



Mount Anville Montessori Junior School



History Yearly Plan for 1st & 2nd Classes

Vision

The Sacred Heart founder, Saint Madeline Sophie's philosophy was the education of the 'whole person'. In Mount Anville we promote and foster the holistic development of each individual child. The images and words on display at the entrance express our school spirit and the values that we hold dear for our Mount Anville pupils.

Ten main themes of our vision statement are on display in our school. Among these, the inclusion of History in our curriculum will aim to implement the following:

- Active Involvement
- Personal Development
- Life-Long Learning
- Mutual Respect

Aims

We endorse the aims of the SESE History Curriculum:

- To develop an interest in and curiosity about the past.
- To make the child aware of the lives of women, men and children in the past and how people and events had an impact on each other.
- To develop an understanding of the concepts of change and continuity.
- Development of Age appropriate Timelines in the Montessori Department
- To provide for the acquisition of concepts and skills associated with timelines i.e. sequence, time and chronology, appropriate to the developmental stages of the child.
- To allow the child to encounter and use a range of historical evidence systematically and critically.
- To provide opportunities for the child to communicate historical findings and interpretations in a variety of ways.
- To foster sensitivity to the impact of conservation and change within local and wider environments.
- To help the child recognise and examine the influences of the past on the attitudes and behaviour of people today.
- To encourage children to recognise how past and present actions, events and materials may become historically significant.
- To foster a willingness to explore personal attitudes and values and to promote an openness to the possibility of changing one's own point of view.
- To enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts

- Development of History Trails on the Mount Anville Campus
- Creation of the Sacred Heart Schools exhibition of photos and artefacts in Mount Anville House

Overview of History Development in 1st & 2nd Classes
(exposed, maintained and consolidated concepts over 2 year cycle)

The Story of the Coming of Life	Timeline detailing the creation of life from the beginning to present day
The Blackstrip/Hand Chart	Timelines used with a story to highlight the passage of time and the gifts given to human beings
First Timeline of Human Beings	Timeline highlighting early stages of human development
Second Timeline of Human Beings	Timeline showing the activities of human beings to satisfy their needs
Clock of the Eras	Representation of timelines in clock formation to help child grasp time period (periods)
Fundamental Needs Chart	Key lesson given to children showing the material and spiritual need of man and resources used to satisfy them
First Civilisation	Study in detail of an early civilisation Egyptian/Viking/Roman
Study of Time/Days/Months	Study of history of days of week, months etymology of words etc.
Timelines AD/BC	Study of meaning of AD/BC and assist child further in placing him/herself in history
Personal Timeline	Creation by child of his/her own timeline with key events highlighted

Timelines

We endorse the emphasis this curriculum places on the exploration of personal and family history at this level and are conscious of the sensitivities some aspects of these topics will require. The Timeline in 1st and 2nd classes ensure a macro view of the timescales in history and then the teacher can focus their pupils'

knowledge on an area on the timeline for discrete lessons of exploration. At the end of a topic, the pupils will place their new knowledge back on the Timeline for a perspective on the timeline in history.

Skills and Concepts Development.

We are aware that the following skills and concepts will be developed by the children as they are provided with opportunities to engage with the History Programme and to work as historians:

- Time and Chronology
- Change and Continuity
- Cause and Effect
- Using Evidence
- Synthesis and Communication
- Empathy

Strategies we will use to develop the child's ability to work as a young historian at this level will include:

- Sequencing activities: placing objects or pictures in historical sequence
- Exploring instances of change and continuity in personal life, family and immediate local environment: looking at features which have changed or remained unchanged
- Through examining the actions of a character in a story discuss the reasons for change and the effects of change.
- Use of simple historical evidence: photographs, objects, memories of older people, buildings, stories and songs.
- Allowing children opportunities to communicate an awareness of stories, people and events from the past in a variety of ways: writing, drama, ICT etc.

Approaches and Methodologies

Our History Curriculum asserts that one of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies. We plan to use the key methodologies of the primary school curriculum in the teaching of History.

- Active learning
- Use of the environment
- Talk and discussion
- Cooperative learning
- Problem solving
- Developing skills through content

In addition to this we are aware of the variety of approaches and methodologies outlined as particularly suited to History and will endeavour to employ the following methodologies:

- Story (Stories we have identified as suitable for enhancing our teaching of History)
- Personal and family history (Parents, grandparents and other family members will be encouraged to share family history with our children)

- Using Artefacts Typical artefacts will be older clothes , shoes , vinyl records , old mobile phones , old textbooks , artefacts do not all have to be ancient ones)
- Drama and role play (Activities such as hot seating and drama through story are ways in which children will empathise with people of the past and recreate human experience)
- Using pictures and photographs (We will use historical photographs of our locality and also study a range of photos from the Sacred Heart Exhibition)
- Use of the environment (Heart & Minds Exhibition)
- Oral evidence (visits from people in the locality and pupils will have an opportunity to interview)
- Documentary evidence (gathering old newspapers , birthday cards, postcards, magazines, receipts, census returns, marriage, birth and death certificates)
- Use of ICT (using suitable software programmes and the internet)

Assessment

Assessment is an integral part of the teaching and learning of SESE history.

Assessment in history will fulfil the following roles :

- A diagnostic role – to identify areas of difficulty in order to respond to the needs of the child
- A summative role- to establish the outcomes of learning after completing a unit of work. In this way assessment can provide the basis for reporting to and communicating with parents and others.
- An evaluative role – to assist teachers in assessing their own practice, methodologies, approaches
- Teacher observation of the child’s learning as the history curriculum is being implemented.
- Teacher designed tasks and tests at the end of units of work.
- Work samples and projects

We recognise that assessment techniques used in history must seek to assess progress in

- Children’s knowledge of the past
- Children’s ability to use historical skills
- Children’s development of attitudes

The assessment records will form the basis for reporting and discussing the child’s progress. This information will be relayed at Parent Teacher Meetings and in annual school reports.

Differentiation

We will do our best to ensure that all children have the opportunity to experience a rounded historical education.

In the same way as we endeavour to provide for individual difference in every curricular area, we will also strive to make the history curriculum accessible to as many children as possible. In order to do this we will

consider:

- Using a mixture of whole class teaching and focused group work
- Choosing more accessible or more demanding pieces of evidence for different children.
- Use a range of questions spanning from simple recall to the more complex and analytical
- Planning for the use of a wide range of communication skills. (Drawing, ICT, written and oral accounts, photographs and models.)
- The exceptional child will be encouraged to undertake additional research and record their findings in a variety of ways
- Content, methods of recording and desired learning outcomes will be differentiated for children with general learning difficulties.

Resources and ICT

- We have completed an environmental audit in Mount Anville that includes aspects of SESE
- We will use textbooks as a resource in our teaching of History
- We have embarked on the gathering of artefacts for the children to examine. We are in ongoing contact with our local library.
- In relation to ICT we have a stock of software with historical focus for use in our computers
- We have access to the internet so we can use the web as a historical resource
- We will seek to acquire the following resources and materials