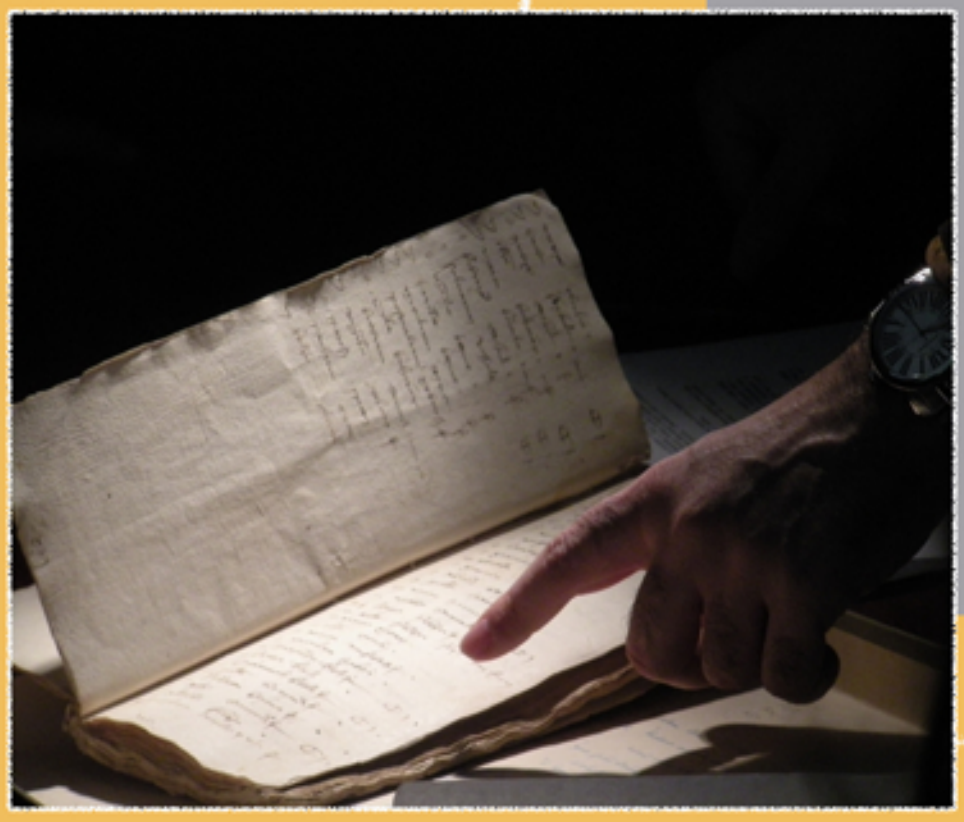
Handbook for the Teaching of

History



Directorate for Quality and Standards in Education
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of

History

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Directorate for Quality and Standards in Education – Curriculum Management and eLearning Department

Foreword

In view of the current reform, teaching, learning and assessment need to reflect the evolving needs of a differentiated classroom environment within a lifelong learning framework. This is in line with the philosophy underlying the National Curriculum Framework (NCF) consultation documents that have been launched in May 2011.

The Form 1 and 2 curriculum intends to promote ways that support the development of lifelong learning within a framework which is built on the principle of a continuum of learning. The Form 1 and 2 curriculum is a pedagogical tool that is intended to help teachers meet the different needs of the learners. It unpacks the subject into clear objectives and specific learning outcomes. Teaching and learning examples are intended as means of support for teachers as they work with the range of learners in the class. The Form 1 and 2 curriculum offers greater autonomy and flexibility to teachers. The learning and teaching process is envisaged to be active, engaging, meaningful and purposeful. Within this process, valuable information will inform further planning and guide the process that will lead to further improvement of learners.

The learning outcomes will now guide the learning and teaching process. This is an output model directly linked to the direction that is being promoted by the national qualifications framework which is directly referenced to the European qualifications framework. All outcomes are directly tied to the revised attainment level descriptors which describe in detail the learning achieved by the individual learner. The attainment level descriptors illustrate the evidence the teacher needs to elicit from a range of activities during the learning process through well thought-out tasks that demonstrate learners' understanding, progress and achievement.

