



Adaptive Teaching in History

Making use of prior knowledge

This provides support for students when a new topic and new content is introduced.

Mind Maps/ Knowledge Retrieval

Activities such as these, and bubble and spider diagrams, can be used early in the teaching of a new history topic to link the new and previous learning. They can also be used to provide a scaffold or framework for ongoing learning through the topic.

Teacher intervention/discussion

When students are working on an enquiry or task, the teacher takes the opportunity to work with groups/individuals to provide scaffolding through questioning and discussion. The teacher probes their understanding, challenges their reasoning and explores whether they can explain the historical ideas and concepts.

Chunking or Memorisation Techniques

This includes chunking or memorisation techniques such as 'Actions to Words' where pupils add movements to their learning to develop their vocabulary and knowledge.

Peer discussion

Groups can be carefully chosen with a view to providing peer-support and by getting pairs to work together.

Technology

Visual images are used to present the learning and can be presented in accessible ways. We explore museums, galleries and historical sites through the internet.

Artefacts

Pre-taught and embedding vocabulary

The teaching of history-specific terms and new vocabulary early and repeated allows students use this vocabulary and build a fuller understanding of its meaning in different historical contexts. Each term, classes have books which are linked to the History teaching with attached vocabulary/glossary lists to develop our children's understanding. Cross curricular vocabulary identified and taught to support whole curriculum.

Time for talk

Students need time to process new historical ideas and information and it helps if they can verbally make sense of new ideas by talking about them with their peers.

Help sheets

These can be a checklist, visual examples or vocabulary sheets etc.

Grids and frameworks

In history we use a variety of grids, forms and charts as scaffolding tools, for example: Diagrams (such as flow charts) and outline diagrams.

Demonstrating our learning in many ways

We include many different ways for children to show their understanding such as drama activities including 'Freeze Frame' and 'Hot Seating'. Each class also takes part in a fieldwork visit to bring our curriculum to life and give real meaning to our learning.

Displays and environment

Displays are accessible, visual and within reach. They are working walls and are pupil led. They are current to the children's learning. They are vocabulary rich. We display the knowledge mat and sticky knowledge for the unit.

Memory and Retention

Pupil created word banks, mind maps, digital resources, photographs and videos are used to support consolidation.