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| **Adaptation** | **What does this look like in History?** |
| Group discussions. | Children work in mixed ability groups to discuss, helping to scaffold their understanding. They have adult support in discussion if needed. |
| Use of artefacts. | Used regularly to bring learning to life and shape historical enquiry. |
| Use of drama. | Hot seating and grouped drama from EYFS - Yr6  |
| Use of technology. | Research on websites, videos, online artefacts |
| Brain breaks. | Included in lessons when needed |
| Adjustments to the lighting, layout, furniture and work spaces. | Adjusted according to individual needs in the class |
| Ear defenders. | Used when needed during noisier or active task  |
| Adult support. | Teachers, TAs and 1:1 TAs support children according to their needs.  |
| Relating the learning to what the children already know well. | History curriculum is sequenced to build on prior knowledge and the children’s previous learning is referred to in lessons to support further learning.  |
| Word mats. | Word mats and knowledge organisers support children’s historical language. Children are prompted to use word mats by adults. |
| Group work. | Mixed ability groups scaffold children’s understanding |
| Talk partners. | Mixed ability to support understanding and improve confidence |
| Listening to the views of the children. | Regular class discussions, encouraging questioning and debates, conscience alley activities. Pupil voice surveys to assess children’s opinion of History as a subject.  |
| Google translate. | When needed for children with EAL |
| Revisiting learning after a period of time. | Sequenced curriculum to build on prior knowledge. Assessment and reflection tasks at the end of historical enquiry.  |
| Pre-teaching of key vocabulary and/or subject matter. | Incorporated into lessons through sharing of word banks and knowledge organisers.  |
| Sentence starters. | Used when needed |
| Use of video clips. | Regularly used to enhance and support teaching, research tasks and learning |
| Sensory circuits.Open ended tasks. | Enquiry tasks moving around classroom to explore sources/artefacts |
| Use of writing frames. | Used when needed |
| Modelling. | Modelling how to use historical questioning and skills when looking at artefacts and sources |
| Role play. | See Drama |
| Communication with home to reinforce the learning and to share successes. Use of Evidence Me with our Reception children. | Weekly newsletter details history learning, homework with History focus (Understanding of the world focus in EYFS).  |
| IDPs | Targets incorporated into History learning when relevant e.g. ‘working within a group’  |
| Scribing when necessary when writing is not the focus. | Used when needed  |
| Use of small world. | Used often in Phase 1 |
| Practical investigations. | Use of artefacts and outdoor learning enquiries.  |
| Use of physical resources, manipulatives and Hands On experiences. | Artefacts, history days, historical outings |
| Visual supports. | During inputs and with word banks and knowledge organisers |
| Working walls – independence building, support the learning and a consistent reference point. | Historical language or visual prompts included on topic boards in classrooms |
| The opportunity to choose how they present their work. | If a child prefers to voice their answer, this is scribed by an adult. Children can choose how to present their work in drama based activities.  |