This learner-centred curriculum respects the diversity of learners that we meet in our daily lives as educators and the ways in which they learn. It is built on the belief that all learners can learn. It is our responsibility as educators to provide the contexts and the pedagogical tools to make learning a meaningful process for all learners, to provide learners with experiences that lead them to experience success in their educational journey, supported by the necessary scaffolding and then to challenge them to the next steps and then to the next steps after that as learners grow into self-directed learners within a lifelong learning context.

Professor Grace Grima
Director General
Directorate for Quality and Standards in Education

Preface

The Secondary Curriculum for Form 1 and 2 reflects the aims and philosophy of the recently published draft National Curriculum Framework (2011) which aims at developing learners who are capable of successfully developing their full potential as lifelong learners. The achievement of these aims depends on the following cross-curricular themes for their success: eLearning; Education for Sustainable Development; Intercultural Education; Education for Entrepreneurship and Creativity and Innovation.

This Form 1 and 2 curriculum document reflects the principle of diversity of student learning needs. It recognizes the reality present in society where students have various differences in backgrounds, aptitudes, interests, intellectual abilities, needs, language competence and learning styles. The Form 1 and 2 curriculum document provides scaffolding to ensure that learners are supported through appropriate teaching and learning approaches whatever their level.

The National Curriculum Framework clearly states that current theories of learning are based on the social constructivist approach where individual learners construct their own meaning and where one needs to move away from teacher centered to learner centered learning. This should lead to students becoming more active learners responsible for their own learning and where the teacher moves away from having a central role to a situation where the learners acquire more responsibility for the learning that takes place.

This new documentation has been written in a style to assist teachers to develop their teaching practices. Successful education relies upon enthusiastic and committed teachers who are willing to contribute to the evolution of increasingly effective schooling processes. I look forward to seeing the quality of education continuing to evolve and that the intentions of the New Curriculum Reforms will become a reality for all our students.

Raymond J. Camilleri
Director
Curriculum Management and eLearning Department

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Handbook for the Teaching of History

1. Introduction

The purpose of the new curriculum has the overall aim to help schools and their teachers to improve the quality of their teaching and to enable students to raise their level of educational attainment. This is a common concern for many countries within the EU and the wider world.

It is being proposed that the traditional concept of having a syllabus that is time tabled is being replaced by the concept of a curriculum that is managed. This requires teachers to be given a unitised syllabus which covers all of the content that can be realistically and effectively taught within each year of schooling. This has led to the writing of a Teaching Objectives Framework.

Each unit to be taught contains much more than syllabus content, it contains pedagogical suggestions for good practice. The unit is not a strait jacket; it is given as an inspiration and catalyst for teachers to develop their own ideas according to their professional understanding and the abilities of the students in their classrooms.

It is presumed that curriculum content is constantly evolving as our society rapidly changes. The new document should be seen as a flexible evolving tool to support the overall aims of education.

There are a number of paradigms that underpin this approach to curriculum.

These are namely:

- That every student is entitled to a quality curriculum that enables him/her to reach the highest level of attainment that they are able to achieve;
- That in order to do this, student centred learning is an important approach to teaching and learning;
- That all students are on a continuum of ability (not failure) and that such a continuum needs to be identified within strands of learning for each subject. For each strand of learning there are ten levels;
- That the concept of diversity means all students (be they 'the gifted' or 'the least able') should be encouraged to work at their optimum level. In this context the term special educational needs is no longer required;
- That the curriculum management paradigm provides an important professional tool which can be practiced at all levels of the schooling process;

Each subject has the following documentation

1. The aims for each subject.
2. Strand definitions to indicate the focus of teaching throughout a student's school career.
3. Attainment level descriptors that indicate the learning outcomes of student learning at all levels of schooling.

4. A Teaching Objectives Framework that indicates the syllabus to be taught and which accepts that at each level and in every class there will be a variety of student learning outcomes.
5. Approaches to teaching and learning that are specific and differ for each subject.
6. A number of units which have important sections that relate to the above paradigms
7. e learning perspectives

Each Unit has a number of features

- A front page which indicates
  - the code and title of the unit
  - the length of a lesson and
  - the number of hours in which it may be taught
  - the key words to be addressed
  - the points to note especially about the subject approach to teaching and learning
  - a statement about resources including references to e learning

- A subsequent set of five pages which indicates;
  - the teaching objectives
  - examples of teaching activities and experiences that a teacher may wish to use or develop.
  - a column which indicates the range of learning outcomes that can be expected as a student response to each teaching objective. These relate to students attaining across the attainment levels five to ten. Subjects which are not taught at Primary School target different levels

- A set of two pages indicate
  - examples of work within the same teaching objectives for students who are working within attainment levels one to four.

