



## Long Whatton C of E History Curriculum and SEND

**“We are not makers of history. We are made by history.” – Martin Luther King Jr.**

At Long Whatton we believe that history helps pupils develop their own identities through an understanding of history at a personal, local, national and international level. We are aware that history lessons involve a lot of abstract thought and for pupils to consider complex ideas.

- We acknowledge that SEND pupils need much more frequent repetition and recall to aid their discussions on more complex ideas.
- We consider what makes a topic difficult for certain pupils and anticipate what barriers there may be in order to take part and learn in activities.
- We maintain a multi-sensory inclusive learning environment. Visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teaching with visual aids and artefacts.
- We recognise that the language of history may be challenging and cause barriers for some pupils,
  - The specific use in history of an everyday word, eg ‘party’, ‘church’, ‘state’
  - The use of history-specific terms, eg ‘chronological’, ‘artefact’
  - The use of abstract terms, eg ‘power’, ‘belief’.so, we plan to teach new history vocabulary explicitly in context to extend proficiency in technical vocabulary.
- When assessing what children know we plan carefully to give SEND pupils every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.
- Questions are prepared in different styles/levels for different pupils, careful preparation ensures all pupils have opportunities to answer open-ended questions.