

Subject:	History	
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Concept	Barrier	Provision
Cognition and Learning	<p>Conceptual Understanding of Chronology Chronology is the ability to understand the order and relationships of events in time — for example, recognising what happened first, next, and last, and understanding how far apart events are from one another. It is a foundational historical skill that depends on both numeracy and literacy.</p> <p>Barriers Related to Numeracy Low attainment in numeracy can make it difficult for students to:</p> <ul style="list-style-type: none"> Understand time intervals (e.g., how many years between 1066 and 1215). Interpret timelines, especially those involving BC/BCE and AD/CE, which require understanding of negative numbers and a zero point. Grasp scale on a timeline — for example, that one centimetre may represent a century. Compare durations or calculate chronological distances (e.g., “How long did the Roman Empire last?”). <p>Impact: Students may struggle to sequence events correctly or to visualise historical continuity and change.</p> <p>Barriers Related to Literacy Low attainment in literacy can make it difficult for students to:</p> <ul style="list-style-type: none"> Read and comprehend dates, labels, and explanatory text on timelines. Follow written instructions for chronological activities. Express understanding of time order using temporal language (e.g., <i>before, after, during, meanwhile, eventually</i>). Interpret historical narratives or source materials that depend on chronological cues. <p>Impact: Students may misinterpret written accounts of events or fail to express their understanding of historical sequences clearly.</p>	<ul style="list-style-type: none"> Use visual and tactile timelines (e.g., string or rope timelines with cards). Provide numeracy scaffolds (e.g., counting steps between dates, colour-coding BC/AD). Simplify or model temporal language and provide word banks Incorporate oral and practical activities (e.g., physically sequencing event cards). Use technology or interactive timeline tools to make abstract concepts concrete.
Communication and Interaction	<p>Children with language difficulties may find it hard to understand and use spoken or written language, which can affect their ability to participate in activities and access learning across the curriculum.</p> <p>They may have difficulties processing language, meaning they need more time to understand instructions, questions, or new vocabulary. This can impact their confidence, engagement, and ability to follow classroom discussions or complete tasks independently.</p> <p>Classroom implications:</p> <ul style="list-style-type: none"> May struggle to follow multi-step instructions. May find it difficult to express ideas verbally or in writing. May misinterpret language used in lessons or assessments. May appear disengaged or off-task due to delayed processing rather than lack of understanding. 	<ul style="list-style-type: none"> Use clear, concise, step-by-step instructions. Check understanding regularly and give extra processing time before expecting a response. Reinforce key vocabulary visually (word banks, symbols, pictures). Offer adult support (teacher or TA) to clarify or rephrase instructions. Use low-stakes retrieval and repetition to consolidate learning.
Physical and Sensory	<p>Children with sensory impairments may face challenges in accessing historical learning:</p> <ul style="list-style-type: none"> Visual impairments may make it difficult to observe artefacts, read displays, or interpret visual materials such as maps, timelines, or images. Auditory impairments may make it harder to access spoken explanations, discussions, or audio resources during lessons. Practical experiences, such as day trips to museums or historical sites, may also present barriers if adaptations are not in place. 	<ul style="list-style-type: none"> Provide tactile or 3D artefacts for hands-on exploration. Offer large-print, braille, or digital materials for visually impaired learners. Use captions, transcripts, or sign language interpreters for audio content. Prepare pre-visit materials and virtual tours to familiarise students with museum layouts and artefacts. Ensure support staff are available to assist during trips or practical activities. <p>Aim: Enable children with sensory impairments to access, participate in, and enjoy historical learning as fully as possible through tailored adaptations and support.</p>

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Social Emotional and Mental Health	<p>Impact of self-belief: Children who believe they cannot succeed in class may experience frustration, anxiety, or withdrawal, which can reduce engagement and learning outcomes.</p> <p>Sensitive or triggering content: Certain topics, such as lessons on war, conflict, or trauma, may be upsetting or triggering for some children.</p>	<p>Scaffolding and differentiation</p> <ul style="list-style-type: none"> • Provide sentence starters or word banks for writing tasks. • Break tasks into small steps (e.g., “Step 1: Look at the source; Step 2: Identify the key idea; Step 3: Share your thoughts”). • Use paired or small-group discussions before whole-class sharing. <p>Checking in / supportive spaces</p> <ul style="list-style-type: none"> • Offer a quiet corner or reflection area where children can step away if distressed. • Pause the lesson to check in with children individually, offering reassurance or guidance. <p>Alternative ways to engage or respond</p> <ul style="list-style-type: none"> • Children can draw, label, or annotate ideas instead of writing full sentences. • Allow oral responses, recordings, or digital submissions. • Use role-play or drama activities to explore sensitive topics indirectly.

Non-Negotiables

To be in place in all lessons/classrooms when teaching History.

- Chronological awareness
- Access to artefacts where appropriate to support children with SEN access learning
- Language rich display to support vocabulary development and spelling