

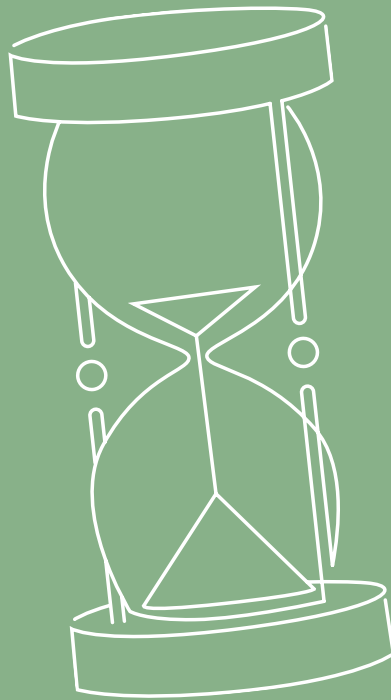
PRIMARY

Social, Environmental and Scientific Education: History

Guidelines for Teachers of Students with

MODERATE

General Learning Disabilities



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Introduction

Through the history curriculum, students begin to communicate about events and stories from their past and to describe what they see in objects and photographs. They begin to recognise obvious differences between past and present. History also enables the student to develop an appreciation of special events in his/her life, his/her family, the school, and the local community. Historical events of national importance are also acknowledged and celebrated.

Social, Environmental and Scientific Education

Social, Environmental and Scientific Education (SESE) is presented through three subject areas in the *Primary School Curriculum*. These are history, geography and science. The curriculum states that an understanding of the term 'environment' is essential to an appreciation of the nature of SESE and it offers the following:

The word 'environment' is used in this curriculum to denote the surroundings or external conditions with which an individual (human or other living organism) or community interacts. (Primary School Curriculum, 1999.)

Within this definition 'environment' is categorised into two broad groups, natural environments and human environments. While presented as three discrete subjects in the curriculum, history, geography and science are closely related and each seeks to provide for the students an understanding of one aspect of 'environment' both at local and global level.

By studying the constituent subjects of SESE, students are enabled to develop an awareness and appreciation of the natural, human, social, cultural and historical dimensions of life. They are also encouraged to develop an understanding of the physical world, the relationship of humans with their environment, and the historical process through which that relationship has grown.

History

History, for students with moderate general learning disabilities, aims to develop an understanding that things change over time, and that these changes affect their lives and the lives of others. The initial emphasis is on the student's own personal and family history. For students to develop an awareness of changes over time, they must first of all develop a concept of time in relation to themselves.

Opportunities to understand daily routines, recall the past, anticipate future events, and have some understanding of the passing of time are essential in enabling the student to develop a sense of time. The student's concept of the past can be developed only when he or she realises that change occurs, and that things have not always been as they are now.

As they develop a knowledge of their own environment, they are gradually introduced to a wider variety of historical sources, such as museums and old buildings in their local environment. These field trips provide students with an insight into the more distant and less familiar past. The investigation of historical buildings may not be meaningful for all students, but these buildings can offer wonderful opportunities for investigating the past at a sensory level.

School planning

Planning sections in the *Primary School Curriculum: History, Teacher Guidelines*, pages 26-39 give advice on this aspect of planning, some of which will also be applicable when planning for students with moderate general learning disabilities. The following sections outline some additional aspects of planning that may need to be considered.

The purpose and nature of history in the school

A discussion about how history can be made meaningful and relevant to students at this level of learning may serve to promote awareness of the valuable part it can play in the student's education. A consideration of the general approaches that might be adopted will then promote a co-ordinated and collaborative approach to the planning, teaching and assessment of history throughout the school. The general needs of the students in this area should be identified and a broad plan drawn up that will meet these needs. Awareness of what can be achieved through history will enable staff and parents/guardians to make the best possible use of routine and special events.

Personal and local history

As the curriculum places a great emphasis on family and local history, the co-operation and help of parents/guardians will be important. Informing parents/guardians of the aims of the history work being developed in the school and its role in the education of students will help to foster support from home. Many parents/guardians will gladly lend items that can help to illustrate elements of their own past and that of the students. Some grandparents may be willing to visit the class to discuss their memories. Such visits require careful preparation in order to ensure that students benefit fully from the experience and that the visitor knows what to expect. The exploration of family history needs to be treated with sensitivity. Trust and confidence can be enhanced if parents/guardians are involved in the planning stages, are invited in to view displays, and are kept informed about projects.

A broad and balanced history curriculum

The broadest possible curriculum should be offered. Learning should take place through active participation and exploration, with each student engaging in activities appropriate to his/her own level and particular needs. The amount of time spent on history will vary according to the strengths and needs of each individual student, but careful school planning will ensure that time spent on this area will result in maximum benefits.

Topics may be planned that are cross-curricular or history-led.

Individual schools and teachers, in both mainstream and special settings, will choose and modify activities and learning outcomes to suit the individual learning needs of their particular students. For some students, it may be useful to use material from the *Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities* and the *Guidelines for Teachers of Students with Mild General Learning Disabilities* in order to facilitate progress, and to allow students to demonstrate achievement and experience success.

Classroom planning

Many excellent ideas are to be found in the *Primary School Curriculum: History, Teacher Guidelines*, pages 42-47. Possible additional planning issues are referred to on the following pages.

Planning and organisational issues for the teacher

Possible extra planning issues for history include the following:

- providing a classroom environment in which divisions of time are made clear
- making students aware of the start and finish of activities
- establishing a pattern and routine in the school day and school week and presenting this to each student in a way that he/she will understand
- introducing timetables using student's chosen system of communication
- ensuring that consistent use is made of object and symbol cues relating to routines and sequences
- giving students opportunities to anticipate events and to ask 'What's next?'
- purposely changing established routines to stimulate a reaction
- ensuring that special events in the school and the student's personal life are emphasised and celebrated
- ensuring that consistent use is made of object, sign and symbol cues, and vocabulary relating to the passing of time
- establishing a system for daily/weekly communication between home and school so that information is available to share with the student about what happened earlier or what will happen later
- taking advantage of learning opportunities that are provided by changes in the student's way of life, while remaining sensitive to his/her reactions
- co-operating with parents/guardians and significant adults to gather items that will help students to explore their past
- organising extra help and transport to facilitate a visit to a local place of historical interest.

Health and safety issues

Safety procedures will need to be drawn up for field trips in the locality. Preliminary visits by teachers to the site can be used to ensure that it is accessible to all students and to identify potential hazards.

Overview of history curriculum

Skills and concept development

Developing awareness of time

- time and chronology
- change and continuity
- using evidence
- communication
- cause and effect.

The historical skills and concepts listed above will be developed as work is completed on the curriculum units outlined below.

Myself and my family

- myself
- my family
- homes
- my school
- when my grandparents were young
- games in the past
- feasts and festivals in the past
- buildings, sites or ruins in my locality.

Change and continuity

- change and continuity in the local environment.

Story

- stories
- myths and legends.

Skills and concept development in the history curriculum

Developing awareness of time

Through the history curriculum, students begin to communicate about stories and events from their past and to describe what they see in objects and photographs. They begin to recognise obvious differences between past and present and demonstrate understanding in a variety of ways. Through visiting different places and having different experiences, they become more aware of the world around them. They learn about major secular and religious events, personal and family celebrations, and local events.

As they develop a knowledge of their own environment, they can be introduced to a wider variety of historical sources in their local environment.

