

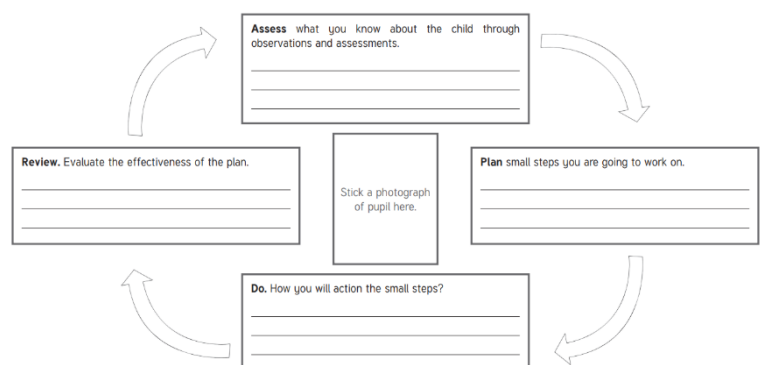
SEND in History

SEND children are expected to follow the same curriculum and ambitious, high-quality teaching as the rest of the children at Chuckery. In some lessons, pupils with SEND will be able to take part in the same way as their peers. However, in others, they may need their barriers to learning to be supported. A 'parallel' activity may be needed so that SEND pupils can work towards the same lesson objectives as their peers, but in a different way. At times, this may mean different ways of evidencing work or even smaller steps needed to access key priorities of a unit. Therefore, teachers should liaise with the SEND Co-ordinator and history lead to support them where needed.

Key SEND principles in history planning and teaching are -

Access Arrangements: as part of your planning process, consider the arrangements needed by SEND children of all areas of need to access history knowledge. This may include pre-teaching, LSA support, small groups, small steps or alternative provision to achieve the same learning objective. Ultimately children should be learning the same key knowledge as outlined in the knowledge organisers. It may be that SEND children gain this knowledge in an alternative, more supported or scaffolded approach.

Graduated Approach: this is a four-part cycle going from assess, plan, do, review. Progress by SEND children in history should be assessed through this model. **Assess** the child's needs, **plan** mini adventures with the child's needs at the forefront, **do** what has been planned, **review** at regular intervals to assess the child's engagement, learning, retention of key knowledge, work produced. The cycle then continues. A template for this is in the history inclusion folder to support planning.



Quality First Teaching: SEND children should be taught the history curriculum with high expectations on what they can learn and do. High expectations mean SEND children should be taught the same curriculum as all children through access arrangements where necessary and appropriate, as well as rigorous assessment as stated above.

Reducing Cognitive Overload: our memory is finite and can only hold a certain amount of information. Children can become easily overloaded when they are presented with too much information and stimulation, therefore consider clearly what specific key bits of knowledge children need to learn in each lesson. Reduce environmental stimulation by keeping displays clear and concise, recap and revisit key knowledge a few days after teaching over regular, consistent intervals (spaced repetition

https://www.researchgate.net/profile/Sean-Kang-5/publication/290511665_Spaced_Repetition_Promotes_Efficient_and_Effective_Learning_Policy_Implications_for_Instruction/links/5a78ba430f7e9b41dbd43c1d/Spaced-Repetition-Promotes-Efficient-and-Effective-Learning-Policy-Implications-for-Instruction.pdf) to imbed knowledge into

long-term memory and scaffold learning (<https://www.weareteachers.com/ways-to-scaffold-learning/>).

| Resources | <p>Sources and artefacts are an important part of teaching history for all children. Examples of this include:</p> <ul style="list-style-type: none">- Historical objects, artefacts, pictures, videos, texts, books, people (both real and acting), eye witness accounts and testimonies <p>It is important for all children to see historical events, places, objects or people be brought to life. This will support SEND children by making history less abstract. Consider aspects of the historical knowledge you are teaching that may be abstract and how this could be made accessible through resources.</p> <p>Create a bank of resources during the planning stage of mini adventures to be referred to throughout.</p> | | | | | | |
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| Displays | <p>It is important that classroom displays are accessible, informative and engaging, yet not overwhelming.</p> <p>Displays should showcase maps, processes and key vocabulary covered within a geography topic. To support children's understanding further, step on words could be displayed.</p> <p>Example (Words associated with a Village in India)</p> <table><tr><th><u>Anchor words</u></th><th><u>Goldilocks words</u></th><th><u>Step on words</u></th></tr><tr><td>Country, village, city, hill, river, weather, road, airport, home, houses, family</td><td>Continent, landscape, climate, route, distance, agriculture, crops, remote, symbol, key, occupation, trade, market town</td><td>Settlement, monsoon, nucleated, linear, cash crop, economic activity</td></tr></table> <p>Anchor words = most children know and are words that are used frequently</p> <p>Goldilocks words = not too easy or too hard, but just right. These tend to be words linked to a process or concept and may be used across another topic.</p> <p>Step on words = topic specific or words that challenge a child's vocabulary. These words aren't used often.</p> | <u>Anchor words</u> | <u>Goldilocks words</u> | <u>Step on words</u> | Country, village, city, hill, river, weather, road, airport, home, houses, family | Continent, landscape, climate, route, distance, agriculture, crops, remote, symbol, key, occupation, trade, market town | Settlement, monsoon, nucleated, linear, cash crop, economic activity |
| <u>Anchor words</u> | <u>Goldilocks words</u> | <u>Step on words</u> | | | | | |
| Country, village, city, hill, river, weather, road, airport, home, houses, family | Continent, landscape, climate, route, distance, agriculture, crops, remote, symbol, key, occupation, trade, market town | Settlement, monsoon, nucleated, linear, cash crop, economic activity | | | | | |
| Multi-sensory approaches, including computing | <p>When teaching, visual, tactile and auditory approaches should be considered. For example, photos and videos could be used as ways to explain a physical process or to support a child's understanding of what a place is truly like. Furthermore, 3D models can help a child understand scale and change their experience beyond a 2D picture. Finally, concrete and sensory materials, such as a replica rainforest, can help pupils understand unfamiliar locations and people.</p> <p>Alternatives to written methods can also be used as a way to support children. For example:</p> <ul style="list-style-type: none">• Drawings to help label and explain a feature• Story map to help explain the movement of a river from source to mouth | | | | | | |

