

History or Geography

We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are supported to take part in all learning opportunities and activities alongside their peers. We make reasonable adjustments to our curriculum and the school environment to ensure all children can achieve their potential.

In History or Geography adaptations may also include or be reflected through;

- Carefully consider the pace of the lesson.
- Interactive lessons provide opportunities for learners to engage in different ways.
- Use specific, targeted questioning to challenge and support learners.
- If a learner is reluctant to write, consider other ways for learners to show their understanding e.g. drawing, use of technology.
- Use assessment information to target teaching and focus support on the needs of the learner.
- Opportunities to revisit through accessing word mats on their tables or accessing these words on display in the classroom.
- Re-reading taught or familiar texts or information is key to building learners' confidence.
- Use drama and role-play activities to enable learners to explore the meaning of concepts through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.
- Use picture and word banks of key vocabulary.
- When learners are doing writing, make sure that they have word banks of key topic words with pictures to match.
- Use text maps with actions. Identify new, interesting or useful words in a text or project together. Refer to these words and model using them in your teaching and encourage learners to use the working wall in their independent writing.
- New vocabulary should be planned for and taught in context. Model using new words in a sentence and give learners time to practise them in context. For example, give them time to answer a question and share their answer.
- Pre-teach/post-teaching.
- Create links in learning in different areas. For example, if you are learning about the Antarctic in geography, read related texts, learn about a penguin's life cycle in science, write an explanation text about it in literacy, represent its life cycle through dance in PE. Also, make links to what learners have previously learnt – did they learn about the life cycle of a frog the previous year? This helps to embed learning.
- Make learning multi-sensory, e.g., if you are learning a new concept or piece of vocabulary, read it, draw it, write it, act it out.
- Break the learning into chunks.
- Give learners movement breaks.
- Practical activities should be considered which support and develop an understanding of scientific ideas.

- Secondary sources such as books, photos, videos and simulations should be used to help children and young people learn and make sense of the subject specific content.
- Provide topical word banks and picture cards that the learner can point or refer to.
- Ask teaching assistants to collate word/picture banks on a mini whiteboard/paper with the learner during the teaching input to support their independent learning activity.
- Scaffold learning to make it accessible for all.
- Begin each lesson with a review of the vocabulary learnt in the previous lesson.
- Provide word banks that are accessible throughout the project.
- Refer to language regularly during lessons and, where applicable, throughout the school day, as this will embed the vocabulary and build stronger links and associations.
- Provide pre-teaching opportunities for learners to hear vocabulary prior to the lesson, to support their access and engagement in whole-class teaching.
- Plan small group teaching opportunities.
- Use visuals (e.g., now, next, then boards or visual timetables) to segment the lesson into manageable chunks that are achievable for the learner.

For further guidance and information on creating inclusive History or Geography lessons please refer to <https://nasen.org.uk/page/nasenco>