Time and chronology

Through completing the strand units of the history curriculum, the student should be enabled to

- recall events from their recent past, using prompts
- vocalise or use pictures and symbols to identify sequences of events within the school day
 - *identify from a picture timetable the next activity in class*
- become aware of and discuss the sequence of events in simple stories
- record sequences of events in personal or family history and in stories about the past, using simple timelines
 - *place a number of personal photographs or items in chronological order*
- begin to distinguish between the past, present and future

- develop an understanding of time and chronology through comparing the relative ages of people and objects
- show an understanding of, or use common words and phrases associated with time
 - *now, soon, in a moment, today, tomorrow, yesterday, next, before, after this, morning, afternoon, week, old, new, year, hour, a long time ago*
 - *understand or use date conventions, including day, month, year*
 - *date and year of own birth.*

Change and continuity

- explore instances of change and continuity, especially in personal life, in family, and in local history
 - *record changes in height, weight, hand span, foot size (sensitivity of teacher will ensure that extreme rates of growth do not receive undue attention)*
 - *features that have changed or remained unchanged in home, family, and the immediate local environment.*

Cause and effect

- develop an understanding that sometimes his/her involvement is necessary for things to happen
- discuss the reasons why some events happened and some of their consequences
 - *the actions of a character in a story.*

Using evidence

- explore, with guidance
 - *family photographs, own clothes worn when younger, old toys and games*
- examine a range of simple historical evidence
 - *pictures and photographs*
 - *objects/artefacts, what the objects were for and who used them, compare them with modern objects, sort objects into those still used and those used long ago*
 - *buildings in the locality, museums*
 - *stories and songs*
 - *memories of older people*
- reconstruct elements of the past
 - *a game played by grandparents when they were young.*

Communication

- communicate an awareness of stories, people and events from the past in a variety of ways
 - *listen to, answer questions about, and retell stories of the recent past or well-known stories*
 - *respond and interact when discussing a story— ‘What happened next? Where did he go? Who did he meet?’*
 - *describe photographs and objects seen and handled (e.g. examining an object from the past and talking about its use)*
 - *drama and role-playing*
 - *art work*
 - *writing, information and communication technologies (e.g. captions for a display of history work).*

Empathy

- imagine and discuss the feelings of characters in stories from the past.

Developing awareness of time

The student should be enabled to

develop an awareness of time as related to self.

Phase 1	Phase 2	Phase 3
<p>Attend to cues about the start and finish of familiar activities: <i>visual, auditory or tactile cues to be given to signal routine events.</i></p>	<p>Respond to cues given about the progression of routine events: <i>music used to introduce or finish activities.</i></p>	<p>Respond with anticipation to cues given about the progression of routine events and familiar activities.</p>
<p>Explore objects of reference presented just before the start of an activity: <i>look at visual image/ feel 3D image of dinner that is presented before dinner arrives.</i></p>	<p>Begin to recognise the correct sequence of routine events: <i>cues given using objects of reference, pictorial representation, gestures or words.</i></p>	<p>Attend, with decreasing assistance, to an object/symbol timetable for school and initiate the start and finish of activities: <i>link activities with particular times of the day, indicate what activities take place in the morning or afternoon, enquire by expression, gesture or vocalisation about the progression of daily/weekly events.</i></p>
<p>Show awareness of communicative cues (gesture, verbal, visual) relating to the passing of time: <i>understand that when toys are taken out he/she can play, that when his/her armbands appear it is swimming time.</i></p>	<p>Initiate the start or finish of activities: <i>bring book to adult before story time, take swimming gear out of bag and line up at the classroom door, use objects of reference to identify the next activity.</i></p>	<p>Use terms, words, symbols or objects of reference relating to times of the day: <i>morning, dinnertime, night time.</i></p>
<p>Show an awareness of the beginning and end of the school day: <i>show excitement on arrival and departure.</i></p>	<p>Explore cause and effect through repeated interactions with people and objects.</p>	
<p>Attend to routines and the passage of time throughout the school day: <i>begin to associate an activity with a particular adult, such as the bus driver/swimming teacher. If at all possible, most days should have a certain amount of routine to enable students to link certain events with times of the day.</i></p>	<p>Develop an understanding that sometimes his/her involvement is necessary for things to happen: <i>know that he/she must press a button to turn on the tape-recorder/to operate the rollerball when using the computer.</i></p>	

The student should be enabled to

develop an awareness and understanding of specific times in school.

Phase 1	Phase 2	Phase 3
<p>Know when it is breacktime, lunchtime, hometime, swimming time: <i>vocalise when dinner trolley arrives, be quiet during prayers at assembly, get swimming gear and hand it to teacher, see the bus driver and get coat and bag.</i></p> <p>Experience and attend to the 'specialness' of particular times during the week: <i>swimming time, hometime, Friday afternoon.</i></p>	<p>Enquire by expression, gesture or vocalisation about the progression of events during the day: <i>anticipate what is coming next (e.g. know that when chairs are put out it is circle time/prize-giving).</i></p> <p>React to changes in routine events: <i>show by expression, gesture or vocalisation that he/she notices alteration in routine.</i></p>	<p>Associate certain activities with particular times of the school day, and anticipate favourite activities in the school day/week: <i>indicate what activities take place in the morning or afternoon, recognise that sport always takes place in the afternoon.</i></p> <p>Anticipate his/her favourite activities in the school day/week.</p>

The student should be enabled to

anticipate what is going to happen after a specific event.

Phase 1	Phase 2	Phase 3
<p>Anticipate an event immediately before it occurs: <i>smile or gesture before his/her turn in a group activity.</i></p> <p>Show some understanding of cause and effect: <i>push a button to make a toy work.</i></p>	<p>Show understanding that the class is going to be involved in a particular activity: <i>watching a video after dinner, painting after lunch.</i></p> <p>Respond to request to stop an activity when told that it is finished and that another is about to begin.</p>	<p>Anticipate what is going to happen and understand that some actions can take quite a long time to produce a result: <i>know that it will take some time for a seed to grow into a sunflower/a cake to cook in the oven/pottery to dry in the kiln.</i></p>

The student should be enabled to sequence everyday events.

Phase 1	Phase 2	Phase 3
<p>Indicate an understanding that on each day the same common events occur, and react to changes in routine events: <i>show surprise when there is no drink in cup at breaktime, ask to put out knives on dinner table, get excited at end of school day.</i></p> <p>Begin to co-operate in the completion of tasks with a recognised sequence: <i>washing and drying hands.</i></p> <p>Show an awareness of terms relating to times of the day: <i>morning time, dinnertime, teatime, bedtime.</i></p>	<p>Move from understanding a short sequence in time to a longer one.</p> <p>Sequence pictures of 2 or 3 events: <i>in the school day/of the routine at home.</i></p> <p>Begin to recognise the correct sequence of common events: <i>begin to understand that a day is divided into morning and afternoon and that a week is divided into days.</i></p> <p>Communicate verbally or use pictures/ signs/ symbols to identify sequences of events within the school day: <i>identify from a picture timetable the next activity in class.</i></p> <p>Show an understanding of or use common words and phrases associated with time: <i>first, next.</i></p> <p>Begin to use some common words, signs or symbols to indicate the passage of time: <i>now/then, today/ yesterday.</i></p>	<p>Place in correct sequence a series of pictures illustrating the steps involved in a particular activity: <i>making a cake.</i></p> <p>Begin to work sequentially: <i>carry out the necessary sequence involved in making sandwiches, filling the dishwasher, etc.</i></p> <p>Use class timetable to plan the day's events: <i>sequence pictures or symbols of events in the school day.</i></p> <p>Show an understanding of or use common words and phrases associated with the passage of time: <i>old, new, before, after, first, next, then, long ago, later on, last year.</i></p>

The student should be enabled to recognise the present time as today.

Phase 1	Phase 2	Phase 3
<p>Identify an activity that is happening now: <i>sign/verbalise 'making a house' in response to a question about what he/she is doing.</i></p>	<p>Communicate, verbally or non-verbally, about people being present or absent: <i>'Seán is not at school today'.</i></p> <p>Demonstrate an understanding of the names of some days of the week: <i>know that 'today is Monday'.</i></p> <p>Use common words and phrases associated with time: <i>today, yesterday.</i></p>	<p>Communicate that he/she is going on a trip today.</p> <p>Identify and sequence correctly the days of the week Link the passage of time with a range of indicators: <i>weekend activities, summer holiday, seasonal changes.</i></p> <p>Use common words and phrases associated with time: <i>today, yesterday, last week.</i></p>

The student should be enabled to

identify events that happened in the recent past.