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| | <ul style="list-style-type: none"> • Videos and recordings rather than written explanations of processes e.g. a talking word processor that will scribe for a child or even read out a piece of text for them • Mind maps to demonstrate the key characteristics of a photograph or area or to help children see patterns and relationships <p>The Fraye Model is an example of a mind map children could use to help them understand new vocabulary</p> <table border="1"> <tr> <td>Definition</td><td>Characteristics</td></tr> <tr> <td>Examples</td><td>Non-Examples</td></tr> <tr> <td colspan="2">Word</td></tr> </table> <table border="1"> <tr> <td> <u>Definition</u> Large landforms that stretch above the surrounding area </td><td> <u>Characteristics</u> <ul style="list-style-type: none"> • Steep • Sloping sides • High point called a peak or summit </td></tr> <tr> <td> <u>Examples</u> <ul style="list-style-type: none"> • Rocky Mountains • Mount Everest </td><td> <u>Non-Examples</u> <ul style="list-style-type: none"> • Ocean • River </td></tr> <tr> <td colspan="2">Mountain</td></tr> </table> <p>Chunked learning shared with the children will outline clear expectations but will also help them with organisation and concentration. A task board would be useful in these circumstances.</p> | Definition | Characteristics | Examples | Non-Examples | Word | | <u>Definition</u> Large landforms that stretch above the surrounding area | <u>Characteristics</u> <ul style="list-style-type: none"> • Steep • Sloping sides • High point called a peak or summit | <u>Examples</u> <ul style="list-style-type: none"> • Rocky Mountains • Mount Everest | <u>Non-Examples</u> <ul style="list-style-type: none"> • Ocean • River | Mountain | |
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| Mountain | | | | | | | | | | | | | |
| Planning Support | <p>Support from additional adults is planned to scaffold pupil's learning allowing them to work more independently.</p> <p>It is important that teachers can identify the children that require support, what aspect of the lesson they will need support in and the type of support they require. In order to do this effectively, it is important that teachers have a clear understanding of the sequence of lessons, the content of each lesson (rather than the activity) and have a clear outcome that is shared with pupils.</p> <p>Some examples of planning support:</p> <ul style="list-style-type: none"> - Pre teaching of concepts, processes and vocabulary to support pupils' understanding. - Scaffold pupils' use of equipment, especially where tasks require accuracy or skill - Preparation of grids for recording information etc | | | | | | | | | | | | |
| Managing group work and discussion | <p>As well as whole-class discussion, paired and group discussions should be catered for in lessons too. This is because they provide opportunities for all to take part. It also gives children more time to discuss answers, before the teacher requests verbal responses.</p> <p>Children with SEN/disabilities should be given equal opportunities to contribute in class.</p> | | | | | | | | | | | | |
| Teacher's communication | Language must be clear, unambiguous and accessible. | | | | | | | | | | | | |

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| | <p>Any key words and their meanings and symbols are highlighted, explained and written up or shared in another way. Therefore, working walls must be clear and organised to make sure they are accessible.</p> <p>This is because some words used in geography are also everyday words e.g. mouth of the river or water table, which can cause confusion. Furthermore, terms like 'climate' or 'distance' are abstract so create barriers for many children.</p> <p>Alternative communication modes are used where necessary to meet pupils' communication needs e.g. signing or braille.</p> <p>Comparisons between places or people can create barriers for pupils with communication impairments, including pupils on the autism spectrum because of the language needed to conceptualise how a place is the same or different from somewhere else. This is something very apparent at Chuckery as a lot of our children lack life experience, and we know that these personal experiences can help children's memory and understanding. Therefore, it is important that we make lessons relevant to pupil's live and build on previous learning. That is why starting off each lesson with 'Where are we?' will help children to develop that understanding of their own location before branching out to the wider world.</p> |
| Understanding the aims of the lesson | <p>It is important that lesson objectives are made clear in any way deemed appropriate.</p> <p>This could be as a learning journey where is demonstrates each lesson and how successive lesson topics link together to develop understanding of an area of geography. This could include symbols and pictures to make it more accessible.</p> <p>It is also a good way to revisit learning continuously throughout a topic when a new 'branch' is added on.</p> <p>End of lesson discussions are also valuable ways to help a reinforce a child's understanding by highlighting the key focus of each lesson.</p> |
| Reducing reliance on memory | <p>The amount of material to be remembered is reduced by repeating or displaying important information. Therefore, the meaningfulness and familiarity of the material is increased.</p> <p>Activities are structured so that pupils can use available resources, such as word banks.</p> <p>New learning fits into the framework of what the pupils already know.</p> |

From Pupil Voice

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