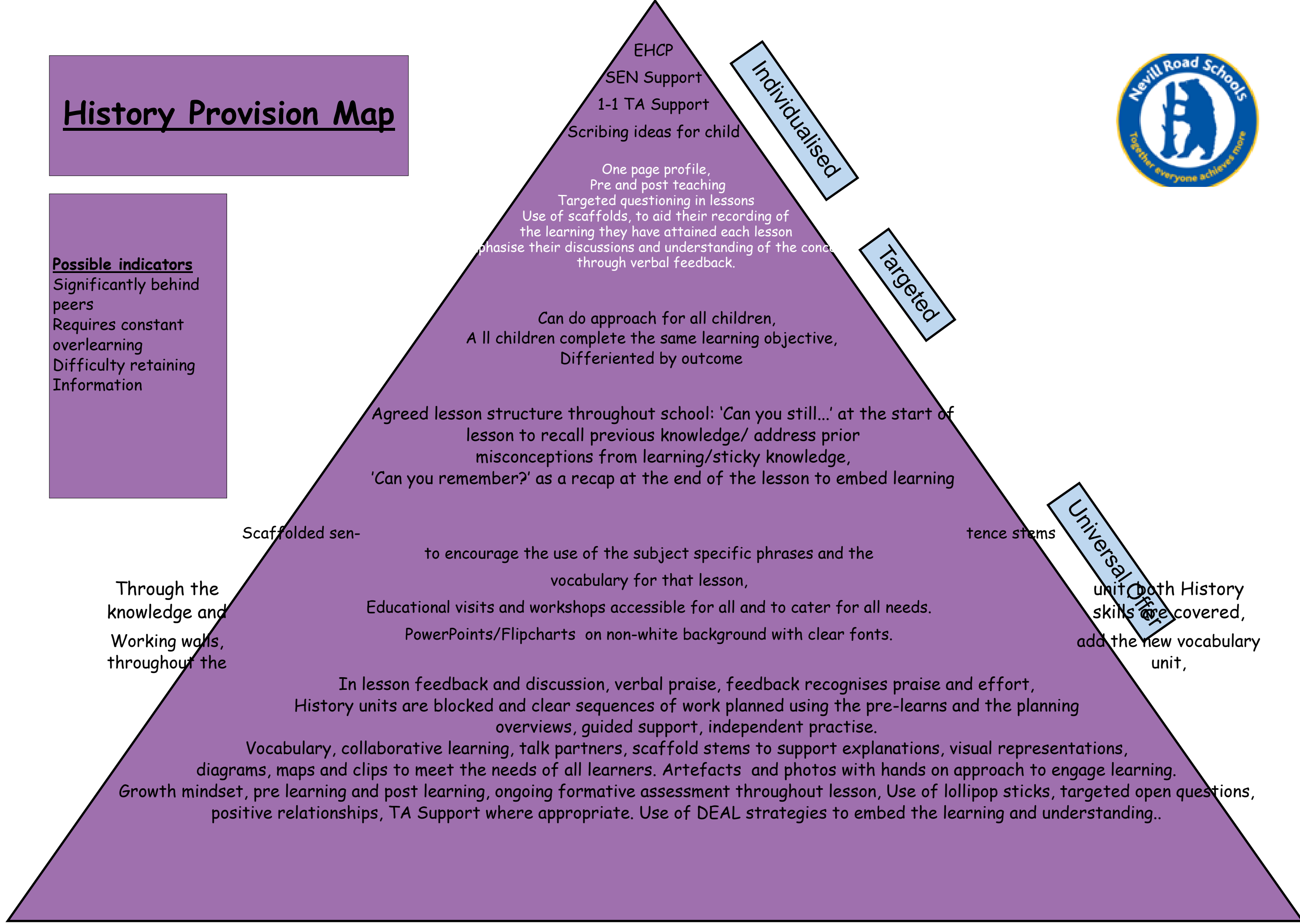


History Provision Map



Possible indicators

Significantly behind peers
 Requires constant overlearning
 Difficulty retaining Information



EHCP
 SEN Support
 1-1 TA Support
 Scribing ideas for child

Individualised

One page profile,
 Pre and post teaching
 Targeted questioning in lessons
 Use of scaffolds, to aid their recording of the learning they have attained each lesson
 emphasise their discussions and understanding of the concepts through verbal feedback.

Targeted

Can do approach for all children,
 All children complete the same learning objective,
 Differentiated by outcome

Agreed lesson structure throughout school: 'Can you still...' at the start of lesson to recall previous knowledge/ address prior misconceptions from learning/sticky knowledge, 'Can you remember?' as a recap at the end of the lesson to embed learning

Scaffolded sen-

to encourage the use of the subject specific phrases and the vocabulary for that lesson,

tence stems

Educational visits and workshops accessible for all and to cater for all needs.

PowerPoints/Flipcharts on non-white background with clear fonts.

Universal Offer

unit both History skills are covered, add the new vocabulary unit,

In lesson feedback and discussion, verbal praise, feedback recognises praise and effort, History units are blocked and clear sequences of work planned using the pre-learns and the planning overviews, guided support, independent practise.

Vocabulary, collaborative learning, talk partners, scaffold stems to support explanations, visual representations, diagrams, maps and clips to meet the needs of all learners. Artefacts and photos with hands on approach to engage learning. Growth mindset, pre learning and post learning, ongoing formative assessment throughout lesson, Use of lollipop sticks, targeted open questions, positive relationships, TA Support where appropriate. Use of DEAL strategies to embed the learning and understanding..

Through the knowledge and Working walls, throughout the