Avondale Primary School

High Quality Inclusive Teaching - History Specific

1. Expectations and Values

High Quality Inclusive Teaching	History Specific
• Promote the school's values • Make expectations for behaviour explicit through clear targets, explanations and modelling • Refer pupils regularly to classroom code of conduct and whole-class targets • Rules, routines and expectations are short, precise, positive and consistently reinforced • Take time to identify pupil strengths and praise these • 'Catch' pupils being good and emphasise positives (where appropriate) • Give pupils classroom responsibilities to raise self-esteem • Encourage pupils to take responsibility for learning • Communicate positive achievements with home and encourage home to do the same	• Pupils must know the key learning points by the end of the topic to access future learning (e.g. understanding the meaning of *empire* by the end of a Roman unit). • Maintain high expectations for all learners by adapting access to learning without removing essential historical knowledge, concepts or challenge. • Set clear rules for when sources and artefacts can be touched and explain why artefacts must be respected. • Children to be involved in the handling and storage of artefacts and resources so they learn how to do it. • Ensure work is adapted to pupils' cognitive level so expectations are achievable and stress is reduced.

2. Relationships and Behaviour

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• Use pupil's name and ensure attention before giving instructions • Communicate in a calm, clear manner • Listen to pupils and allow them to explain behaviours • Provide breaks between tasks and planned movement opportunities • Legitimate movement (messages, collecting items, fiddle toys) • Teach pupils how to manage interruptions (e.g. post-it notes) • Use Social Stories where appropriate • Ensure groupings provide positive role models • Safe place for belongings and calming resources • Model and maintain positive behaviour strategies. • Use restorative approaches to manage conflict • Promote collaborative group work and peer learning	• Create a classroom culture where all learners feel safe to contribute to historical enquiry, discussion and debate. • Explore history through social and emotional approaches (e.g. hot-seating historical figures) to support engagement and perspective-taking. • Prepare pupils well for trips and off-timetable days using photos and videos to reduce anxiety and support readiness. • Offer reassurance and gradual exposure for challenging sensory experiences – handling of resources with different textures, smells etc.

• Maintain consistency in expectations across staff Apply consistent restorative approaches and positive reinforcement.	• Respect pupil comfort levels, allowing alternatives such as looking or touching only when needed. • Use low-stakes questioning and peer discussion to build confidence, particularly for learners with prior negative experiences of the subject.
3. Learning Environment	
High Quality Inclusive Teaching	**History Specific**
• Classroom furniture and groupings allow pupils to see teacher and visual prompts • Quiet working area and 'quiet time' zone available • Tools and equipment easily accessible • Visual timetables and task lists provided (short- or long-term as needed) • Working walls to develop understanding of vocabulary • Correct seating for visual/hearing needs • Avoid shiny surfaces and visual clutter • Seating allows feet flat on floor and desks at correct height	• Check the variety and quantity of resources to avoid sensory overload and introduce materials gradually. • Ensure the classroom is well lit and resources support colour blindness and visual accessibility. • Provide artefacts for pupils with visual difficulties to explore through touch, with sufficient time to do so. • Ensure prompts and visual supports are available for pupils with hearing difficulties. • Use ear defenders for pupils sensitive to noise in lessons, visits or off-timetable days. • Consider whether lesson questions can be photocopied or written directly into books to reduce cognitive load. • Ensure seating allows pupils to face the board, access displays and receive peer or adult support as needed. • Range of different lesson types – e.g. hands on lessons with artefacts, discussion lessons, sorting exercises.
4. Speech, Language and Communication	
High Quality Inclusive Teaching	**History Specific**
• Rules of good listening taught, modelled and reinforced • Pre-arranged cues for active listening (symbols, prompt cards) • Gain attention before speaking	• Pre-teach new historical vocabulary using visual images and dual coding. • Use of Widget for working walls.

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• Instructions broken into manageable chunks and given in sequence • Slow delivery with processing time • Use multi-sensory approaches to introduce vocabulary • Minimise abstract language • Use talking partners and scaffolded dialogue to encourage communication. • Systems for checking understanding • Prompt cards and narrative frameworks used • Visual feedback systems (e.g. thumbs up) • Parents informed of new vocabulary • TAs used effectively to support questioning and explanations	• Pre-teach historical concepts using pictures, symbols and concrete examples. • Use of Widget for working walls. • Use of intervention groups with TAs/ Support Staff to help with pre-teaching of vocabulary for children who may miss out on certain parts of the lessons due to intervention groups etc. • Explicitly teach the language functions of history (e.g. explaining, evidencing, comparing, hypothesising). • Give sentence stems to support responses and written work, e.g. • *This tells me…* • *In this picture I can see…* • *This suggests…* • *Both sources say…* • Check understanding by asking pupils to explain what they are doing or what they have understood • Use stories (e.g. Roman emperors) to support language development and sense of time and place • Allow additional processing time and structured talk opportunities such as Think–Pair–Share.
5. Pedagogy	
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• Use deliberate pauses for effect to maintain attention and engagement. • Pausing for effect, modelling, chunking, questioning • Multi-sensory approaches and interactive teaching • Differentiation and scaffolding for all learners • Plan transitions carefully to maintain focus and flow.	• Explicitly model how to handle artefacts while explaining expectations and purpose. • Use demonstrations to make abstract or complex concepts concrete (e.g. illustrating firing rates at the Somme).

