

## Adaptations to remove potential barriers in the curriculum Subject: History

Potential barrier	Strategies to overcome barrier
Difficulty with recording information	<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 to assist the child be successful</li> <li>• Allow additional time to complete the work</li> <li>• Peer support</li> <li>• Teacher modelling and WAGOLLS used</li> </ul>
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> <li>• Use visual prompts to direct children – Now, next, then cards</li> <li>• Give one or two instructions at a time</li> <li>• True or false low stakes quiz</li> <li>• Recap at start of all lessons</li> <li>• Low stakes retrieval</li> <li>• Practical and physical learning when suitable</li> <li>• Provide word banks that are accessible</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Reading with a peer/adult who can read to them</li> <li>• Adapted text at their reading level so they can fluently read and retrieve information independently</li> <li>• Use of videos</li> <li>• Use of adapted text</li> <li>• Use of symbols to support</li> </ul>
Processing questions	<ul style="list-style-type: none"> <li>• Give opportunity to discuss the answers to questions in pairs/CHOT</li> <li>• Visual question as well as spoken questions</li> <li>• Use of thinking time</li> </ul>
Working and long-term memory	<ul style="list-style-type: none"> <li>• Repeat and display important information</li> <li>• Use of memory aids- posters, working wall, 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> <li>• Simple visuals that avoid cognitive overload</li> <li>• Recap at start of all lessons</li> </ul>

<p>Attention and focusing</p>	<ul style="list-style-type: none"> <li>• Create a working classroom environment that is calm and simple Eg clear routines, organised workspace</li> <li>• Positive praise in front of the class</li> <li>• Use preferential seating and proximity to engage all children</li> <li>• Practical and engaging learning opportunities ( Artefacts)</li> <li>• Guest speakers to engage the children about topics they are experts in</li> </ul>
<p>For pupils believed to be Dyslexic</p>	<p>Use of the EEF five core principles of good teaching for pupils with SEND:</p> <ul style="list-style-type: none"> <li>• Explicit instruction</li> <li>• Cognitive and metacognitive strategies</li> <li>• Scaffolding</li> <li>• Flexible grouping</li> <li>• Using technology</li> </ul> <p>Consider pupil's learning preferences recorded in Learning toolkit.</p>

Understanding concept of the 'past'	<ul style="list-style-type: none"><li>• Drama based learning where suited</li><li>• Real-life or replica artefacts to handle and use</li><li>• Enrichment activities/trips with hands on learning, characters and venues</li></ul>
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**Additional strategies**

- **Visual aids/prompts – artefacts, word mats, key images**
- **Working independently – scaffolded learning, templates**
- **Questioning – Blooms Taxonomy, targeted questions for all abilities, partner talk to allow thinking time, delving deeper by asking 'why or how' they know**