



## Wardley CE Primary School Curriculum Inclusion Strategies - History



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in history. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face.

Key Stage	Strategies for inclusion
<p>Whole School</p>	<ul style="list-style-type: none"> <li>- All adults are aware of individual children’s barriers to learning, so they can best meet their needs.</li> <li>- A quiet, calm working environment, to minimise distractions.</li> <li>- Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on, provide or provide an intervention.</li> <li>- Deploy all adults strategically, to achieve the best pupil outcomes.</li> <li>- All adults modelling accurate and precise historical language.</li> <li>- Regular opportunities to revisit prior learning in history.</li> <li>- A teaching sequence based on links to previously taught skills and knowledge and repetition is utilised to scaffold new learning. <i>At Wardley, this takes the form of a link- it, learn-it, check-it, show-it and know-it teaching structure.</i></li> <li>- Adults use Blank Level Questioning, appropriate to each child.</li> <li>- Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils’ historical understanding.</li> <li>- Plenty of speaking and listening opportunities for pupils to articulate their understanding of historical concepts and listen to their peers.</li> <li>- Provide extra time to allow children to process questions, think about their answers and respond.</li> <li>- Appropriately challenging historical language used within lessons.</li> <li>- Hands-on practical experiences are built, wherever possible, into each unit, to capture the children’s interest and deepen their understanding of historical disciplinary and substantive knowledge. This can be seen through the school’s use of artefacts, historical reenactors and trips.</li> </ul>
<p>Early Years Foundation Stage</p> <p>History is linked to People, Cultures and Communities Development Matters area</p>	<ul style="list-style-type: none"> <li>- Making sense of their own life-story and family’s history. <i>In both Nursery and Reception, children have a home corner, home learning activities, parent/family links, photographs, weekend and holiday news and ‘all about me’ sessions.</i></li> <li>- Talking about significant events in their own life <i>through show and tell, sharing holiday and weekend news, discussing the meaning of photographs and making parent/family links to learning.</i></li> <li>- Showing an interest in different occupations <i>through role-play, small world activities, ‘people who help us’ topic, books, construction and visitors.</i></li> <li>- Continuing to develop positive attitudes about the differences between people. <i>This is seen through the acceptance of celebration of difference -seen in the use of Windows &amp; Mirror Books, the study of historical figures such as Rosa Parks and Florence Nightingale in the EYFS</i></li> <li>- Commenting on images of familiar situations in the past. <i>This is evident through looking at baby, toy and technology photos and questioning parents and grandparents.</i></li> <li>- Comparing and contrasting characters from stories, including figures from the past. <i>Through comparing characters across a range of texts.</i></li> <li>- Talking about members of their immediate family, community and familiar people <i>in discussion of weekend and holiday news, family events throughout the year and ‘People who help us’ topic.</i></li> </ul>

<p>of learning as well as being identified as a stand alone strand</p>	<ul style="list-style-type: none"> <li>- Understanding the simple concepts of British values, <i>Evident through teaching about the Royal family, rights and responsibilities and celebrating diversity.</i></li> </ul>
<p>Key Stage 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>- In order to deepen children’s chronological knowledge, history timelines are available in classrooms, and used as a tangible visual support for their learning.</li> <li>- Trips and visiting reenactors to bring history to life. <i>Y2 visit to The Lowry. Y3 visit to the Bolton Egyptology Museum. Y4 visit to Quarry Bank Mill and Y5 &amp; Y6 reenactors visiting school.</i></li> <li>- Careful use of pupil historians, who are able to model correct use of vocabulary and explain historical concepts clearly to their peers.</li> <li>- Pupils developing historical skills within the threshold concept of ‘investigating &amp; interpreting the past’ through more sophisticated questioning and thinking.</li> <li>- Regular use of high quality visual resources (pictures, videos, artefacts) for all learners.</li> <li>- The revisiting of previously taught concepts allows all children to develop their understanding.</li> <li>- Learning is adapted and supported as necessary, in order for all children to be able access and develop their understanding of historical disciplinary and substantive knowledge. <i>For example, use of reminder flashcards with key words and facts to support Y6 children in their writing about The Blitz.</i></li> <li>- Children are given opportunities to ask historical questions and find answers.</li> <li>- Practical sessions to motivate pupils <i>For example the use of ‘human timelines’.</i></li> <li>- Hot-seating and drama opportunities <i>For example the children in Year 1 are given the opportunity to put themselves in the position of a Victorian child and answer questions posed by peers.</i></li> <li>- Adults use appropriate non-verbal communication. Include gesture, body language and eye contact.</li> <li>- Adults use appropriate ELKLAN strategies e.g. allow thinking time, repeating what the child says so the child hears good examples (reinforcing sentence structure), adding short simple ideas (to expand vocabulary and knowledge).</li> <li>- Limit the number of questions asked.</li> <li>- Children are given the confidence to ‘Speak Out’ to encourage self-reflection. Giving them the language to express their views and feelings and encouraging them to seek out and vocalise any support that they need.</li> <li>- Verbal information made visual e.g. word lists, vocabulary lists.</li> <li>- Give lots of targeted, focused praise e.g. good listening, good sitting.</li> <li>- Use of Blank Level questions targeted and pitched to the children at their correct level.</li> <li>- Use of electronic devices or scribes for pupils, where writing may be a barrier to learning, so history can be the focus.</li> </ul> <p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Reduce the amount of vocabulary within a history lesson to avoid cognitive overload.</li> <li>- Pre-teaching new vocabulary wherever possible for links to be made. <i>For example through use of word maps, spidergrams, mind maps (see other ELKLAN resources for extending vocabulary).</i></li> <li>- Repetition of vocabulary throughout a unit, ensures that children are regularly hearing this new language modelled correctly in context.</li> <li>- Where necessary, simplify historical vocabulary to make language more accessible.</li> </ul>

	<ul style="list-style-type: none"><li>- Where necessary, provide picture prompts alongside words to aid understanding of historical vocabulary and concepts.</li></ul>
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