

Inclusive Approaches and Adaptations Across All History Units			
Planning and Accessing Learning - Provide clear learning intentions and historical enquiry questions using child-friendly language. - Share examples of historical sources, artefacts, maps, timelines and completed outcomes before beginning tasks. - Use visual demonstrations, modelling and worked examples when introducing historical skills. - Break complex historical enquiries into smaller manageable steps. - Provide knowledge organisers, timelines and visual prompts to support independent learning. - Use practical exploration of artefacts, images and historical sources before expecting pupils to record ideas independently. - Allow pupils to demonstrate historical understanding in different ways, including discussion, presentations, diagrams, role play and written outcomes. - Provide opportunities for pupils to investigate, question and interpret the past.	Foundational Knowledge and Vocabulary Development - Identify and explicitly teach essential substantive knowledge before developing historical skills. - Pre-teach key historical vocabulary using vocabulary mats, images and examples. - Revisit key concepts regularly, including: - Chronology - Cause and consequence - Continuity and change - Similarity and difference - Significance - Evidence and interpretation - Use retrieval activities, quizzes and recap tasks to strengthen long-term memory. - Make links between previous history units to develop a secure chronological understanding. - Use dual coding and visual representations to support understanding of abstract historical concepts.	Historical Enquiry and Source Analysis - Provide carefully selected sources that are accessible while maintaining historical challenge. - Model how historians investigate sources through structured questioning: - What can you see? - What does this tell us? - Who created this source and why? - How useful is this evidence? - Provide scaffolds for evaluating reliability and usefulness of sources. - Use photographs, artefacts, maps, written accounts and videos to support different learning styles. - Provide opportunities to handle artefacts and explore historical evidence practically. - Support pupils to understand that historians may have different interpretations of the past.	Communication and Language Support - Pre-teach historical vocabulary through discussion, images and practical examples. - Use visual word mats including: - Empire - Civilisation - Invasion - Conflict - Archaeologist - Evidence - Source - Continuity and change - Provide sentence starters: "The evidence suggests..." "This source is useful because..." "A similarity/difference between..." "This event was significant because..." - Encourage partner discussion before written tasks. - Allow pupils to explain historical understanding verbally where appropriate.
Cognition and Learning Support - Break historical concepts into small, manageable steps. - Use explicit teaching of historical skills before independent application. - Provide structured research templates and guided questions. - Reduce unnecessary reading demands while maintaining historical challenge. - Use simplified texts, highlighted information and key extracts where appropriate. - Provide opportunities for repetition and overlearning of important knowledge. - Use peer support, paired investigation and collaborative learning. - Provide additional processing time for pupils who need it.	Physical and Sensory Needs - Consider sensory needs when planning history experiences, visits and practical activities. - Prepare pupils for visits to museums, heritage sites and workshops using photographs, videos and clear expectations. - Provide alternative ways to access experiences where environments may be overwhelming. - Ensure resources, artefacts and equipment are accessible to all pupils. - Allow pupils to explore historical artefacts through different sensory approaches where appropriate. - Provide suitable seating, workspace and additional support during practical activities.	Social, Emotional and Mental Health (SEMH) Inclusion - Create a classroom culture where all historical ideas and interpretations are valued. - Encourage pupils to share opinions and ask questions without fear of being incorrect. - Use sensitive approaches when teaching topics involving conflict, war, death or inequality. - Support pupils to develop empathy by exploring different perspectives from the past. - Provide structured discussion activities to develop confidence and respectful debate. - Celebrate different strengths including research, creativity, communication and teamwork. - Use local history to develop pupils' sense of identity, belonging and pride in their community.	Challenge and Greater Depth for SEND Pupils Where appropriate, pupils should be challenged through: - Explaining why historical events happened and their impact. - Comparing different historical periods and civilisations. - Evaluating the reliability and usefulness of sources. - Considering different interpretations of historical events. - Selecting evidence independently to support an argument. - Making links between local, national and global history. - Asking their own historical questions. - Developing balanced arguments using evidence. - Explaining the significance of people, events and changes over time.

History Area	Inclusive Adaptations
Ancient Civilisations (Egypt, Greece, Maya)	Use artefacts, images, maps, timelines and practical exploration to develop understanding of unfamiliar cultures. Provide visual comparisons between ancient and modern life.
Invaders and Settlers (Romans, Anglo-Saxons, Vikings)	Use maps, role play, reconstructed images and timelines to support understanding of movement, settlement and conflict. Support pupils to compare different viewpoints of invasions.
Local History (Coal Mining, Shipbuilding, River Wear Industries, Roker)	Use photographs, local artefacts, visits and family/community links to make learning meaningful. Encourage pupils to compare past and present Sunderland.
War and Conflict (WW2 Home Front)	Pre-teach sensitive vocabulary, provide structured discussion and use personal stories, photographs and artefacts to develop empathy and understanding.
Historical Sources and Evidence	Provide accessible sources with scaffolding questions. Use colour coding, annotation frames and model examples to support source analysis.
Chronology and Timelines	Use large classroom timelines, physical sequencing activities and repeated opportunities to place events in context.
Historical Writing	Provide writing frames, sentence starters and vocabulary banks while encouraging pupils to develop independent explanations and arguments.
Historical Debate and Interpretation	Use structured talk, role cards and evidence prompts to support pupils in developing and justifying viewpoints.