



Inclusion Support Strategies for the Curriculum – History

Cognition and Learning	
Learning Challenge	Provision
Difficulties in accessing written work	<ul style="list-style-type: none"> • Dyslexia-friendly environment (pale coloured paper, pale yellow background on display screens). • Scribing. • Use of technology. • Smart grouping: pairing with a more able writer. • Alternative methods of recording i.e., comic strip/picture/drama/role play/making models. • Providing close procedures/structuring of writing. • Short, sharp instructions.
Accessing historical sources	<ul style="list-style-type: none"> • Provide a range of sources, including visual and audible. • Differentiated sources.
Chronological understanding	<ul style="list-style-type: none"> • Key vocabulary cards with phrases (old, new, long time ago, before, after past, present, then, now, BC, AD, decade, ancient, century). • Pre-teaching of key vocabulary. • Using pictures to put in chronological order instead of writing.

Communication and Interaction	
Learning Challenge	Provision
Understanding new topic vocabulary	<ul style="list-style-type: none"> • Pre-teaching of new vocabulary prior to lesson. • Send vocabulary word mats home before the topic begins. • Liaise with Speech and Language Lead. • Limit vocabulary to that which is necessary to ensure progress.
Communicating within the lesson	<ul style="list-style-type: none"> • Allow time for child to respond to questions. • Give child warning if you're going to ask/expect an answer to a question. • Use a card system for them to show when they may need support.

Social, Emotional, Mental Health	
Learning Challenge	Provision
Anxiety towards new experiences to new or sensitive themes	<ul style="list-style-type: none"> • Working in a small group with a trusted adult for emotional support. • Theme/topic needs to be modified to ensure children have a good underpinning of prior knowledge to access the new theme. • Introduce new challenging concepts/themes in advance to prepare children fully. • Good lines of communication with parents.



Staying seated for a longer period	<ul style="list-style-type: none"> • Allow movement or release breaks/different work environments such as a wall table.
Challenging behaviour	<ul style="list-style-type: none"> • Allow movement or release breaks/different work environments such as a wall table. • Modify activity and expectations. • Smaller groups. • Clear instructions. • Adult support.

Sensory and Physical	
Learning Challenge	Provision
Physical impairment	<ul style="list-style-type: none"> • Modified resources adult support. • Modified tasks.
Accessing historical sources (visual impairment)	<ul style="list-style-type: none"> • Provide sources of evidence which are matched to the needs of the child i.e., enlarged sources/visuals/ICT • Adult support • Demonstration of how to use equipment. • Larger/smaller space. • Differentiated task.
Experiments/creating models (i.e., mummification of a tomato – Egyptians) (sensory processing).	<ul style="list-style-type: none"> • Allow child time to try out the resources before the lesson. • Consider a different medium for that child. • Access to gloves if required.
Listening to historical songs/videos (sensory processing).	<ul style="list-style-type: none"> • Ensure child is aware of what is happening next (change in volume for example). • Inform adult possibly working with child about what is happening next. • May need to remove child from a specific activity or provide headphones if too loud. • If child can't hear as well, ensure to play video beforehand/take child out of room to listen separately.