



Provision for SEN and more able in History

Introduction:

Within our History Curriculum, the overall ethos is to develop the school values of inspire, challenge and achieve. History plays an important role in equipping young people to make sense of the world in which they live, by looking to the past we can learn to react to the future. The introduction of Key Concepts and Knowledge Categories across their three years at Westacre means students can add their new knowledge to their internal schema of historical information, and revisit key ideas in a cyclical manner- gaining a structured and meaningful breadth of knowledge.

SEN

For our SEN pupils, the use of the Knowledge Webs is key in learning new vocabulary and meanings. Dual-coding the information (using pictures to explain along with the vocabulary and written definition) means they can be used for pre-teach sessions and reference in lessons.

Westacre Middle School Knowledge Web for Year 5 Autumn —EXPLORERS— Shai

GEOGRAPHY: LOCATION - Antarctica is in the Southern Hemisphere. - It is surrounded by the Southern Ocean.	GEOGRAPHY: FIELDWORK - Ordnance Survey (OS) maps help us to identify where we are in the United Kingdom. - OS maps identify PHYSICAL (natural) and HUMAN (man-made) features - Symbols help to identify the features on an OS map and to locate your position. - Contour lines show how high or low a point on a map is. - The closer the contour lines, the steeper the land level changes	- under health - A healthy - health - Sensory analysis
GEOGRAPHY: POSITION LATITUDE is an imaginary line AROUND the globe, from 0° at the centre to 90° at the North Pole and -90° at the South Pole. LONGITUDE is an imaginary line from the top to bottom of the globe. - The lines of longitude all meet at the bottom and top. - To find out how east or west a place is, we use longitude. To find how north or south a place is, latitude is used.	GEOGRAPHY: PHYSICAL - Antarctica is a land mass covered by ice. - It ranges in temperature from -2 to -60 and has blizzards that blow the snow into drifts which can then freeze.	- success - An energetic - health for
GEOGRAPHY: INSPIRATIONAL PEOPLE - Ernest Henry Shackleton was born in 1874, in Ireland. - He was expedition leader for a boat called Endurance. - He led the crew for over two years.	GEOGRAPHY: CAREERS Men with a huge range of skills such as photographers, cooks, surgeons and sailing skills, all applied for a place on the Endurance	

Children can record their knowledge using iPads and 'talking buttons' to prepare them for writing, or print directly from their verbal notes using dictation tools. Activities are planned using the Basic, Advancing, Deep model to allow all students to access the resources and information while achieving in the lesson.

Teaching Points	Basic	Advancing	Deep
KQ- What can we infer about the Maya? Using artefacts WITH STAFF, pictures around room, ipads with websites, students determine WHO and WHEN and WHERE the Mayan people were on earth. PRINT OUT What did the Maya do for us\L1\mayaimagecards.pdf	Complete the 5Ws based on the Maya Who What Where When Why are they important?	CREATE a fact sheet about the Maya – what would you include? Why? Explain clearly	If you had to create a learning video about the Maya and their importance, what would you include? JUSTIFY your decisions based on the evidence and resources

Lessons are planned using a variety of methods; videos, interactive displays and research work. Resources have been purchased to allow all students the opportunity to engage with them, structuring their knowledge and understanding of the past.

More able

A passion for History is something innate in some children- they are fascinated by the past, in researching and understanding the Why and What of times gone by. While we hope to foster this curiosity in **all** children, those who are genuinely interested in the past may become those more-able at understanding and inferring. A higher level of literacy and inference skills shown in English will help a student to express their opinions, so being offered the opportunity to do so in History with Deep tasks asking for judgements, considerations and justifications.

Teaching Points	Basic	Advancing	Deep
KQ- What can we infer about the Maya? Using artefacts WITH STAFF, pictures around room, ipads with websites, students determine WHO and WHEN and WHERE the Mayan people were on earth. PRINT OUT What did the Maya do for us\L1\mayaimagecards.pdf	Complete the 5Ws based on the Maya Who What Where When Why are they important?	CREATE a fact sheet about the Maya – what would you include? Why? Explain clearly	If you had to create a learning video about the Maya and their importance, what would you include? JUSTIFY your decisions based on the evidence and resources

The use of Key Questions in lessons offers students the opportunity to demonstrate a depth of knowledge, bringing forward facts and data from previous years of teaching.