

Adaptive Teaching in History



Quality First Teaching

- Flashbacks that revisit all learning in history as it has been taught and to fill gaps from assessments.
- Key vocabulary displayed for that particular lesson and explicitly discussed.
- Key knowledge being taught and modelled clearly to the children.
- Working historically skill being shared with the children. Children know what it is to work historically.
- Quick checks of knowledge gained during the lesson (mini recaps).
- Questions both imparted from the teacher and children asking their own.
- Using a range of historical enquiry opportunities.
- Links to jobs and historians.
- Timelines displayed.

Potential Barriers to Learning (including SEND)

Cognition and Learning		Communication and Interaction	
Potential barriers	Adapted Provision	Potential barriers	Adapted Provision
Retaining knowledge taught. Slow processing Struggles to remember key knowledge.	Picture prompts Ordering processes, timelines Scaffolded sentences.	Non verbal EAL relationships	Signs and symbols Pictures with key words, showing using vocabulary. Working with an adult- adult lead group, own work station to start and flexibility to move in and out of group work. Using their hands to show instead of their whole body.
Physical and Sensory		Social Emotional and Mental Health	
Potential barriers	Adapted Provision	Potential barriers	Adapted Provision
Overwhelmed by new key words and concepts. Touching unfamiliar textures. Sight	Pre-teach(discussion with TA prior to lesson – 5 mins) Watching others handling artefacts and taking part in the parts that they are comfortable with. Close to the front, larger print, over lays. Real objects/artefacts.	Confidence and self-esteem. Relationships	Working with an adult, doing examples together. Working with an adult- adult lead group, own work station to start and flexibility to move in and out of group work. Using their hands to show instead of their whole body. Scaffolded sentences at the beginning to build confidence with what they are doing

Stretch and Challenge Opportunities

- A more detailed fact files and reasoning.
- Justifying why they have recorded their historical in a particular way.
- Researching their own interests linked to the key knowledge with deeper questioning and thinking.