

Planning Inclusive Lessons  
History

<b>Inclusive Environment</b>	<b>Resources</b>	<b>Scaffolding</b>
<ul style="list-style-type: none"> <li>• Language is clear, unambiguous and accessible.</li> <li>• Key words and meanings are highlighted, explained and written up, or available in some other way.</li> <li>• Instructions are given clearly and reinforced visually, where necessary.</li> <li>• Wording of questions is planned carefully</li> <li>• Use concrete and visual resources: hands on and experiential, use symbols, pictures and colour; this is particularly important when introducing a new topic or concept</li> <li>• Consider the learning environment and potential distractions</li> <li>• Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access</li> <li>• Plan to teach new history vocabulary explicitly in context to extend proficiency in technical vocabulary.</li> <li>• A range of different open-ended questions</li> </ul>	<p>Provide learners with a glossary of key terms which they can refer to during the lesson.</p> <ul style="list-style-type: none"> <li>• Checklists/task boards, Writing frames, Sentence starters, Word banks</li> <li>• Use mind maps and other visual devices to help pupils see patterns and relationships</li> <li>• Relevant and motivating tasks to engage pupils in a history activity, eg mysteries, storytelling, visual puzzles.</li> <li>• Use of stories</li> <li>• Shows the 'big picture'</li> <li>• Strategies, including using ICT are used to reduce the need for pupils to rely on writing</li> <li>• Use memory aids: for example, visual stimuli, songs and rhymes, whatever works – pupils can often come up with their own which work for them</li> </ul>	<ul style="list-style-type: none"> <li>• Be concise in teacher-led delivery</li> <li>• Give clear instructions within the form of a checklist. This will break down the task into more manageable chunks.</li> <li>• Writing or speaking frames can be used to</li> <li>• Model the process you are teaching and offer guided practice: use scaffolding and coaching</li> <li>• Pre-tutoring of important history vocabulary, concepts and/or processes, where appropriate.</li> <li>• 'scaffold' speaking or writing, eg using sentence starters, writing or speaking frames that focus pupils' attention on key pieces of information.</li> <li>• Modelling connectives to help prompt elaboration</li> <li>• Regular revision and repetitio</li> </ul>

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| • Think-pair-share |  |  |
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