• Alternating tone of voice • Pausing for effect • Modelling and scaffolding tasks • Chunking instructions to avoid cognitive overload • Flexible classroom layouts for different learning types • Open-ended questioning • Differentiated instruction • High expectations for effort and engagement	• Use role play, card sorting and practical activities to support kinaesthetic learners and conceptual understanding. • Compare visual sources rather than relying solely on written sources, particularly for learners with literacy difficulties. • Use of age appropriate clips from Horrible Histories, BBC Bitesize, Historical Association. • Explore history through experiential and hands-on learning, supported by images, artefacts and short documentary clips. • Plan modelling as a core part of lessons, including teacher "thinking aloud" and live writing or analysis.
6. Memory and Metacognition	
High Quality Inclusive Teaching	**History Specific**
• Use spaced repetition and retrieval practice to consolidate knowledge. • Explicit memory strategies and visual prompts • Explicit links made to prior learning • Reflection and mini-plenaries to consolidate learning • Pupils encouraged to explain what they need to do • Teach and model memory techniques • Small whiteboards for notes, spellings and ideas • Visual timers used to extend time on task • Chunk activities with praise for completion • Reduce copying from the board	• Revisit prior learning at the start of each lesson and regularly afterwards so new knowledge can be built upon securely. • Use of quick recall facts and questions from staff CPD at the start of each lesson to revisit previous lesson's learning. • Use simple visual timelines to support chronological understanding and the concept of time. • Timeline to be visible on working walls when doing history topics. • Encourage pupils to verbalise understanding to strengthen memory and self-monitoring. • Allow time for repeated exposure to key concepts and vocabulary, particularly where lessons are spaced over time. • Address misconceptions early to prevent them becoming embedded. Hinge questions to be used during the lessons and at the end of the lessons.

	• Working walls to be kept updated with progress in each lesson – visual prompts to aid with recall and revisit of prior learning.
7. Assessment, Planning and Teaching	
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• 'Next steps' derived from what the pupil can already do • Additional time provided where necessary • Clear success criteria and structured task breakdowns • Checks for understanding built into lessons • Occasional opportunities to work with a scribe • Assessment used to inform scaffolds and adaptations	• Ensure simplified resources do not remove key information needed to understand historical concepts. • Adapt work carefully to maintain appropriate challenge while ensuring accessibility. • Use of scaffolding to support all learners. • Use questioning, discussion and pupil explanations as formative assessment to guide teaching. • Plan scaffolds in advance so pupils can access lesson objectives confidently. • Clearly articulate the purpose, process and product of each lesson so learners understand the learning journey. • Ensure teaching assistants where available are confident in the curriculum and deployed to support independent learning and address misconceptions.
8. Literacy and Maths	
High Quality Inclusive Teaching	**History Specific**
• Multi-modal instruction: visual, auditory, kinaesthetic • Adaptive planning linked to prior knowledge • Text presented clearly: uncluttered layout, bullet points, clear fonts • Diagrams and pictures used to support meaning • Coloured paper and appropriate IWB backgrounds	• Present information using tables, diagrams, mind maps and charts rather than continuous text.

• Support for writing organisation and publication • Minimise visual overload • Eliminate unnecessary copying • Pre-teach subject-specific vocabulary. • Targeted interventions for gaps in knowledge • Use of manipulatives, visual aids, and scaffolds	• Ensure pupils understand how to say dates correctly – e.g 1821 not 1 8 2 1 or one thousand eight hundred and twenty one. • Use highlighting or underlining to identify fact and opinion or to support comparisons. • Provide sentence starters to support extended historical writing. • Record written sources in audio form so they can be listened to rather than read. • Scaffold texts to reading age where needed without oversimplifying historical content. • Use scaled timelines, visual data and concrete representations to support numeracy and chronology.
9. Scaffold, Adaptations and Supports	
High Quality Inclusive Teaching	**History Specific**
• Visual task lists, checklists and cue cards • Copies of board work provided where needed • Visual, hearing and coordination adaptations implemented • Sloping desks, grips, taped paper, appropriate seating • Chunked instructions with visual reinforcement • Reduced background noise and clear sightlines • Repetition and clarification of instructions • TA support targeted and purposeful	• Use pictures, symbols and artefacts to support abstract or historical concepts. • Use of Widget to help with scaffolding, • Provide word mats, glossaries and labelled visuals for key vocabulary. • Use computing tools to organise thinking (e.g. cause and effect tables, timelines). • Use Chrome Books to structure writing, support editing and reduce transcription demands.
10. Motivation, Recognition and Feedback	
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• Frequent praise linked to effort and success • Visual feedback systems to show understanding	• Use engaging stories and rich historical narratives to increase motivation.

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• Use of responsibilities to build confidence • Opportunities to share work with others • Praise for small steps and sustained effort • Encourage home-school reinforcement • Provide immediate, specific, and actionable feedback. • Encourage self-assessment and peer feedback. • Use praise and recognition to foster engagement and confidence.	• Use virtual museum tours and digital sources to enhance interest. • Use of National Army Museum for virtual museum tours. • Wow moments at the start of topics such as school trips – e.g Turton Tower, Sunnyhurst Woods, Imperial War Museum, Jodrell Bank, Viking Day, Darwen Heritage Centre, Local History Day. • Celebrate successful handling of artefacts and respectful behaviour. • Provide immediate verbal feedback during practical and discussion-based activities. • All work to be acknowledged and marked with feedback given where necessary in books as well as live marking and feedback. • Corrections of key grammar and spellings linked to historical topic.