

Inclusive Strategies in History

Inclusive strategies in History	Examples observed within lessons
Lessons have low entry but high ceiling	Lesson starters link to children's prior knowledge where all children can access. Lessons then move on to the next achievable step- visuals and resources are used to engage learners and enable access. Teachers have high expectations of all children and children's knowledge is extended / deepened by the end of the lesson.
Removal of individual barriers to learning	<p>Adults read aloud statements for children.</p> <p>Images/statements pre-cut out for children reducing the risk of overwhelm and allowing time for high quality discussion.</p> <p>Alternative methods of recording are used for some children.</p> <p>Checklists used to aid in organisation of tasks for particular children.</p>
Sequential learning in History	MT Planning reflects this and content is 'chunked' and sequenced in a way that provides cognitive links for children.
Chunking of the lesson- allowing mini movement breaks.	Balanced pace of lessons observed- fast enough to move learning on whilst maintaining interest and enthusiasm but pace is accessible to children with slower processing- additional aids used to further support this- visuals, practical aids. Lessons also include movement as an integral part of the learning- e.g. role play
Multi-sensory approaches are used	<p>Videos of people and places from the past. For example, children playing playground games in the 1940s. Video of when Amy Johnson landed in Australia after breaking the world record in 1930s.</p> <p>Use of re-enactment films or virtual imagery to support children's understanding of the time period and provide a more tangible comparison to our lives today. E.g. Videos of the streets of London before the great fire so children can see the narrow street with overhanging buildings etc...</p> <p>Photographs and artefacts from different time periods. Artefacts may reflect a different way of life from the same area but in the past e.g. Visit from wash board Annie.</p> <p>Active exploration of artifacts and real-life experiences to immerse children. E.g. During Victorian sea side unit children use Victorian recipe and techniques to make cucumber ice cream and then eat them off penny licks. Children play playground games from the past and explore and play with old toys- exploring first hand their function, materials etc...</p>

<p>Accessible subject specific language</p>	<p>Staff in all key stages do a pre-teach of key vocab prior to the topic and for some children, prior to lessons.</p> <p>Staff use clear calm tone of voice during the lesson input and cut out unnecessary waffle- key information was given in as multisensory a way as possible-children were using high level language independently within their work and discussions with each other and with myself.</p>
<p>Exciting starters and thematic approaches used to aid engagement.</p>	<p>Teachers use various techniques to engage children's interest and create exciting lesson starters. Examples include: actors playing the part of significant people from history, hot seating and roleplay. Teachers use music and videos to set the scene and generate excitement and interest. Teachers use of movement through active exploration of artifacts and real-life experiences.</p>
<p>Relationships at the heart of lessons</p>	<p>Children feel safe and secure- all children are engaged and excited about the work they do in History- especially the hands-on active nature of this subject. Children feel safe to take risks and put forward their opinion which moves their learning on.</p>

Reviewed: Jan 2026