

4.2 Attainment descriptions for History

These outline the types and range of general performance that student with individual educational needs might characteristically demonstrate. Subject focused examples are included to illustrate some of the ways in which staff might identify attainment in different subject contexts. The attainment description indicates the emergence of skills, knowledge and understanding in History.

4.2.1 Attainment descriptions across subjects

A1 (i) Students become exposed to different activities and experiences. They can be passive or offer resistance. They can start to show simple reflexes like *e.g. be startled when they hear a loud noise*. The adult has to help the student prepare for the activity.

A1 (ii) Students become conscious of activities and experiences. There can be periods when they seem attentive and ready to focus their attention on certain people, activities and objects *e.g. feel an object that has a particular material*. They might have an inconsistent reaction, *e.g. when taken out of class to observe the surrounding environment, at times they are quiet and at times they are anxious*.

A2 (i) Students begin to react in a more consistent way to familiar persons, objects and events that occur. They show reaction to activities and experiences, *e.g. they look at war scenes that occurred in Malta*. They start to show interest in people, objects and events, *e.g. become conscious when a story of the past is being told*. They accept and take part in the scrutiny of objects, *e.g. they feel the different materials that are found in a car*.

A2 (ii) Students become proactive within their surrounding environment by showing consistency in their preferences, *e.g. when they want to see particular photographs*. They recognise people, activities and objects that are familiar to them. They try to take some form of action, as a trial that does not always succeed, and remember the taught responses that had just happened some time before. They cooperate to explore new things together and participate with the help of the adult.

A3 (i) Students begin to communicate intentionally. They bring to attention through eye contact, gestures or some other reaction. They ask for particular activities. They participate in group activities with less help needed by the adult. They can concentrate and pay attention for short periods of time. They can investigate material in a more complex way, *e.g. touch old objects*. They observe with interest the result of their own actions. They remember responses that they have learnt for longer periods. They remember responses taught for a longer stretch of time.

A3 (ii) Students use conventional communicative skills and/or alternatives that are being created. They show that they recognise people that they know and can start an interaction or activities with them, *e.g. asking an adult person to view the photographs with them*. They remember certain responses taught for longer periods and start anticipating some events, *e.g. wait eagerly for a class outing*. They can react to different choices by taking action, through gestures, signs or other means of communication. They investigate objects and events for longer periods of time and suggest possible solutions for any difficulty, *e.g. indicate a new activity when the lesson is over*.

4.2.2 Attainment descriptions for History

A4 Students recognise themselves and other people when they see photos taken some time before. They associate the changes in time with a variety of indications namely holidays, school, food. Students utilise vocabulary, symbols and signs to confirm the use of historical objects *e.g. 'house', 'shoes'*.

A5 Students know that they are part of history and listen to familiar stories about their past, *e.g. when they celebrated their confirmation*. They start communicating about events and happenings that occurred in the past, *e.g. show pictures of hobbies that they had when they were younger*. With help, they respond by different means to simple questions about historical events.

A6 Students talk about themselves and about familiar persons that they recognise from pictures and photographs taken in the past. They are aware of distinctions made between their past and present life. They are able to choose between things that are old from a number of objects *i.e.* they can choose from books, toys and other old items.

A7 Students are able to distinguish between the past and present lives of other people as well as their own. They can communicate about this by using simple phrases. They listen attentively to stories about important people in history and events that occurred. They are capable of separating objects according to different criteria namely old objects and new ones.

A8 Students indicate whether the objects are related to the past or the present. They use vocabulary, symbols and signs to indicate the passage of time *e.g. now, before, yesterday, today*. They talk about episodes from the past and know some detail about historical events *e.g. past happenings that occurred in the school*.

LD 1 Students use educational resources, with the help of the adult, to identify between events which are related to the present and those events which are related to the past of their own lives and that of other people. They are also able to distinguish between their present and past lives and that of other people. Students explain through words or by alternative means a short story with the help and prompts of an adult. They are able to remember historical events with some detail and are able to reply to simple questions about the past, mostly with the use of pictures.

LD2 Students understand the concept of chronology by using some simple vocabulary to describe an event and start using simple terms that are related to the passage of time by putting events and objects in order and by comprehending that their life is different from that of people in the past. They show that they have know-how about aspects that occurred in the past especially about important happenings and famous people. They begin to understand the reasons why some people acted in the way they did. They are capable of acquiring simple information from different sources of evidence that include pictures and text.

5. OPPORTUNITIES AND ACTIVITIES

5.1 Opportunities at Primary Level

History in the Social Studies syllabus is relevant to all students even those with IEN. When modified this gives stimulating opportunities for the students.

The teaching of history as part of Social Studies at primary level gives the students the opportunity to:

- observe the passage of time by looking at objects, pictures etc.
- recognise familiar persons on photographs taken recently
- remember and communicate by different means about past experiences
- identify some differences between their past and present times
- recognise the main differences between the people living in the past and those living today, *e.g. between a woman wearing the 'faldetta' and one dressed in modern style.*
- use different historical sources so they learn more about our national inheritance

Given these opportunities in History at Primary level:

All students with IEN (including those with the most profound disabilities)

- learn how time passes through the use of vocabulary that indicate time.
- experience and listen to various stories that relate to past events
- have the opportunity to visit and experience in a most interesting way sites and historical events
- be able to communicate, by different means, what they think about the past.

Most students with IEN (including those with severe difficulties in learning) will develop further skills, knowledge and understanding in most aspects of the subjects

- with the use of photographs they see themselves and observe the differences between the way they were before and how they are now.
- learn about their personal history and how they have changed over time.
- have the opportunity to ponder about the differences that can be found between the past and present times with the help of different resources and stories.
- have the opportunity to put into chronological order facts and events that have occurred, beginning with the personalities that are of significance for them.

A Few students with IEN who will develop further aspects of knowledge, skills and understanding in the subject

- learn by means of stories, the differences between life today and how people used to live in the past.
- have the opportunity to learn about the past by utilising different sources.

5.2 Opportunities at Secondary Level

The history syllabus is relevant to all students even those who have some individual educational needs. When modified it provides stimulating opportunities for the students.

The teaching of history at Secondary Level gives opportunities for the students to:

- identify the differences between their own past and present times and communicate how they reacted in different ways depending on the circumstances that they were in
- continue to identify similarities and differences between different times in the past
- know the period or time frame when certain events occurred
- learn more about the past with the help of resources
- communicate their know-how about the past in different ways

Given these opportunities in History at Secondary level:

All students with IEN (including those with the most profound disabilities)

- continue to develop and increase their knowledge about their own personal past
- experience aspects regarding the lives of personalities that lived in different times and places
- have the opportunity to experience different historical places and give their opinion about what they saw and heard.

Most students with IEN (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subjects

- learn about happenings, events and famous persons.
- be helped to use different sources to learn more about life in the past through individual enquiry and reaching their own conclusions.

A Few students with IEN who will develop further aspects of knowledge, skills and understanding in the subject

- learn which events and happenings occurred in particular times.
- have the opportunity to choose information from different sources and with help communicate their historical know-how.