline. (To be established Spring term 2024) 6. Use of images and photos. 7. Evidence led learning using artefact and resource boxes. 8. Topic vocabulary shared in books and displays (To be established Spring 2024). 9. Questioning 10. Reading throughout the curriculum. 11. Working topic walls. 12. Rapid recaps of knowledge each history lesson. 	<p>Communication and interaction (ASD):</p> <ol style="list-style-type: none"> 1. Partner work/discussion groups. 2. Drama (hot seating/role play) e.g. Year 4 mummification 3. Debates 4. Working walls with key vocabulary and building key knowledge through time. 	<p>Social, emotional and mental health:</p> <ol style="list-style-type: none"> 1. Termly pupil voice (Establish Spring 2024) 2. Rehearse new skills using a whiteboard first. 3. Show pupils the learning journey and next steps. Now/Next boards 4. Celebrate achievements in the subject on School timeline. 	<p>Sensory and physical:</p> <ul style="list-style-type: none"> -Enriching educational visits for hands on. History e.g. Roman fort visit in which children live a day in the life of a Roman soldier, Jorvik Viking/DIG visit in which pupils become archaeologists for the day. -Hands on artefact and resource lessons e.g. Stone Age resource box from Malton Museum. -Visits from local experts from Malton Museum and The People of the Past. -Re-enacting historical events through drama. -Move and Learn strategies.
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