

**REMOVING BARRIERS FROM THE HISTORY CURRICULUM**

**Strategies to remove potential barriers in the curriculum**

**Subject: History**

Potential Barrier	Adaptations to Teaching
Difficulty with recording information or literacy difficulties	<ul style="list-style-type: none"> <li>● Use alternatives to written recording. Eg. Drawing, scribing, word processing, mind maps, digital images, videos, voice recordings</li> <li>● Provide word banks and picture cards to refer to when recording</li> <li>● Scaffold learning to make it accessible for all</li> <li>● Allow the use of templates</li> <li>● Allow additional time to complete the work</li> <li>● Provide lists of key concepts or vocabulary spelling</li> <li>● Sentence stems</li> <li>● Use of colourful semantics</li> </ul>
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> <li>● Use visual prompts to direct children</li> <li>● Give one or two instructions at a time</li> <li>● Build a subject specific vocabulary guide</li> <li>● Pre-teach key vocabulary</li> <li>● Retrieval practice</li> <li>● Practical and hands on learning</li> <li>● Use voice recordings, photos, prepared grids etc as evidence of learning</li> <li>● Provide word banks that are accessible</li> </ul>
Reading	<ul style="list-style-type: none"> <li>● Reading with a peer who can read to them</li> <li>● Adapted text at their reading level so they can fluently read and retrieve information independently</li> </ul>
Processing questions	<ul style="list-style-type: none"> <li>· Give opportunity to discuss the answers to questions in pairs, before the teacher requests verbal answers</li> <li>· Visual prompts</li> </ul>
Working and long-term memory	<ul style="list-style-type: none"> <li>● Reduce the amount of knowledge to be remembered, repeat and display important information</li> <li>● Retrieval practice</li> <li>● Use of memory aids- posters, working wall, provocation areas, word banks</li> <li>● Explanations of complex tasks and concepts are simplified</li> <li>● Activities are structured so that children can use available resources such as word banks</li> <li>● Break tasks into manageable chunks and steps</li> </ul>

	<ul style="list-style-type: none"> <li>● Now/next sequencing boards to structure thinking for learning</li> <li>● Focus on We do element of the session- over teaching</li> <li>● Simple visuals that avoid cognitive overload</li> </ul>
Attention and focusing	<ul style="list-style-type: none"> <li>● Create a working classroom environment that is calm and simple Eg clear routines, organised workspace</li> <li>● Use preferential seating and proximity to engage all children- can you access target children?</li> <li>● Practical and engaging learning opportunities (Artefacts from Unit boxes)</li> </ul>
Visual prompts	<ul style="list-style-type: none"> <li>● Use visual prompts to support the pupil's learning:</li> <li>● Pictorial task cards</li> <li>● Writing frames/worksheets give the children a starting point to build on</li> <li>● Word mats to keep relevant vocabulary close to hand as appropriate</li> <li>● Working walls and target sheets</li> </ul>
Understanding concept of the 'past'	<ul style="list-style-type: none"> <li>● Drama based learning</li> <li>● Real-life or replica artefacts to handle and use (unit boxes)</li> <li>● Enrichment activities/trips with hands on learning, characters and venues</li> </ul>
Working for independence	<ul style="list-style-type: none"> <li>● All pupils should be able to participate in classroom learning and activities.</li> </ul> <p>Plan for involvement by:</p> <ul style="list-style-type: none"> <li>● Providing plenty of opportunity for pupil participation</li> <li>● Carefully scaffold questions to build confidence</li> <li>● Ensure that you and other adults hold back, give thinking time, time to process and talk</li> <li>● Make explicit links to previous learning</li> <li>● Ensure that pupils are familiar with a range of resources they need to use</li> <li>● Provide supportive handouts</li> <li>● Ensure individuals are facing the board</li> </ul>
Questioning	<ul style="list-style-type: none"> <li>● Blooms Taxonomy</li> <li>● Targeted questions for all abilities</li> <li>● Partner talk to allow thinking time</li> <li>● Delving deeper by asking 'why or how' they know</li> </ul>