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	• Use alternatives to written recording. Eg. Drawing, scribing, word processing, mind maps, digital images, videos, voice recordings • Provide word banks and picture cards to refer to when recording • Scaffold learning to make it accessible for all • Allow the use of templates • Allow additional time to complete the work • Provide lists of key concepts or vocabulary spelling • Sentence stems • Use of colourful semantics
Difficulty with retaining vocabulary	• Use visual prompts to direct children • Give one or two instructions at a time • Build a subject specific vocabulary guide • Pre-teach key vocabulary • Retrieval practice • Practical and hands on learning • Use voice recordings, photos, prepared grids etc as evidence of learning • Provide word banks that are accessible
Reading	• Reading with a peer who can read to them • Adapted text at their reading level so they can fluently read and retrieve information independently
Processing questions	• Give opportunity to discuss the answers to questions in pairs, before the teacher requests verbal answers • Visual prompts
Working and long-term memory	• Reduce the amount of knowledge to be remembered, repeat and display important information • Retrieval practice • Use of memory aids- posters, working wall, provocation areas, word banks Explanations of complex tasks and concepts are simplified • Activities are structured so that children can use available resources such as word banks • Break tasks into manageable chunks and steps • Now/next sequencing boards to structure thinking for learning • Focus on We do element of the session- over teaching • Simple visuals that avoid cognitive overload
Attention and focusing	• Create a working classroom environment that is calm and simple Eg clear routines, organised workspace • Use preferential seating and proximity to engage all children- can you access target children? • Practical and engaging learning opportunities (Artefacts from Unit boxes)
Understanding concept of the 'past'	• Drama based learning • Real-life or replica artefacts to handle and use (unit boxes) • Enrichment activities/trips with hands on learning, characters and venues

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Additional strategies

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