



St Thomas of Canterbury Curriculum Inclusion Strategies



History

Quality First Teaching – Promoting independence, providing suitable challenge, meeting a variety of learners needs and overcoming barriers.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"> - Start with and build upon STOC's six key concepts (Culture, Conflict, Rules & Laws, Migration, Society and Religion) and sub-categories within each. These are clearly displayed in each classroom. - Appropriately challenging language used within lessons to explicitly teach concepts. - In order to deepen children's chronological knowledge, History timelines will be displayed in classrooms, as well as a 'week by week' timeline of events throughout the year to give children a more tangible visual. - Children are given the opportunity to celebrate their own identity through our 'Celebration of Heritage and Culture' day. - During Black History Month, children learn about ALL of the key concepts. - On Remembrance day, children deepen their understanding of the concepts of Conflict and Society. - All adults are aware of children's individual barriers to learning, in order to best meet their needs. - Regular opportunities to revisit prior learning in History through use of Flashback Fours, questioning and repetition. - Plenty of speaking, listening and role-play opportunities for pupils to articulate their understanding of Historic concepts and listen to their peers. - Hands-on practical experiences, wherever possible, to observe History in everyday life. This can be seen through the use of artefacts, trips and lesson 'hooks' to capture the children's interest.
Early Years Foundation Stage is linked to People, Cultures and Communities Development Matters area of learning.	<ul style="list-style-type: none"> - Making sense of their own life-story and family's history. <i>In Nursery, children have a home corner, home learning activities, parent/family links, photographs, weekend and holiday news and 'all about me' sessions.</i> - Talking about significant events in their own life <i>through show and tell, sharing holiday and weekend news, discussing the meaning of photographs and making parent/family links to learning.</i> - Showing an interest in different occupations <i>through role-play, small world activities, 'people who help us' topic, books, construction and visitors.</i> - Continuing to develop positive attitudes about the differences between people. <i>This is seen through culture and heritage days, self-portraits and character descriptions in Nursery.</i> - Commenting on images of familiar situations in the past. <i>In Reception, this is evident through looking at baby, toy and technology photos (also sorting and creating a timeline) and questioning parents and grandparents.</i> - Comparing and contrasting characters from stories, including figures from the past <i>through comparing characters across a range of texts and looking at Catherine Johnson in Black History Month.</i> - Talking about members of their immediate family, community and familiar people <i>in discussion of weekend and holiday news, family events throughout the year and 'People who help us' topic.</i> - Understanding the simple concepts of British values, <i>evident through teaching about the Royal family, rights and responsibilities and celebrating diversity.</i>

Key Stage 1 &
2

- Trips to bring History to life *e.g Y1 visit to Clitheroe Castle and Y2 take part in 'Great Fire of London' workshop.*
- Opportunities to use and evaluate artefacts in mixed ability groups. *In Year 2, an example of this can be seen through looking at artefacts from the Tudor period as a carousel activity.*
- Careful peer pairing and talk partners – always pair up an empathetic, articulate speaker/confident historian, who is able to model correct use of vocabulary and explain historical concepts clearly.
- Pupils becoming 'historical detectives' through more sophisticated questioning and thinking. *During the Year 5 trip to Manchester Art Gallery, children are presented with a selection of Victorian artefacts and have to think about possible uses and any questions that may lead to the correct answer.*
- Stories, songs and rhymes to help pupils to remember historical concepts *e.g days of the week/months of the year songs in KS1*
- Regular use of visual resources (pictures, videos, artefacts etc) for visual learners.
- The revisiting of previously taught concepts included in Flashback Fours, including a wide range of strategies, allowing all children to develop their understanding, dependent on their individual learning-style.
- Key questions and/or success criteria adapted where necessary, in order for all children to be able develop their understanding of disciplinary knowledge *e.g in KS1 when a lesson focuses on the chronological order of The Great Fire of London, children can use their own personal timeline of events from that week.*
- Pre-teaching new vocabulary wherever possible for links to be made, *through use of word webs or 'word of the week'*. Also, particularly in KS1, making sure that vocab is prioritised so that the short-term memory is not over-loaded.
- Children to be given opportunities to ask questions, find answers, and present work to their peers. *In Year 5, an example of this is displayed through group research of a Victorian invention and the subsequent presenting of findings to the class.*
- Practical sessions to motivate pupils *e.g In Year 6, when studying WW2, children are taught how to make a 'Woolton pie'.*
- Hot-seating and drama opportunities *e.g children in Year 5 are given the opportunity to put themselves in the position of a Victorian child and answer questions posed by peers.*
- Adults to scribe for pupils, where writing may be a barrier to learning, so History can be the focus.