

# History Curriculum Offer



Follow SEND Plans.

Regular check-ins with an adult.

Enlarged resources (images, maps etc)

Adult to scribe.

Simplified activities - kinaesthetic elements.  
Bespoke activities/teaching where appropriate.

*Specialised*

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**Pre-learning of vocabulary. Simplified instructions. Chunking activities.**

Less emphasis on written recording and increased opportunities to record using pictures, photos, cloze procedures, orally (QR codes)

Small group work with a teacher or TA. Consideration of appropriate seat location (closer to the board/TA).

More time given for processing and completing tasks.

Tasks adapted to reduce cognitive load and scaffolded to support children to access.

*Targeted*

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Whole school approach to teaching chronology (consistent visual representation) to build understanding of the bigger picture

Knowledge organisers to introduce and recap vocabulary and to reflect on what has been learned.

Targeted sharing of learning objectives and key vocabulary at the start of the lesson, as well as recapping these throughout.

Prior learning recapped at the start of lessons and mini-plenaries throughout to continually check on progress.

**Think (nest) pair share opportunities**      Calm learning environment

**Chunking learning into small steps**

**Pre-teaching vocab and key concepts**

**Using a visualiser for modelling and misconceptions**

Displays/working walls used to outline key vocabulary and concepts including timelines.      Use of a range of practical resources in lessons (including artefacts, maps (National Library of Scotland), images).

Opportunities for visits to local sites and museums to give children hands-on, memorable experiences.

*Universal*

**Use of visual resources/dual coding**      Allowing sufficient time for thinking, as well as for completing an activity.      Verbal feedback given within the lesson. Positive praise and encouragement. Vocabulary/knowledge organisers in back of books