

SEND – Ambition and Access in History

Ambition – What are we aiming for children with SEND to achieve in History?

We are ambitious for all pupils with SEND in History. Every child has the right to access a high-quality history education that develops their historical knowledge, understanding and disciplinary skills. Teachers maintain high expectations for all pupils and ensure that barriers to learning do not limit participation in historical enquiry.

Through carefully structured, engaging and well-supported learning, pupils with SEND develop an understanding of **chronology, change and continuity, cause and consequence, similarity and difference, significance and historical interpretation**. They develop secure knowledge of the individuals, events and periods studied across Key Stage 1 and Key Stage 2.

In **Key Stage 1**, pupils with SEND are supported to develop knowledge and understanding of significant individuals and events, including **Florence Nightingale, Martin Luther King Jr., Rosa Parks, Ibn Battuta and the Wright Brothers**, as well as important events and developments such as **the Great Fire of London, the Space Race and the first flight**. Pupils are supported to understand why these people and events are historically significant and to make connections between their lives, achievements and the wider historical context in which they lived.

In **Key Stage 2**, pupils with SEND continue to develop their chronological understanding through the study of different periods in British and world history, including **Prehistory, Ancient Civilisations, Roman Britain, Anglo-Saxon and Viking Britain and later periods of British history**. They build upon the knowledge and concepts introduced in Key Stage 1 and increasingly make connections between different historical periods, people and events.

The ambition is for pupils with SEND to develop a secure **chronological framework** alongside a growing body of **substantive historical knowledge**. They should remember and understand key people, events, dates, places and vocabulary and increasingly use this knowledge to explain historical developments and make comparisons.

Pupils with SEND are supported to develop the disciplinary skills needed to **think like historians**. They learn to ask and answer historical questions, use evidence from sources, identify similarities and differences, explain causes and consequences, recognise change and continuity and consider the significance of people and events.

The ambition is that pupils with SEND leave primary school with an increasingly secure understanding of the past, an ability to place key people and events within a broader chronological framework and the confidence to communicate their historical understanding. They should develop curiosity about the past, recognise how history helps us understand the world around us and enjoy learning about the people, events and societies that have shaped our world.

Access – What amendments are made in History to help children with SEND to achieve?

- History at St George's is taught through a combination of **storytelling, discussion, practical activities, artefacts, images, timelines, maps, videos and written sources**. This provides pupils with multiple ways to access historical knowledge and reduces reliance on lengthy written tasks.
- **Chronology is explicitly taught and regularly revisited**. Timelines, visual sequences, historical period labels and repeated reference to dates help pupils develop an understanding of when events and people lived and how different periods relate to one another.
- Key individuals and events are revisited regularly so that pupils develop a secure understanding of their **historical significance**. In Key Stage 1, this includes **Florence Nightingale, Martin Luther King Jr., Rosa Parks, Ibn Battuta and the Wright Brothers**, alongside **the Great Fire of London, the Space Race and the first flight**.
- Teachers help pupils make connections between individuals and events and the wider historical period in which they occurred. For example, pupils may explore why **Florence Nightingale** was significant in the development of nursing, why **Rosa Parks and Martin Luther King Jr.** were significant in the struggle for civil rights, how **Ibn Battuta's travels** provide evidence about the medieval world, and why **the Wright Brothers and the first flight** were significant developments in transport and technology.
- Historical periods and topics are broken down into **small, manageable units of learning**. Teachers identify the essential knowledge pupils need to retain and revisit this knowledge regularly to support long-term memory.
- New historical vocabulary is explicitly introduced, explained, modelled and revisited. **Word banks, vocabulary mats, pictures, definitions and**

sentence stems may be used to help pupils understand and use subject-specific language such as *chronology, empire, invasion, settlement, monarch, democracy, evidence, source, cause, consequence, continuity, change and significance*.

- Historical concepts are taught explicitly and revisited across different topics. Pupils are supported to recognise and apply concepts such as **change and continuity, cause and consequence, similarity and difference, significance and interpretation**, rather than encountering them only as abstract ideas.
- Teachers use **strong modelling** when demonstrating how to think and work as a historian. For example, teachers may model how to interpret a source, identify evidence, place an event or individual on a timeline, compare two historical periods or explain why a person or event was significant.
- **Visual supports** are used extensively to aid understanding and memory. These may include timelines, photographs, paintings, maps, diagrams, labelled images, source materials, videos and other visual representations.
- Where appropriate, pupils are provided with **pre-teaching of key vocabulary and knowledge** before a new history topic. This helps pupils with SEND access the same historical content as their peers and participate more confidently in whole-class discussion.
- Historical information is presented in **short, clearly structured sections**, with opportunities for teachers to check understanding frequently. Instructions may be simplified, repeated or presented one step at a time without reducing the historical ambition of the task.
- Pupils are given regular opportunities to **retrieve previously taught knowledge** through questioning, quizzes, timelines, matching activities, sequencing tasks and discussion. Repetition and retrieval help pupils with SEND strengthen their understanding and retain important historical facts.
- **Scaffolding is used where necessary** to support pupils in demonstrating their historical understanding. This may include sentence starters, writing frames, partially completed timelines, structured questions, word banks, matching activities and guided source analysis. Scaffolds are reduced over time as pupils develop greater independence.

- Teachers may adapt the **recording method** without reducing the historical learning objective. Pupils may demonstrate their understanding through oral responses, discussion, sequencing, drawing, labelling, matching, practical activities or supported writing where appropriate.
- When studying historical sources, pupils may be supported to identify **what a source is, what it tells us and what evidence it provides** before being asked to make more complex judgements about reliability, usefulness or interpretation.
- Opportunities for **paired and collaborative learning** enable pupils to rehearse historical vocabulary, discuss ideas and learn from their peers before completing independent work.
- Practical and experiential activities, including handling artefacts, role play, drama and historical enquiry, are used where appropriate to make the past more concrete and memorable. These approaches can be particularly effective when pupils find abstract historical concepts difficult to access.
- Teachers make explicit links between **new learning and previously taught history**, helping pupils understand the wider chronological narrative. Previously learned concepts such as invasion, settlement, travel, technology, equality and significant individuals are revisited when they occur in new historical contexts.
- Pupils with SEND are supported to develop **historical reasoning** through carefully sequenced questioning. Questions may move from recall and identification towards explanation, comparison and interpretation as pupils develop confidence and understanding.
- Teachers carefully consider the **amount of information presented at one time**, particularly when topics contain a large amount of new factual knowledge. Important information is prioritised and revisited rather than expecting pupils to process and retain excessive amounts simultaneously.
- Where appropriate, pupils may receive **additional adult support** to help them access sources, organise information, follow instructions or record their historical understanding. Adult support focuses on enabling participation and developing independence rather than completing the historical thinking for the pupil.

- Assessment is used to identify **gaps in historical knowledge and understanding** and to inform subsequent teaching. Teachers revisit misconceptions and provide additional opportunities for pupils to secure important knowledge before moving on.
- Expectations for the **amount of written work or technical accuracy** may be adapted where necessary, while maintaining the same core historical objective. The emphasis remains on pupils developing historical knowledge and understanding rather than the quantity of written recording.
- Pupils are encouraged to develop confidence in expressing **historical opinions and interpretations**. Where appropriate, they are supported to explain their ideas using evidence and increasingly precise historical vocabulary.
- History learning is carefully sequenced so that pupils with SEND can **build on prior knowledge, make meaningful connections and develop increasing independence as historians** throughout Key Stage 1 and Key Stage 2.