Phase 1	Phase 2	Phase 3
<p>Recall episodes from the very recent past using prompts: <i>indicate new shoes, point to cut knee after a fall in playground.</i></p> <p>Recognise him/herself and other familiar people in a video of events that took place earlier the same day or the day before.</p> <p>React to photographs of special events: <i>birthday, holiday.</i></p> <p>Listen and respond to stories about very recent events: <i>communicate about an event that happened earlier on in the day/yesterday.</i></p> <p>Attend to 'chats' about routine events that happened recently: <i>objects of reference, photographs, audio or visual recordings used to remind students about events.</i></p>	<p>Identify particular events from photographs: <i>birthday, family wedding, school outing.</i></p> <p>Recall and communicate about recent events using objects of reference, pictures, or words: <i>journey to school, visit to doctor, class trips, family celebrations (auditory and visual cues used to jog memory).</i></p> <p>React by expression, gesture or signing to discussion about routine events that happened recently.</p> <p>Refer to events that happened yesterday/last week/last Christmas.</p> <p>Record, with help, special events: <i>pictorial calendars, photograph albums of places visited.</i></p>	<p>Recall, with prompting, episodes from the recent past: <i>indicate new CD/outfit/ haircut.</i></p> <p>Identify by pointing, signing or vocalising, photographs of self, family and friends from the recent or more distant past.</p> <p>Initiate communication about recent events using objects of reference, pictorial representation or words: <i>trips with class or family, celebration events.</i></p> <p>Communicate about activities he/she did in old school, or about what he/she did at the weekend: <i>place events in chronological order, use some chronological language relating to the recent past (last week/last year/last summer).</i></p> <p>Identify a sequence of events and talk about why they happened: <i>changes in his/her family.</i></p> <p>Examine and discuss photographs of recent events on the school website.</p>

The student should be enabled to

understand that events will happen in the future.

Phase 1	Phase 2	Phase 3
<p>Communicate and become excited about special events regarding self/family/class/school: <i>feel tinsel decorations and respond to discussion about Christmas, communicate about going to a party/visiting a grandparent/visit of a parent to school.</i></p> <p>Listen to talks about trips undertaken recently or events being planned for the near future: <i>get excited before birthday.</i></p>	<p>Show interest in planning events or outings for the near future.</p> <p>Communicate about things that he/she is going to do such as visit a grandparent, go to a party.</p> <p>Begin to link the passage of time with weekend activities, school holidays, and seasonal changes.</p>	<p>Show a willingness to wait for a later activity: <i>communicate about imminent family holiday.</i></p> <p>Know what happens on certain days of the week: <i>communicate about things that are going to happen (e.g. a class trip).</i></p> <p>Begin to distinguish between the past, present and future: <i>tick off days on Advent calendar.</i></p>

The student should be enabled to

recognise that we celebrate some events for a reason.

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Phase 1	Phase 2	Phase 3
<p>Experience and attend to the celebration of special events to do with self or own family: <i>birthdays, weddings, arrival of new baby (photos taken at these events can be used for later activities).</i></p> <p>Experience and attend to the celebration of special events in the class/school/locality: <i>seasonal celebrations/prize giving ceremonies/visit by a celebrity.</i></p> <p>Anticipate and respond to a special event: <i>become excited when watching Christmas tree being decorated/birthday candles being lit.</i></p>	<p>Show understanding and expectation of special event: <i>know that we have a party on our birthday, ask, 'Is it Christmas soon', say/sign 'cake' and 'Ciara' to indicate understanding that it is Ciara's birthday.</i></p> <p>Communicate and become excited about special events regarding self/family/class/school/locality: <i>identify birthdays and family holidays from photographs.</i></p>	<p>Know that we celebrate birthdays because that's the day we were born: <i>help prepare for celebrations and anniversaries.</i></p> <p>Know that we are having a party because X is leaving the school today.</p> <p>Tell the story of the event through pictures, symbols or words.</p>

Myself and my family

The student should be enabled to

explore and record significant personal dates and events.

Phase 1	Phase 2	Phase 3
My age.	Places where I have lived.	How I changed as I grew up: <i>where/when I was born, my weight</i>
My birthday.	Holidays.	<i>when I was born, my first word,</i>
When my brother/sister was born.	When I moved home.	<i>when I took my first steps, etc.</i>

The student should be enabled to

collect, discuss and compare simple items of evidence from own past.

Phase 1	Phase 2	Phase 3
Recognise familiar objects: <i>smiling at an item from his/her school bag.</i>	Identify, ask about and seek to show off items of own belongings from the recent or more distant past: <i>with help from parent/guardian look for and bring into school old items from home (items of clothing, toys, first reading book or copybook, photograph of first day at school or in this class).</i>	Compare clothes worn or toys used at different ages, noting changes and things that have stayed the same: <i>interests, abilities and appearance: height/ length of hair, foot size (sensitivity of teacher will ensure that extreme rates of growth do not receive undue attention).</i>
Look at and feel items of own belongings now, from the recent past and from the more distant past: <i>shoes, clothes, buggy, wheelchair.</i>	Ask for/show videos of him/herself: <i>on family holidays, christenings, weddings, first Communion (telling the story of the event through pictures, symbols or words).</i>	Participate in keeping a personal portfolio of work completed during the school year.
Participate in keeping a personal portfolio of work completed during the school year. (Photographs taken on significant dates, such as the first day at school, birthday, first Communion, may be retained in a file by the school and follow students through their school years, providing them with a concrete record of their past.)	Participate in keeping a personal portfolio of work completed during the school year.	

The student should be enabled to
construct a simple personal timeline or storyline.

Phase 1	Phase 2	Phase 3
<p>Identify and seek to show items of own belongings from the recent or more distant past: <i>sets of baby/toddler/children's clothes.</i></p>	<p>Place pictures illustrating activities from his/her day in sequence: <i>place in order with clothes pegs on a line.</i></p> <p>Using a timeline refer to: my day, mammy's day, granny's day.</p> <p>Place in chronological order items, pictures or symbols relating to his/her own past: <i>first birthday (crawling), second birthday (holding mug), third birthday (playing ball), fourth birthday (making a jigsaw), eight birthday (visiting a zoo).</i></p>	<p>Have opportunities to learn about his/her personal history and how they have changed over time.</p> <p>Record, with help, special events: <i>participate in compiling a pictorial calendar/diary/scrapbook with photos of places visited.</i></p> <p>Record sequences of events in personal or family history, using simple timelines: <i>place a number of personal photographs or items used/personal possessions in chronological order.</i></p>

The student should be enabled to
identify self and members of the family in photographs taken in the recent and more distant past.

Phase 1	Phase 2	Phase 3
<p>Show reaction to photographs of self from the recent or more distant past: <i>laugh or become excited by videos of him/herself in family outings, school tours, indicate self in a digital photograph taken a short time beforehand.</i></p> <p>Show some awareness of past events shown in photographs: <i>birthdays, holidays, arrival of new baby sister/brother.</i></p>	<p>Recognise him/herself and other people in pictures of the recent past: <i>identify and name/sign other family member's names.</i></p> <p>Identify an occasion such as a birthday, wedding or Christmas in a family photograph of the recent past.</p>	<p>Recognise him/herself and other familiar people in photographs and videos of events that have taken place over a longer period of time: <i>recognise old friends from photographs, communicate how peoples' appearances have changed over time.</i></p> <p>Compile a class gallery of past and present photos: <i>participate in a game to recognise other students from their baby photos, compare photos, clothes worn or toys used at different ages, noting changes and things that have stayed the same.</i></p>

The student should be enabled to

compare ages of family members: old, older, young, younger.

Phase 1	Phase 2	Phase 3
Recognise a younger version of himself/herself in photographs: <i>identify a picture taken when he/she was a baby/when he/she started school.</i>	Compare photos of old and young people, and sequence them, with assistance, into broad age groups.	Participate in compiling 'Our families' graph—block graph displaying numbers in each student's family: <i>communicate about the graph using the following key words: brother, sister, mother, father, eldest, youngest, twins, triplets.</i>

The student should be enabled to

collect and display simple evidence of family history.