- In some units, a final page that
  - indicates aspects of e Learning that is relevant to that unit

2 General Guidelines in using the curriculum documentation

2.1 Who is the curriculum documentation for?

Curriculum documentation is for teachers, heads of schools, education officers and education support staff and audit teams. The curriculum documentation provides information and suggestions for schools when planning a balanced school curriculum in every lesson for every student. The teacher may

- Make use of this handbook to strengthen the development of students with suitable learning experiences.

- Make and prepare relevant teaching materials according to the suggestions from the selected curriculum units and teaching activities in accordance to students' learning needs.
- Adjust and revise curriculum units to support overall curriculum planning.

This curriculum has been written for ALL students.

2.2 The aims of the History curriculum

The main aims of teaching history are to

- stimulate interest in and enthusiasm for the study of the past providing an appropriate integration of our national history within a wider international context and preparing students for better citizenship;
- promote the acquisition of knowledge and understanding of human activity in the past linking it with the present and helping students to understand the development over time of social and cultural values;
- promote an understanding of the key technical historical concepts which help students to organise knowledge and ideas about history, make generalisations, recognise similarities and differences, find patterns and establish connections;
- develop essential historical skills and competencies necessary for students to undertake historical enquiries through a critical handling of historical evidence and the development of a sense of empathy.

2.3 Approach to teaching and learning for History

Each subject has its own unique approach to teaching and learning. This approach happens no matter what system of classroom management is implemented. An approach to teaching and the way the students are expected to learn will relate closely to the nature of the subject content. The following text is the approach for teaching and learning in History:

Teachers should present history in an interesting way to motivate their students. They should not just simply supply information but should empower students to conceptually understand the technical concepts of time, sequence, chronology, change, continuity, causation, consequence, similarity, difference and significance. They should also help students develop the skill of empathy and train them in working with sources. The teaching of our national history should be done within a wider Euro-Mediterranean background and within an environmental context in which students appreciate our heritage and the need for conservation and restoration.

Teachers should use various strategies to present stimulating lessons. In teaching history teachers should strike the right balance between the recall and understanding of knowledge, nurturing historical concepts and developing historical skills. Students should always be at the centre of any lesson planning and should never be given the role of passive learners. Teachers should use a varied methodology which should include class discussions, brain storming sessions, drama, simulated news sheets, simulated games, auto-visual material, oral history and interviews, report writing, art and craft work and projects. The use of the Internet in class during the history lesson should motivate students. Group work can also be very effective if classroom activities are organised in which students can support, challenge and extend their learning together.

Stimulating and interesting activities should be given to students such as doing some research work on a theme related to the lessons being covered. Role play is another effective way to ensure that students participate actively in the lesson. Report writing during an educational visit can be another motivating experience to students. Teachers should use a variety of educational aids during lessons such as illustrations, pictures, photographs, timelines and retrograms, maps and artefacts. Such an approach should make it easier for teachers to adopt a formative assessment system.

2.4 The Teaching Objectives Framework for History

For each subject there is reference to the Teaching Objectives Framework that is structured to provide a unitized curriculum. The Teaching Objectives Framework identifies the content to be taught in any one year of schooling and in doing so relates to an effective syllabus/course of study that can be taught within the time available. The time available has been worked to within the assumptions that there are twenty seven weeks in a scholastic year and that a unit of work is six hours long comprising of nine, forty minute lessons. It is acknowledged that different schools will have variations on this system but the one presented is the baseline for all schools.

The Framework identifies the units and their titles that are available in any one year throughout the eleven years of schooling in Primary and Secondary education. Each unit has a set of teaching objectives that cover the six hour period that has been allocated. In this way it is possible to identify the content that can be reasonably expected to be taught. This is not a learning outcomes Framework. For each teaching objective there will be a range of learning outcomes according to the diversity of attainment of students within any one classroom.

