



## **Curriculum Adaptations** **HISTORY**

**Nanpean Community  
Primary School**  
*Nurturing Children's  
Passion to Succeed*

At Nanpean School our curriculum is designed to ensure full inclusion for all pupils.

The curriculum is adapted to cater for a wide range of need and learning styles, we personalise the learning experiences by making them accessible.

Children with SEND are included in every aspect of what our school has to offer with high expectations for all to reach desired end points.

<b><u>Area of Need</u></b>	<b><u>Curriculum Adaptation</u></b>
<b>Broad Area of Need: Communication and Interaction</b>	
Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none"><li>✓ Children will be given time to process information and to give responses to answers</li><li>✓ Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given</li><li>✓ Key concepts will be broken up into smaller chunks</li><li>✓ Use stem sentences as appropriate</li><li>✓ Use non-verbal cues to support communication, such as gestures and body language.</li><li>✓ Consider groupings (i.e. pair or small group) to support communication and develop confidence</li><li>✓ Positive responses to speech, listen carefully and praise effort.</li><li>✓ Adults will regularly check the child's understanding throughout the lesson.</li><li>✓ Provide repetition of key vocabulary to check understanding of definitions (using MTYT).</li><li>✓ Recognise that the language of history may be challenging</li><li>✓ Where possible, provide a low noise level environment so child can focus on accurate speech sounds.</li><li>✓ Consider sources for example, physical artefacts to provide opportunities to experience real objects in 3D format</li></ul>

Autism Spectrum Conditions including Asperger's Syndrome (ASD)	<ul style="list-style-type: none"> <li>✓ Seating arrangements will be carefully considered prior to the lesson and any changes to the organisation of the lesson or classroom will be shared</li> <li>✓ Time will be given for the child to process new information and instructions with the support of visual cues, if needed</li> <li>✓ Consider use of real images and physical prompts where appropriate to support understanding.</li> <li>✓ Scaffold concepts to support access – make adaptations to worksheets, where appropriate, to ensure more independence</li> <li>✓ Use of vocabulary bank to support topic vocabulary, if appropriate</li> <li>✓ If attending an off-site event, ensure child is prepared in advance, for example, social story, countdown calendar, visual images, liaising with the family to reinforce</li> </ul>
<b>Broad Area of Need: Cognition and Learning</b>	
Moderate / Severe / Profound and Multiple Learning Difficulties (MLD, SLD, PMLD)	<ul style="list-style-type: none"> <li>✓ Tasks are adapted to meet developmental need.</li> <li>✓ Key staff are aware of specific communication difficulties which could be linked to processing</li> <li>✓ Use developmental appropriate language to ensure understanding</li> </ul>
Dyslexia	<ul style="list-style-type: none"> <li>✓ Simplify sentences using clear language to reduce cognitive load</li> <li>✓ Use word banks for key vocabulary linked to the history focus of the lesson</li> <li>✓ Use repetition, especially with vocabulary</li> <li>✓ Regularly check in with child</li> <li>✓ Consider appropriate methods for children to record their learning including: scaffolds or frames, photographs, diagrams, labels to stick onto pictures, posters, presentations (oral and visual), working in groups, verbal contributions, practical experiments and observations, matching activities, mind maps etc.</li> <li>✓ Reduce the number of questions asked and give time to answer (about 10 seconds), consider question type (open/closed)</li> </ul>
Dyspraxia (Developmental Coordination Disorder, DCD)	<ul style="list-style-type: none"> <li>✓ Consider size of working space (increase when required)</li> <li>✓ Instructions will be written clearly for the child</li> <li>✓ Consider a range of methods to show understanding – visual, written, drawing, graphs etc and support with presentation of graphs, charts etc</li> <li>✓ Demonstrate any equipment to be used for history lessons e.g., artefacts or historical sources etc.</li> <li>✓ Consider sources for example, physical artefacts to provide opportunities to experience real objects in 3D format</li> </ul>
Dyscalculia	<ul style="list-style-type: none"> <li>✓ Adults will ensure that questioning is adapted to support the child's understanding</li> <li>✓ Some learners may find the organisation of ideas into a logical way difficult and therefore will need additional support.</li> </ul>
<b>Broad Area of Need: Social, Emotional and Mental Health (SEMH)</b>	

Trauma	<ul style="list-style-type: none"> <li>✓ Adults will carefully check through the content of the lesson to ensure they are considering the child's context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure</li> <li>✓ Children will be provided with a safe and familiar break out space, if they need it throughout the lesson</li> <li>✓ Adults supporting the child will have good understanding of how best to support the child with their emotions</li> </ul>
ADHD	<ul style="list-style-type: none"> <li>✓ Allow some activities where learners with ADHD are allowed to work alone. People with ADHD often feel group working is a challenge.</li> <li>✓ Small chunks of information with key concepts in pictorial form</li> <li>✓ Consider sources for example, physical artefacts to provide opportunities to experience real objects in 3D format</li> </ul>
Anxiety	<ul style="list-style-type: none"> <li>✓ Children will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson.</li> <li>✓ Reassurance, especially of difficult or abstract concepts (e.g. power, belief etc) and explaining or demonstrating several times in different ways e.g. artefacts, historical sources, previously learnt about significant people</li> <li>✓ If attending an off-site event, ensure child is prepared in advance, for example, social story, countdown calendar, visual images, liaising with the family to reinforce</li> </ul>
Tourette's Syndrome	<ul style="list-style-type: none"> <li>✓ Adults will support the child to ensure they feel supported in participating within the lesson</li> <li>✓ Adults will plan sessions carefully, being mindful of the sensory processing that this lesson exposes the child to</li> </ul>
<b>Broad Area of Need: Sensory and/or Physical Needs</b>	
Hearing Impairment (HI)	<ul style="list-style-type: none"> <li>✓ Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared</li> <li>✓ Use of vocabulary bank to support topic vocabulary</li> <li>✓ If possible, use caption function for videos / films.</li> <li>✓ When completing history visits, agree a way of ensuring all children know when/where to return to– if cue is audio e.g., whistle, ensure partner/group will give visual cue</li> </ul>
Visual Impairment (VI) Multi-Sensory Impairment	<ul style="list-style-type: none"> <li>✓ Children will be given enlarged images, pictures and diagrams</li> <li>✓ If the child needs a reading ruler when reading information, this will be accessible whenever necessary</li> <li>✓ Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible</li> <li>✓ Give the children time and opportunity to explore through touch e.g. artefacts, textures to evoke discussion etc.</li> </ul>

Physical Disability	<ul style="list-style-type: none"> <li>✓ Children will be provided with an appropriate sized working space</li> <li>✓ Instructions will be given clearly</li> <li>✓ Consider methods of show understanding (i.e. visual, written, drawing, graphs etc and support with presentation of graphs, charts etc – provide scaffolded graphs for data to be added to)</li> <li>✓ Demonstrate any equipment to be used for history lessons e.g., artefacts or historical sources etc.</li> </ul>
Toileting / Self Care Needs	N/A