



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"> • 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 • Teacher modelling and WAGOLLS used
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> • Use visual prompts to direct children • Give one or two instructions at a time • Knowledge Organisers in books at the start of every topic • Recap at start of all lessons • Practical and hands on learning when suitable • Provide word banks that are accessible
Reading	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Give opportunity to discuss the answers to questions in pairs chat • Visual prompts
Working and long-term memory	<ul style="list-style-type: none"> • Repeat and display important information • Use of memory aids- posters, working wall, 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 • Simple visuals that avoid cognitive overload • Knowledge Organisers in books at the start of every topic • Recap at start of all lessons
Attention and focusing	<ul style="list-style-type: none"> • Create a working classroom environment that is calm and simple Eg clear routines, organised workspace • Use preferential seating and proximity to engage all children • Practical and engaging learning opportunities (Artefacts)

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