Phase 1	Phase 2	Phase 3
With help from parents/guardians, bring in photographs of family members from home: <i>indicate by naming/signing other members of his/her family.</i>	With help from parents/guardians, participate in creating a display of objects associated with his/her family: <i>matching tapes of familiar voices, perfumes and other items with particular family members.</i>	Compile, with assistance, own family tree and display it on the classroom bulletin board. With help from parent/guardian, look for and bring into school old items from home. Explore and discuss items used by parents/guardians when they were young: <i>recognise the difference between old and modern objects, sort pictures of clothes, cars, toys, kitchen utensil, sort objects into those still used and those used long ago.</i>

The student should be enabled to

explore significant family events in the recent and distant past.

Phase 1	Phase 2	Phase 3
<p>Listen and respond to familiar stories about his/her own past: <i>ask for stories about the past involving self, such as stories about when he/she was a baby, stories about significant family event that involved him/her (perhaps told by parent/guardian/grandparent).</i></p> <p>Respond to stories by changing expression, gesturing or vocalising.</p>	<p>Recall family events from the recent past using words, pictures, photographs, signs or symbols: <i>communicate about a family wedding, about being chosen to be bridesmaid/flower girl.</i></p> <p>Recall, with verbal prompting, episodes from their recent past using prompts.</p> <p>Ask for stories about the distant past involving self: <i>births, holidays.</i></p>	<p>Compile, with assistance, a family timeline using photographs or pictures and display it on the classroom bulletin board.</p> <p>Discuss developments in the life of the family and things that have stayed the same: <i>living in the same house, getting a new car, births, deaths, moving home, holidays.</i></p> <p>Have opportunities to communicate views and feelings about the past.</p> <p>Explore and discuss items used by parents or guardians when they were young: <i>recognise the difference between old and modern objects, sort pictures of clothes, cars, toys, kitchen utensils.</i></p>

The student should be enabled to

explore and record aspects of the lives of people when his/her grandparents were young.

Phase 1	Phase 2	Phase 3
<p>Communicate about where he/she lives now, what he/she likes to eat, what he/she likes to watch on television, how he/she likes to play with friends.</p>	<p>Listen to grandparents talking about their own past: <i>where they lived, their homes, work they did, their clothes and food, toys.</i></p> <p>Listen to grandparents talk about special celebrations in the past: <i>Christmas, Halloween, Easter.</i></p>	<p>Have opportunities to talk to older people in the community and ask questions about different aspects of their lives: <i>their school days, toys, music they listened to, how they travelled, games, hobbies, dances and songs.</i></p> <p>Listen to older people talking about the past. Identify aspects that are different today: <i>housework, leisure.</i></p>

The student should be enabled to

collect or examine simple evidence in school, in a local museum, or on site during a field trip.

Phase 1	Phase 2	Phase 3
<p>Use senses to absorb the atmosphere of historical buildings on trips with family or class: <i>old church, big old house, old town hall, old courthouse.</i></p> <p>Show reaction to the atmosphere of historic building when brought by family or with the class: <i>look around, wrinkle nose to smell, explore objects by touching, touch wood, stone or old brick structures, shout to make echoes during trip to an old house/a church.</i></p> <p>Observe and participate in investigations of clues about events in the recent past: <i>'a handbag is left behind in class by a visitor (perhaps deliberately)-when was it left there, who owns it?'</i></p>	<p>Respond when given clues about past events: <i>use clues to speculate about events that happened yesterday in class: birthday wrapping paper, cards, used candles etc.</i></p> <p>Explore, with guidance, family photographs, own clothes worn when younger, old toys and games.</p> <p>Have opportunities to visit the local church, graveyard, street, factory, castle.</p> <p>Experience, with guidance, some of the sights, sounds and smells of life in the distant past through artefacts, field trips, musical experiences and dramatic reconstructions: <i>have opportunities to handle sources and view historical sites. Look at/feel/smell real items or pictorial representations of clothes, people, buildings, tools, toys or transport from the past.</i></p> <p>Ask, by expression, gesture or vocalisation about old items or pictures when shown them during field trips: <i>household tools and equipment, farm tools, toys or games.</i></p>	<p>Develop awareness of different ways of representing past events: <i>pictures, films, songs, museum displays, historical houses.</i></p> <p>Recognise, in pictures, artefacts and places, obvious ways in which things were different in the past: <i>recognise that a picture is set in the past because of the clothes that people are wearing/the transport used/the buildings.</i></p> <p>Describe, with increasing accuracy, events, photos and objects or draw pictures of what they have seen or heard: <i>examine and describe an object from the past and discuss its possible use (flat iron, stone hot water bottle).</i></p> <p>Pick out historical artefacts from a collection of items.</p> <p>Sort objects into those still used and those used long ago.</p> <p>Sort objects into categories such as age or ownership..</p> <p>Compare lives of people in the past with the lives of people today, noting differences and similarities: <i>recognise from evidence that in the past money was different/people wore different clothes/cooking was done in a different way.</i></p>

The student should be enabled to

collect or examine simple evidence in school, in a local museum, or on site during a field trip.

Phase 1	Phase 2	Phase 3
	<p>Answer questions about artefacts on the basis of simple observations: <i>identify that the mill is made from stone.</i></p> <p>Develop an understanding that some old things may be valuable and must be handled carefully.</p> <p>Sort objects according to the room in which they were used: <i>kitchen, classroom, bathroom</i></p> <p>Sort, with help, old and modern items or pictures.</p> <p>Examine photographs and pictures of his/her house/the class/the school at different times and find similarities and differences.</p> <p>Examine two different objects, one contemporary and one representation and when questioned identify one difference.</p> <p>Show surprise or interest in real or pictorial representation of clothes, tools, toys or transport from the past: <i>with guidance, identify some features of the homes, clothes, work and leisure of people long ago.</i></p>	<p>Use appropriate words, phrases, captions or simple sentences, and ICT as appropriate: <i>make captions for a display of history work.</i></p> <p>Take photographs, with assistance, or draw pictures of what they have seen or heard.</p> <p>Explore instances of change and continuity in the immediate local environment: <i>examine photographs and pictures of the church/bridge/castle at different times and find features that have changed or remained unchanged.</i></p> <p>Have the opportunity to use local building work to study change over time: <i>visit regularly, observe the changes, keep a photographic record of the progress. (This is particularly relevant where a new building is being constructed or some new building is taking place on the school site).</i></p> <p>Participate in compiling a pictorial class diary/ scrapbook/ calendar with photos of places visited.</p>

The student should be enabled to

explore traditional songs, games and dances, especially those known to parents/guardians or grandparents.

Phase 1	Phase 2	Phase 3
<p>Participate in playing playground games from the past: <i>Hopscotch, Ring-a-ring-a-rosie.</i></p>	<p>Learn games associated with some of the festivals: <i>participate in Halloween games (bobbing for money or apples, dressing up in strange costumes).</i></p> <p>Experience toys, games enjoyed by people in the past: <i>be helped by adults to play old skipping games, playground games, street songs.</i></p>	<p>Discuss the rules, traditions, songs or rhymes associated with games in the past: <i>learn street games/house games/local games, handle, collect or reconstruct articles used in such games (where possible).</i></p> <p>Learn songs and dances from the past: <i>waltzing, jive, céili, set dancing (an older person/people from the community could be invited in to demonstrate/teach various dances).</i></p> <p>Explore traditions associated with some common festivals: <i>listen to stories and songs, learn May Day games/Christmas games.</i></p>

Change and continuity

The student should be enabled to

visit, explore and become aware of elements in the local environment that show change and continuity.