The Teaching Objectives Framework is the heart of the curriculum.

History **Teaching Objectives Framework**

	Unit Titles	Key Teaching Objectives
Form 5		
Teaching Block 1	**The Past comes back to life**	A detailed comparison and contrast of the various phases of prehistory in Malta and other main prehistoric legacies around the Mediterranean Sea.
Teaching Block 2	**Malta comes of Age**	An analysis of how Malta became a modern sovereign state through a critical and effective use of evidence and the correct correlation of events, people, ideas and historical perspectives and interpretations.
Teaching Block 3	**Revision and Consolidation**	
Form 4		
Teaching Block 1	**Rule Britannia Rule**	An analysis of how Malta was governed by Britain including an understanding of the significance of some of the major changes undergone during this period of time.
Teaching Block 2	**Economic and social life in Malta during the last two centuries**	An understanding of social and economic life during the last two centuries in Malta identifying changes and similarities and empathising with the people of the islands.
Teaching Block 3	**The Maltese towns, villages and countryside**	A recognition of the main aspects of towns, villages and the countryside in Malta appreciating the importance of this legacy and offering suggestions about how this environment can be preserved.
Form 3		
Teaching Block 1	**The Order's administration and legacy**	An exploration of the rule of the Order of St John over Malta and an evaluation of the rich legacy they left us.
Teaching Block 2	**Economic and social life during the time of the Knights**	An understanding of the importance of social and economic life during the rule of the Order of St John in Malta.

Teaching Block 3	**The French Revolution and the French stay in Malta**	A reconstruction of the French revolution of 1789 and an exploration of the short French rule in Malta.
Form 2		
Teaching Block 1	**The Norsemen move south**	A reconstruction of the Viking intrusions into mainland Europe, their settlement and conversion in Normandy and their subsequent capture and rule over Malta.
	Europe in the Middle Ages	An exploration and understanding of some of the main aspects of life in Europe in the Middle Ages namely feudalism, the Crusades, the Black Death and architecture.
Teaching Block 2	**Life in Malta in medieval times**	An overview of the most important economic and social aspects of the Maltese in medieval times.
	The legacy of the Middle Ages in Malta	An exploration of the Maltese medieval legacy which should include old cities, medieval chapels and lost villages.
Teaching Block 3	**Rebirth**	An understanding of what the Renaissance was and how this led to progress and to the Age of Discovery.
	The beginning of the Order of St John and its first years in Malta	An exploration of the Order of St. John's history and its first years in Malta with a particular emphasis on the importance of the Great Siege.
Form 1		
Teaching Block 1	**Studying History**	An understanding of what history entails illustrating how it is written and how it should be taught through an emphasis on key historical concepts and skills.
	Before History	An exploration of the main phases in the prehistory of Malta identifying historical names for specific legacies of the past and understanding that change occurred even in those times.
Teaching Block 2	**Meeting Civilisations**	The discovery and understanding of ancient Mediterranean civilisations and an understanding of change during the different historical periods.
	The Roman Eagle spreads its wings	An understanding of the Roman Empire, the prevailing way of life, its downfall and its legacy to posterity.

Teaching Block 3	**Malta under the Roman Eagle**	An exploration of the Roman and Byzantine rule over Malta highlighting the importance of their remains and the resulting Paleo-Christian period.
	Under Arab Rule	The discovery and understanding of Islam and its founder Mohammed, the Arab expansion throughout the Mediterranean and their rule and lasting influence over Malta.
Year 6		
Teaching Block 1	**Before We Could Write**	An exploration of how life must have looked like in prehistoric Malta with reference to the rich prehistoric legacy of the Maltese Islands.
Teaching Block 2	**Our Grandfathers Come Under Attack**	A reconstruction of how our grandfathers defended themselves and their plight at the time when the Maltese Islands came under siege by the Axis Powers during the Second World War.
Teaching Block 3	**A New and Modern Capital City for Malta**	An understanding of what led to the building of a new capital city, the main stages in which it was built and its role today.
Year 5		
Teaching Block 1	**From Temples to Cathedrals**	An exploration of places of worship used by the Maltese from prehistory to the present times.
Teaching Block 2	**Old Maltese towns**	An exploration through ICT and on-site trips of the Maltese old towns of Birgu, Mdina and Gozo's Cittadella.
Teaching Block 3	**From caves to Skyscrapers**	An exploration of various forms of shelter used by the Maltese throughout the centuries.
Year 4		
Teaching Block 1	**Maltese Personalities**	An appreciation of the contribution made to Maltese culture by Maltese personalities such as Dun Mikiel Xerri, Dun Karm Psaila and San Ġorġ Preca.
Teaching Block 2	**Tales, Legends and History**	An understanding of the difference between tales, legends and historical facts referring especially to popular legends about the Norman conquest of Malta.
Teaching Block 3	**Celebrations and Leisure Time – then and now**	An exploration of how Maltese children and adults spent their leisure time in the past, with reference to the main traditional Maltese feasts and what has survived into present day Maltese culture.

