

Inclusion Statement for History

Children should be able to access History lessons due to them being taught in a way which appeals to all type of learners.

Written texts can be used to teach and can therefore be adapted with more or less information and word mats with pictures can assist the understanding of specific vocabulary along with acting out to aid understanding of stories/events.

Through using other sources such as artefacts, photographs, maps and diagrams, children will not be potentially limited by their reading ability and discussions should encourage them to share their understanding where written answers may have been more difficult for them. When it comes to recording their knowledge, they could do this through annotating pictures and diagrams, completing cloze texts or working with another child / adult to record their responses. At times, multimedia technology could be used for children to record their knowledge in a variety of ways such as creating a news report on an event.

Similarly, children who are capable of a greater depth of knowledge, can extend their historical understanding through combining information from a variety of sources into their answers and responses, drawing links from similar time periods around the world to compare and contrast life and events. They may also be encouraged to ask, and then find answers themselves, to more questions in order to feed their thirst for information.