Phase 1	Phase 2	Phase 3
<p>Become aware of changes that have been made to his/her home: <i>painted rooms, new furniture, new trees and flowers.</i></p> <p>Become aware of changes that have been made to his/her class/ school: <i>new chairs/ pictures/ games/ students/ playground.</i></p>	<p>Have opportunities to explore the local area, finding old and new buildings.</p> <p>Explore changes in life in the community: <i>shops and shopping centres, social amenities, transport, schools.</i></p> <p>Use vocabulary relating to the passage of time: <i>'old', 'new', 'now' and 'before'.</i></p>	<p>Examine photographs and pictures of the church/mill/bridge/castle at different times and find features that have changed or remained unchanged.</p> <p>Listen to and record, with assistance, on tape/video, memories of older people about such places.</p> <p>Record findings through drawing, artwork, models, photographs and ICT: <i>an older person could be invited into school to demonstrate use of an artefact which has been superseded by modern technology.</i></p> <p>Use vocabulary relating to the passage of time: <i>'a long time ago'.</i></p>

Story

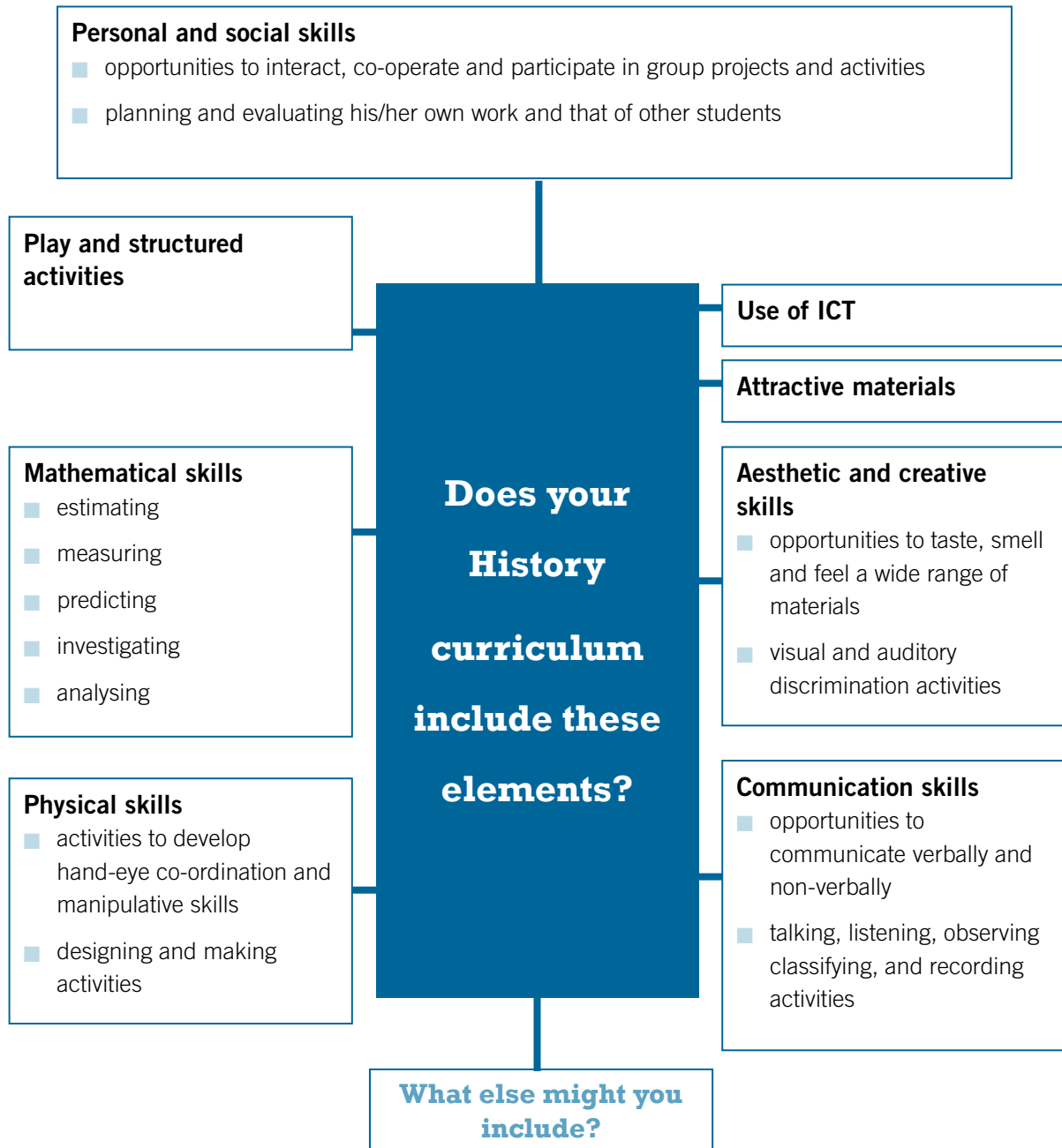
The student should be enabled to

develop a chronological awareness and sense of the past.

Phase 1	Phase 2	Phase 3
<p>Ask for and respond to stories about the past involving self: <i>actively listen to stories (pointing to pictures in book, gesturing or asking for more), prompt an adult to look through a family album with them, become excited at a key moment in a video of a school trip or family holiday.</i></p> <p>Listen to familiar often-repeated stories: <i>respond by gesturing or vocalising when asked to identify a character, recall an event.</i></p> <p>Listen and respond to stories about very recent events: <i>communicate about an event that happened earlier on in the day/yesterday using objects of reference, pictures, or words: journey to school, visit to doctor, class trips, family celebrations.</i></p>	<p>Listen to and participate in telling stories about the recent past using objects of reference, pictorial representation, or words: <i>discuss with the class common experiences of a recent event or a recent visit of someone to the classroom.</i></p> <p>Listen attentively to stories about people, myths and legends from his/her own locality: <i>recall simple information from a familiar story, discuss the actions and feelings of characters.</i></p> <p>Listen attentively to stories about people, myths and legends from different cultures.</p> <p>Show interest in and answer questions about stories, myths and legends from his/her own locality and from different cultures: <i>by pointing to pictures in book, gesturing or asking for more.</i></p> <p>Explore the chronology of events in a story: <i>beginning, middle, end.</i></p>	<p>Have opportunities to consider differences between the past and the present through work on stories: <i>listen with interest to older people/local people telling stories about the past, listen to stories about famous people, listen to myths and legends.</i></p> <p>Place in sequence, events in a story about the past: <i>retell the story of...</i></p> <p>Put in chronological order objects, pictures or symbols about events in stories.</p> <p>Recall a character, event or an action from a well-known story: <i>answer questions about stories of long ago, recall simple information from a story about the past.</i></p> <p>Recognise obvious differences between past and present in pictures and stories: <i>indicate that houses, clothes and forms of transport look very different.</i></p> <p>Respond to questions such as 'Do we wear clothes like this now?' 'Why not?'</p> <p>Discuss the reasons why some events happened and some of their consequences: <i>the actions of a character in a story.</i></p>

Story Continued

Phase 1	Phase 2	Phase 3
	<p>Remember learned responses over more extended periods: <i>recalling gestures used in a dramatisation of a historical story from one lesson to the next.</i></p> <p>Become aware of and discuss the sequence of events in simple stories.</p>	<p>Discuss the feelings of characters in stories from the past.</p> <p>Have opportunities to communicate awareness and understanding of history orally, visually and in writing: <i>express or record stories through writing, art, drama, music, mime and movement and ICT. Display storyline pictures showing episodes in sequence, participate in drama or dance depicting the life of St Patrick, make models, use a word processor to write captions for objects/ about a past event.</i></p>



Exemplars

The following pages outline some ideas for developing themes and topics in history for students with moderate general learning disabilities. The exemplars of work included are outlines from which teachers can develop a more comprehensive programme. In some instances, only minor additions may be necessary to make them suitable for individual classroom environments. Alternatively, the needs of a

particular school environment may dictate considerable adaptation before implementation in individual classes. Factors such as the developmental stage and previous experiences of students, the availability of resources (human and material), the nature of the learner and the local community will need to be considered.

