Humanities and...

Social communication



I might struggle to:
- Understand abstract language
- Understand different perspectives
- Contribute to group discussions
- Complete open ended tasks

Help me by:
- Simplifying language
- Using concrete example
- Using visuals/written supports
- Teaching me how to share ideas
- Modelling inference
- Allowing different ways to communicate my ideas

Cognition and Learning



I might struggle to:
- Understand abstract language and ideas
- sequence events
- Remember facts
- Interpret maps or data
- Write for long periods

Help me by:
- Using visuals
- Presenting shorter, clearer texts
- Pre-teaching me vocabulary
- Giving me sentence starters/task planners/assistive technology
- Having different ways for me to share ideas
- Checking my understanding regularly

Social, emotional and mental health



I might struggle to:
- Have confidence in my ideas
- Talk about topics which upset me
- Focus during lesson inputs or writing tasks
- Manage my impulses for extended periods
- Collaborate with peers

Help me by:
- Creating a safe, supportive environment
- Offering different ways to record and show my learning
- Incorporating movement and brain breaks
- Having supportive peers nearby

Sensory and Physical



I might struggle to:
- Read maps, graphs or other images
- Hear what others are saying, including my teacher
- Take notes
- Interpret information given quickly

Help me by:
- Using large print, high contrast maps, visuals to support
- Providing summaries of information
- Reducing my need to copy
- Using assistive technology

What does this look like?

Social communication



- Use short, clear sentences and repeat key words
(e.g. *“A settlement is where people live”*).
- Link abstract ideas to real objects or experiences
(e.g. comparing Roman tools to ones we use today).
- Provide pictures, timelines, and maps to reinforce meaning.
- Use sentence starters, turn-taking visuals, and think-pair-share activities.
- Accept drawings, gestures, picture choices, or assistive tech instead of only spoken/written answers.

Cognition and Learning



- Use pictures, diagrams, timelines, and maps
- Reduce text and highlight key words or phrases.
- Introduce and practise key terms
(e.g. *continent*, *past*, *settlement*) using images and examples before lessons.
- Provide scaffolds like “I found out that…” or use digital tools to support writing.
- Allow drawing, sorting pictures, oral explanations, or using ICT instead of long written tasks.
- Use quick quizzes, thumbs up/down, or check ins frequently

Social, emotional and mental health



- Use predictable routines, and clear expectations
- Allow drawing, typing, or voice recording
- Use short activities like map walks, role play, or “find it on the globe”.
- Give specific praise (e.g. “You remembered the names of the continents”) to boost self-esteem.
- Whole class and individual movement breaks throughout lessons

Sensory and Physical



- Provide clear maps, diagrams, and images
- Give concise notes or bullet points
- Offer printed resources, fill-in-the-blank sheets, or digital templates.
- Use text-to-speech, speech-to-text, or screen magnifiers to support access and recording.
- Ensure clear pathways and suitable seating for mobility or sensory comfort.
- Provide textured maps, artefact replicas, or physical models to support engagement and understanding.