

# History at Sir Alexander Fleming Primary School.

## Planning Inclusive Lessons

Learning in history involves children and young people building their knowledge of important concepts and procedures. When learning new content, learners must connect this to what they already know.

This means that it is important that learners develop secure understanding of previously taught historical concepts including chronology.

When planning lessons, it is important to consider learners with SEND.

At Sir Alexander Fleming, we carefully consider the objective of each individual lesson; thinking specifically about what we want pupils to learn. We give thought to how we can present new information in a way that all learners can access and how complex ideas can be broken down into simpler parts for pupils to learn and practice. This could be an object, an

artefact or an image. We encourage learners to ask questions about their learning and build in opportunities for small group and whole-class discussions. If there is an additional adult in the lesson, we plan their role and share their responsibilities with them in advance.

## Creating an Inclusive Environment

In creating a conducive learning environment, it is important for each lesson to follow on from prior learning, this can be both from previous lessons in the unit, or the academic year before. The curriculum enables this by making sure that key concepts and procedures are systematically developed over time.

We identify possible misconceptions that learners may have, and plan for how we will address these in the lesson. It is also important that curriculum plans try to pre-empt misconceptions by making sure content

is taught in a logical order. We provide opportunities to pre-teach, giving some learners with the opportunity to learn new vocabulary and concepts in advance of a lesson in a small group setting.

### How do we support learners who struggle with attention?

- Use preferential seating and proximity to engage learners
- Plan 'brain breaks', movement breaks or classroom jobs throughout the lesson
- Set a specific target for learners to complete during the lesson
  - Ensure task instructions are visible and broken down.

### How do we support learners who struggle to access lessons because of literacy difficulties?

- Provide topical vocabulary on the learning objectives
- Provide pictures that the learner can refer to scaffold learning to make it accessible,  
e.g. verbally explain for you or a TA to scribe

### How do we support learners who struggle to retain vocabulary?

- Begin each lesson with a review of the vocabulary learnt in the previous lesson -
- Provide word banks of key vocabulary that are accessible throughout the history topic
- Encourage learners to tick the words they feel confident with to help target language that still needs support.

How do we support learners who need additional time to develop conceptual understanding?

- Break the concept down into smaller, more manageable chunks
- Give learners a chance to practise each small step before moving on to the next
  - Provide pre-teaching opportunities

## Teaching considerations

### Early years

A range of sources and information presented to learning via audio, video and photos.

Visual representations of recording ideas such as pictures.

Opportunities for learning to work with peers in groups or with an adult for support

### Key stage 1

Learners should regularly experience first-hand practical activities to explore and spark their interest for the topic.

Activities should be considered which support and develop their understanding of historical (including chronological) knowledge.

Secondary sources such as books, photos, videos and simulations should be used to help children learn and make sense of the historical content

### Key stage 2

Learners begin to learn about more abstract concepts which support learners in comprehending the world around them.

Learners should continue to build on the foundational skills of exploration and talking about their ideas. Learners continue asking their own questions,

analysing sources, and becoming methodical when making

comparisons between historical time periods and places around the world.