No.	Exemplar title	Page
1.	A thematic approach to planning in SESE: Spring	27
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Exemplar 1: SESE: History

A thematic approach to planning in SESE: Spring

Geographical aspects	Historical aspects	Scientific aspects
<p>The local natural environment</p> <ul style="list-style-type: none"> Explore and discuss some aspects of the physical and natural environments in the immediate locality of the school. <p>Weather</p> <ul style="list-style-type: none"> Observe and discuss a variety of weather conditions, using simple vocabulary: <ul style="list-style-type: none"> - <i>rainy/sunny/foggy days.</i> Record weather observations using a weather chart or diary. Discuss the suitability of different kinds of clothes for different weather conditions. <p>People at work</p> <ul style="list-style-type: none"> Discuss the work of the farmer during spring. 	<p>Time and chronology</p> <ul style="list-style-type: none"> Become aware of and discuss the sequence of events in simple stories: <ul style="list-style-type: none"> - <i>the days of the week</i> - <i>the seasons</i> - <i>the life cycle of the frog, sheep, a flower.</i> Record sequences of events using simple time lines: <ul style="list-style-type: none"> - <i>the growth of a broad bean.</i> Listen to some stories associated with the traditions and customs of spring: <ul style="list-style-type: none"> - <i>St Brigid and the St Brigid's cross</i> - <i>St Patrick.</i> 	<p>Plants and animals</p> <ul style="list-style-type: none"> Observe, discuss and identify a variety of plants and animals in different habitats in the immediate environment: <ul style="list-style-type: none"> - <i>common trees and other plants</i> - <i>common birds observed in trees and hedges/visiting the bird table.</i> Sort or group living things into sets: <ul style="list-style-type: none"> - <i>Spring flowers, leaves, trees, birds, vegetables.</i> Recognise and identify the external parts of living things: <ul style="list-style-type: none"> - <i>flower, leaf, stem, root</i> - <i>tail, leg, beak, feathers.</i> Observe growth and change in some living things: <ul style="list-style-type: none"> - <i>bulbs and seeds planted in the classroom.</i> Explore the conditions for growth of bulbs and seeds: <ul style="list-style-type: none"> - <i>in soil, damp moss, wet paper.</i> Become aware that animals and plants undergo seasonal changes in appearance or behaviour: <ul style="list-style-type: none"> - <i>the appearance of buds and shoots.</i> <p>Other curricular areas</p> <p>SPHE</p> <ul style="list-style-type: none"> Growing and changing <p>Mathematics</p> <ul style="list-style-type: none"> Number, measurement <p>Communication and language</p> <ul style="list-style-type: none"> Development of new vocabulary

Exemplar 2: SESE: History

A thematic approach to planning in SESE: Our school

History	Geography	Science	Other curricular areas	
<p>Explore and record significant events and changes over time: <i>new buildings, playgrounds.</i></p> <p>Collect and examine simple evidence: <i>photographs of students when younger, old school photographs.</i></p> <p>Listen to oral evidence from past students.</p> <p>Compare photographs, clothes worn or toys used at different ages: <i>things that have changed/ stayed the same.</i></p> <p>Role-play of lessons long ago.</p>	<p>Physical environment: <i>local weather, landmarks, habitats.</i></p> <p>Human environments: <i>journey to and from school, local people, shops, schools, amenities.</i></p> <p>Environmental awareness and care: <i>litter, recycling project.</i></p>	<p>Living things: <i>Plants and animals: habitats, bird life in school grounds: make a bird box, bird table.</i></p> <p>Energy and forces: <i>lighting, heating, playground equipment.</i></p> <p>Materials in use in school: <i>building, furniture.</i></p>	<p>Communication and language</p> <p>Development of listening and communicating skills: <i>listening to stories & folklore, interviews.</i></p> <p>Development of new vocabulary.</p>	<p>PE</p> <p>Playground games, old and new.</p> <p>Rules for safety.</p>
			<p>Mathematics</p> <p>Number, measurement: <i>number of classes, students, teachers.</i></p> <p>Estimation and measurement: <i>distances and heights.</i></p> <p>Shape: <i>windows, doors, tables.</i></p> <p>Graphs: <i>numbers of students, classes, teachers.</i></p>	<p>Visual arts</p> <p>Displays in topic area.</p> <p>Models of school now and long ago.</p> <p>Music</p> <p>Street rhymes and skipping songs: <i>Dusty bluebells.</i></p>

Exemplar 3: SESE: History

Using artefacts and oral evidence

Exemplar 12 in the *Primary School Curriculum: History*, p.86 suggests a range of activities for using artefacts. The following descriptions of activities suggest how these exercises might be differentiated to make them accessible to students with moderate general learning disabilities. Examining artefacts is of particular benefit to students with moderate general learning disabilities as it allows them to use all their senses. Understanding development over time is a challenging concept for students with moderate general learning disabilities. Nevertheless, it is possible, through constructive use of stories, time boxes, sequencing and time-lines, to create a framework within which they will not only be able to describe and explain what happened to people in the past, but also be able to identify the connections between past and present.

The time box

This is a useful medium for introducing students to the concept of time. Genuine objects, from a common period, gathered together from around the house, including possibly the attic, and placed together in a box or bag help to create the atmosphere of another period.

Students can then investigate the contents, using their senses of sight, smell and touch, and deduce that these objects are from a period 'long ago' or 'when my mammy was small'. This can lead to the identification of objects that are old and new, and encourage them to bring objects from home for the period of the time box, to form a basis for a history corner in the classroom. They are enabled to appreciate some of the recent advances in technology, e.g. when they compare older domestic appliances such as an iron, or a camera with more modern examples.

This may provide a particularly useful way into personal history for younger students with general learning disabilities. Time boxes could be created to celebrate special events such as a summer holiday, a birthday party, Christmas or a family wedding. The box could be individualised and decorated with photographs. Where appropriate, tactile labelling could be used to act as a clue to the contents. A time box of a family wedding could contain

- photographs
- video/sound recordings of family voices and music played
- objects such as wedding invitations, confetti, wedding cake decorations, pressed flowers from the bouquet.

Personal timelines

The *SESE History Guidelines for Teachers of Students with Severe and Profound General Learning Disabilities* offer suggestions on creating personal timelines, which develop the idea of the time box further and can be readily adapted to meet the needs of students with moderate general learning disabilities. The timeline can start at any point in the student's life, depending on the needs of the student and the availability of relevant information and materials to represent events. For example, with the help of parents/guardians, the timeline could start early in the student's life. Alternatively, it could trace his/her life since entering school or since entering his/her present class. The timeline would be tailored to suit the student's methods of accessing objects and ideas. Some timelines might be visually interesting while others may focus on tactile access or auditory access. Long strips of card that fold like a concertina might be suitable for some students, while a folder or scrapbook approach may suit others. Where large objects are being used, a symbol for them could be placed on the timeline when it is being stored, and the key objects could be placed in a box to be used when the student is working on or reviewing the timeline.

Visual ideas might include using bright vibrant colours, outlining pictures with thick black borders and bright or shiny representative objects from the past. Auditory and tactile ideas could include the use of noisy objects, recordings of sounds and voices and the use of interesting textures.

Exemplar 3: SESE: History

Items of importance at every stage of the student's life could be kept as a running record, e.g. favourite clothes or toys. To prevent the exercise becoming unwieldy, photographs could be taken each year of the students with the favoured item and these are then sequenced by the student.

Yearly books

Another useful activity might be to take photographs of significant people in the life of the students, e.g. bus driver, special needs assistant, and swimming instructor. A photographic, and perhaps audiotaped, record of these people could be kept and repeated each time a personnel change occurs. This might provide the basis for a yearly book or display.

Scrapbooks

This idea can be extended where students are encouraged to keep scrapbooks from a very young age and continue this activity till they leave school. An annual scrapbook can document events such as birthdays, family celebrations, local community events, trips and items that capture the student's personal interest. Students could be encouraged to collect cards, bus tickets, admission tickets, leaflets, flyers, and newspaper cuttings to record events that are relevant to them or have captured their interest in some way. These items can be pasted into the scrapbook and dated. They should provide a focus for discussion throughout the year. Students could be encouraged to collect a number of items relating to one event and to compile an oral account of the event using the information on these. This could be recorded on a tape and attached to the scrapbook. Alternatively, where resources permit, a digital camera could be used to record short clips of the student giving this oral account, which are subsequently burned onto a CD.

