

SEND Curriculum Access Statement for History

High Expectations

At Southover, we have high expectations for all pupils and actively seek to remove barriers to allow pupils to achieve those expectations through high quality teaching, accessible resources, differentiation and reasonable adjustments.

In all subject areas, teachers at Southover will support children with SEND using flexible groupings, cognitive and metacognitive strategies and explicit instruction. They will use technology where appropriate and scaffold learning.

Assessment will always tell us what the children know in a particular subject regardless of their reading or writing skills.

History High Expectations

All children will have equal access to history lessons and achieve their full potential regardless of their ability. History is a subject that should engage the imagination and attention of all children - so they recognise that the past can be fascinating. The subject discipline requires careful planning and adaptive teaching to promote success for all children

Curriculum Access

A spiral curriculum - children revisit and revise previous learning.

Maps, artefacts, fact files, artwork and photographs are accessible and labelled clearly.

Create accessible wall displays, including timelines, key historical words and key enquiry questions.

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. For example, notes on interactive whiteboards can be printed off for all pupils.

Identify risk points in the lesson, visit or Museum trip – e.g. for pupils with noise or smell sensitivity.

Pre-teach historical vocabulary, and concepts.

Create word banks for the historical vocabulary with pictures. Summarise ideas in pictures. Compare visual sources from different times. Use visual timelines.

Storyboarding.

Written sources converted into auditory form. Use auditory forms of evidence to develop understanding including: famous speeches, sounds such as sirens, songs, spoken interviews.

Role play events. Drama to portray moments from history.

Create models/art work to represent moments from history e.g. air raid shelters, Great Fire of London models. Using symbols.

Prepare tables for recording information, writing frames and cloze exercises (where key vocabulary is missing) Recognise that the language of Historical topics, may be challenging for many pupils – for example: ‘timeline’, ‘era’, ‘historical period’, ‘BCE and CE’, ‘civilisation’, ‘empire’, ‘ancient’, ‘present’, ‘past’, ‘revolt’, and may create barriers for many pupils because of their abstract nature.