Class diary

This can be kept as a big book or as personal news copies and referred to from time to time. Questions can be raised informally in class that demand that the diary be consulted, such as to clarify information and to establish when something happened, or to relive aspects of class life. Older students can be encouraged to keep personal diaries and record events in pictorial or written form.

Lost luggage

This exercise challenges students to examine all the available evidence and deduce as much information as possible from it and can be adapted to all age groups. For example students are asked to establish as many facts as they can from the contents of a handbag, a case, a shopping bag, pockets in a piece of clothing that has been 'planted' in a corner of the room. The items inside would have been previously selected by the teacher to enable students to recognise some, while remaining uncertain about others. A bus ticket, for example, might tell us something about where the person lives, or a lipstick and perfume might suggest a female.

Strategies to teach this historical skill of using evidence could include:

- dressing up games – *'Who am I? – Am I a doctor, a garda, a nurse?'* etc. – students should always justify their answers
- using the students own bags – *'Who owns the bag? – How do we know?'* – and then examine the evidence
- suggesting *'I'm going on a journey – to the shopping centre, on a holiday to the seaside – What do I need to bring in my bag?'*
- verbally guiding students through the activity – working from the very obvious questions – *'Do these belong to a boy/man, a girl/woman, a baby?'* to more speculative questions.

Exemplar 3: SESE: History

Objects and oral evidence

Asking someone who was familiar with objects to demonstrate how they were used, can be an excellent way of using oral evidence and enhancing students' understanding of the artefacts.

In many rural areas, older people will still remember how milk was hand-churned to make butter, and the various items used – crocks, butter spades and pats, etc. survive and may be seen in local museums. Museum workers may be able to demonstrate their use to students. An older person could be invited into school to demonstrate use of an artefact, which has been superseded by modern technology, e.g. compare washing clothes with a washboard and with a machine.

Interviewing an older person

Providing opportunities for students with moderate general learning disabilities to hear oral evidence about the past has particular benefits. It makes the past a reality for students in that it establishes contact with people who have lived in a different era. It can draw attention to the everyday experiences of people in the past in a way that documentary evidence may not. It provides opportunities for students to pose questions and receive answers, descriptions and clarifications. It allows the student to share the feelings of people who have experienced particular events in the past and it contributes to the development of the student's sense of time. Exemplar 10 'Interviewing an older person' in the *Primary Curriculum, Teacher Guidelines*, pp 78-80, outlines the planning and preparation that is required before and during such an interview. Extra strategies, when using this method with students with moderate general learning disabilities, might include:

- clarifying the focus of the interview – choosing an aspect that students can bring direct experience to, i.e. home, play, toys, school, clothes
- preparing the interviewee by alerting him/her to the needs of the student, i.e. language, rate of speech, clear and simple descriptions and allowing the students time to ask a question
- encouraging the interviewee to bring photographs or objects which might assist him/her to clarify meaning for the students
- assisting the students to establish a sense of time by placing a picture on the timeline and relating the period to people in the student's own life, i.e. when your granny was a little girl, before your mammy and daddy were born, etc.
- giving students the opportunity to rehearse asking questions
- grouping the students according to language and social capabilities
- cautioning students about asking personal or inappropriate questions, and about sharing inappropriate personal information relating to themselves during the interview
- providing students with a number of follow-up sessions in order to allow them practise new vocabulary, establish facts and to move on from there to making associations and deductions from the information they have gathered.

Using a prepared questionnaire, students could interview and record, on audio/video tape, some of the following: a mother/father, grandmother/grandfather, local old age pensioner or a local historian.

Exemplar 3: SESE: History

Story

Stories, even those lacking an obviously historical content, can help students with moderate general learning disabilities to understand sequence and cause and effect and can help the student to empathise with others. For example, traditional stories such as *The Three little Pigs* can be revisited to explore sequencing and the use of historical implements – butter churns and cauldrons. *The Little Red Hen* or a book such as John Burningham's *Seasons* (Red Fox, 1993) can provide excellent opportunities for discussion of the changes to be observed during the year, the sequence of planting corn through to harvesting or the method of grinding corn to produce flour and bread. Similarly, *The Patchwork Quilt* by Valerie Fournay (Puffin Books), which tells of one year in the life of a family, and John Burningham's *Grandpa* will complement the exploration of family history.

Modern to old

Examining artefacts is of particular benefit to students with moderate general learning disabilities as it allows them to use all their senses. *The Primary School Curriculum: History* offers useful suggestions on finding and choosing artefacts and building up a school collection, which would be available to all classes in the school. Exemplar 12, *Activities and artefacts*, p.86 could be adapted very easily to meet the needs of these students. The activity involves examining a modern object such as a modern electric kettle and comparing it with older models, e.g. an older electric kettle, a heavy kettle used on a solid fuel cooker and a 'black' iron kettle traditionally used over an open fire. The number of objects should be limited – two or three at first – and clearly differentiated by age. As students become more proficient in the handling of objects, the range of objects can grow and the differences in age may become less obvious.

Objects could include candleholders, hair curlers, old clothes, old irons, radios/clocks, hot water bottles, jug and basin and stone jars and bottles. Other bric-a-brac, which could be collected and displayed on interest tables might include old school materials: pen & nibs, inkwells, slates, inkbottles. Objects will need to be sufficiently robust to be handled with care by the students as they look for clues about their past.

- What is it?
- What is it made from?
- What is/was it used for?
- How old is it?
- Do you know how it works?

Local building work

Using local building work may also present students with an opportunity to study change over time. Students could visit the site regularly using all their senses to observe the changes (smelling tarmac melting, plaster being mixed, newly painted rooms) and keep a photographic record of the progress. This activity would be particularly relevant where a new building is being constructed near or on the school site.

Exemplar 4: SESE: History

Project: Toys

A unit of work, which looks at the similarities and differences between toys today and toys in the past

This project introduces students to the concepts of 'old' and 'new', and encourages them to think about the changes in their own lives and in those of their family or adults around them. The approach used could be applied to the study of other everyday things from the past: clothes, games. It provides a wide range of opportunities to develop communication and language skills and can be adapted to meet any age group.

The student will be enabled to	Vocabulary	Resources
<ul style="list-style-type: none"> • use words, signs and phrases about the passing of time • recognise some characteristics of toys in the past • ask and answer questions about toys in the past • use oral evidence/source and/or museum displays to find out about toys in the past • identify differences between old and new toys • communicate what they know about old and new toys through discussion and play. <p>Some students will show progress when they identify old and new objects and handle and talk about their own toys and toys in the past. Other students may be enabled to identify a wide range of differences between old and new, give some reasons for these differences and extend their ability to use everyday words connected with the passage of time.</p>	<p>In this unit students will have opportunities to use:</p> <ul style="list-style-type: none"> • words associated with the passing of time: <i>modern, new, old, before, after, when parents/guardians were young/ small</i> • a range of adjectives: <i>dirty, clean, broken, rusty.</i> 	<ul style="list-style-type: none"> • a selection of toys dating from the 1950s to the present day • picture books and /or old storybooks about toys • word cards showing adjectives suitable for describing old and new toys: <i>shiny, rusty, dirty, clean.</i>

Exemplar 4: SESE: History

Development of unit

Prior to this unit of work, it is helpful if the students have listened to stories about what has happened to them or their families in the past, had opportunities to ask and answer questions of visitors to the classroom and have carried out sorting tasks with objects in the classroom.

Favourite toys

Students are asked to bring a favourite toy to school. They explore, carefully, each other's toys and communicate about their size, colour, etc. The idea of 'new' and 'old' toys is introduced. Students are asked from whom they might find out about old toys.

Old toys

Encourage students to talk to a parent about the toys they had when they were small. Ask them to bring one of these toys into school if they can. For students with poor communication skills, notes can be sent home requesting toys in the home/school notebook. Considerable forward planning will need to go into this activity, as parents will need some time to locate such toys, if they still exist. It would be important to assure parents/guardians that all items will be handled and stored carefully.

Students are asked to describe the toy or 'tell its story' - *'Who did it belong to? Why has it only one ear? Has anyone else got a toy bear?'*

Teachers might need to be prepared to supplement the collection of toys with a selection of toys from a school collection or school museum. Old students' books and reading schemes can provide useful visual sources of toys from the 60s and 70s.

Visit from a grandparent

A visitor is asked to speak about, and show some toys from when he or she was small, for example, old babies' toys, metal toys, wooden toys. It would be important to prepare the interviewee by alerting him/her to the needs of the student, i.e. language, rate of speech, clear and simple descriptions and allowing the students time to ask a question. The students are also prepared and are given opportunities to rehearse the questions they would like to ask.

Extending the activity

A mixed collection of old and new toys is made and the students asked to sort them into two sets –old and new. Students are encouraged to communicate about the characteristics of each set and to use adjectives such as old, shiny, broken, torn, new, clean, dirty.

A collection is then made of old and new toys of a similar type, e.g. two dolls, two trains. Students must identify what is the same and what is different about these toys. Through careful questioning, their attention is drawn to how they move, e.g. wind up and the materials they are made from.

Toy museum

Where possible, students might be enabled to visit a local museum and observe the toys on exhibit there. A class toy museum could be created and parents and/or grandparents invited in to observe. Students, led by the teacher, discuss how the toys should be displayed

→ by type, by age, by material. Students label the 'exhibits' and encourage visitors to the classroom by writing invitations using preferred means (pencil, pen, ICT). This activity enables students to consolidate what they have learned.

Exemplar 5: SESE: History

Project: Castles

This project looks at similarities and differences between homes today and homes in the past. Features of buildings, household objects and stories about home life are used to enable students to develop criteria to distinguish old from new and to learn about life beyond living memory. Students look at sources relating to their own homes and then contrast these with a range of sources relating to castles, focusing on what it would have been like to live there, what things were made of and why.

The student will be enabled to	Vocabulary	Resources
<ul style="list-style-type: none"> • recognise and name different types of homes • identify key features common to homes: windows, doors, chimneys • describe the features of a home built long ago, e.g. a castle • identify the rooms in a castle • use oral evidence/sources and/or museum displays to find out about houses in the past • identify and describe a household object from long ago • identify some differences between two homes built at different times • use pictures and artefacts to help them answer questions about the past • show understanding of an aspect of castle life in the past through role-play • use words, signs and phrases about the passing of time • ask and answer some questions about castle life. 	<p>In this project, students have opportunities to listen/observe signs for, and/or use:</p> <ul style="list-style-type: none"> • names of different types of homes: <i>caravan, bungalow, house, flat, mobile home</i> • names of features: <i>chimneys, roof, windows, doors, ceiling</i> • names of unfamiliar household furniture and objects: <i>range, washstand...</i> • time-related vocabulary: <i>old, new, older, oldest...</i> • adjectives: <i>cold, dark, huge, windy, smelly.</i> 	<ul style="list-style-type: none"> • a picture pack or storybook with pictures illustrating home life in a time beyond living memory • photographs of the students' homes • a selection of pictures of modern houses, e.g. a selection of photographs from an estate agent • two big pictures illustrating the inside and outside of a castle • cardboard cut-outs of a medieval family • dressing up box/school wardrobe • cameras, digital cameras, video cameras and tape recorders • candlesticks/oil burning lamps • tapes of medieval music and wooden bowls and implements would enhance the activity but are not strictly necessary.

Exemplar 5: SESE: History

Development of the project

Homes today

The project might begin by focusing on the student's own homes. They are initially shown a number of photographs, including photographs of their own homes, and are given the opportunity to identify their own. This is followed by a selection of different types of houses and students are encouraged to recognise and name different types of homes. *'Which one is like your home? Show me the bungalow/caravan/flats'*. Some students may be able to recount some episodes about events in their own home in the past. Other students might recognise themselves in photographs or videos taken at their own home. A class display is made with photographs of the students next to the kind of house they live in.

Students are taken to look at homes near the school and helped to recognise common features by asking them to look for what is the same and what is different about the homes. They are encouraged to communicate about what the homes are built from, details of the windows, doors, chimneys, etc. The location of the school will determine the usefulness of this activity. All students handle a sample of building materials used in modern houses, e.g. brick, slate, wiring, timber. These will be used to contrast with castle materials later in the project. (Some students will develop an awareness of the materials, some will be able to identify the materials and others will be able to communicate about the function of some items.)

Castles and castle life

Introduce the idea of castles – big buildings where some people lived 'a long time ago' when life was different. A large picture of a castle is shown to the students. Using the knowledge they have developed through the previous activity, the students are asked to identify the key features of the castle. *'Is this like your home?'* Visuals/symbols for the different features are introduced and students take turns to attach them to the picture of the castle.

Another picture might be used which illustrates the inside of a castle, and students are asked to identify each room using the furniture and household objects as clues. Students are encouraged to use their knowledge of their own homes to identify those objects in the picture that are the same today, those that are different but recognisable and those they do not know anything about.

A medieval family, copied from history books, is enlarged and placed, one by one, next to the castle. Students are encouraged to describe their appearance and clothing.

Some students can identify that the castle is made from stone and that there are no lights or heaters. If possible, allow students to handle and explore large stones, feeling their weight, texture and coldness. It might also be possible to have candlesticks/oil-burning lanterns and the room darkened for students to appreciate the difference between flame-light and electric light. Great care would need to be taken with this activity.

Exemplar 5: SESE: History

Visit to a castle

It would be important to plan to take as many ways of recording the visit as possible: cameras, digital cameras, video cameras and tape recorders can all be used. These can all be used to help to re-create a castle experience in the classroom as well as being a stimulus for recognition/recollection work.

Students should be allowed to actively explore the building/space and encouraged to touch, listen, and vocalise. Their own vocalisations could be recorded – some buildings can give good echoes. Students could match symbols or photos to real objects, take photos with adult support, make rubbings of the walls and floors. Adults might take the lanterns into dark spaces and allow students to experience the play of shadow and light.

Some students can communicate about what it might have been like to live there, draw pictures of the castle or measure the doors and windows.

It may not be possible to visit a castle, however, many old churches date back to the same period and have the same kind of construction. They may provide a more accessible alternative to allow students to explore an historical building. However, the introductory activities would need to reflect this. Depending on the school's location, some students might have access to renovated castles in their locality where rooms and banqueting halls have been returned to their original condition. Students would then have the opportunity to listen to medieval music and touch and smell the old costumes.

Follow-up to the visit

The work on recollecting the visit is itself a significant way of developing personal history and may need to extend over more than one session.

- All students should be given the opportunity to view photos, videos and listen to the sounds recorded.
- Students can match symbols to parts of the video, and recall something about the site e.g. size, what was it made of.
- Some students could draw simple pictures while others may help to create collages of a castle using stone-coloured paper.

Role-play

Students are reminded of the medieval family and encouraged to re-examine the cardboard cut-outs, looking at their clothes. Using a class/school dressing up box, students are facilitated to copy their clothing using swathes of material, thick belts, tights, etc.

Where schools have access to cooking facilities, a 'banquet' could be prepared with all students participating in the preparation and cooking of the meal. If possible, it could be served in wooden bowls or on wooden plates. Tables can be covered with brown sheets to resemble trestles. Lanterns could be hung and the room darkened. The banquet could be served to the accompaniment of some taped medieval music. Individual students could provide entertainment. If this activity was videoed, it could form the basis for much future work – recognising self in videos, retelling the sequence of events, identifying aspects of life in the past.

Integration with other areas

- Science: *energy and forces- electricity.*
- Visual arts: *collage, painting and drawings.*
- Drama: *role-play.*