Year 3		
Teaching Block 1	**My Town or Village - then and now**	An exploration of how my town/village changed over the years.
Teaching Block 2	**Clothes**	An exploration of life in the past based on observations of costumes people wore for various occasions.
Teaching Block 3	**Getting Around the Maltese Islands**	An understanding of how progress in transport brought about progress in various other spheres of Maltese life.
Year 2		
Teaching Block 1, 2 or 3	**Let's Play**	An awareness of the 'change and continuity' aspect of history carried out through an exploration and comparison between present day toys and those used in the past and some traditional games.
Year 1		
Teaching Block 1, 2 or 3	**My Family and I**	An awareness of the existence of a present and a past in students' lives through oral research and reference to their own lives and those of other members of their family.

Below are Teaching Objectives Frameworks for Levels 3, 2 and 1. At these levels the framework is not year specific. The Frameworks provide a point of teaching reference for students whose chronological age does not match the attainment range for their age.

Teaching Objectives Framework at Level 3

Learning about events, people and regions in the past The teacher will teach students to:	**Mastering Historical Concepts, concepts of time, sequence, chronology.** The teacher will teach students to:	**Nurturing Historical skills** The teacher will teach students to:
Communicate and describe past experiences by looking at pictures or photos of their own past and that of familiar persons.	.Increase understanding of the concepts of sequence and time by putting events of past happenings in proper sequence	Be able to talk about themselves and about other persons, describe in simple words, how they felt during a role-play about the past

Listen to and follow stories about people and events of the past, such as about people who made use of temples	Sort historical objects or pictures and recognize that they belong to a given category and give some details about the sequence of events	Communicate using sentences, signs or visual symbols, to describe their preferences when speaking about the first jobs people had.
Recount episodes from own past with some details, and speak about aspects of the past such as about life of people in ancient civilizations	Make observations about life in ancient civilizations by looking at pictures and identify similarities and differences between them.	Speak in short sentences during role-plays such as through role-playing the life of an Egyptian slave or Pharoah, communicate how they felt in the role.
Learn about some aspects of life under the Romans, with regards to food and clothing of the time.	Identification of differences between such aspects of life as in Roman times and contrast with the present times.	Comment and make observations about pictures such as about modes of travel of the past
Develop knowledge by speaking, communicating with signs and symbols about events and remains of the past	Differentiate pictures according to a given criteria such as of Roman artifacts and remains from modern buildings	Participate in role-play portraying for example how the Maltese felt when they were treated badly under Gonsalvo Monroy
Learn about the main aspects of a topic that is linked for example to the Arab rule in Malta and their links with agriculture.	Show an understanding that events from the past can be placed in a chronological sequence.	Communicate about how living and travelling in the past might feel like, such as experiencing aspects of life of Medieval Malta.

Teaching Objectives Frame work at Level 2

Learning about events, people and regions in the past The teacher will teach students to:	**Mastering Historical Concepts, concepts of time, sequence, chronology.** The teacher will teach students to:	**Nurturing Historical skills** The teacher will teach students to:
Develop more understanding of their own past and that of others	Increase understanding of the concept of time, awareness of importance and sequence of historical events	Respond by different means and communicate about feelings and events that happened in the past.
Increase knowledge about the past by learning some aspects such as those related to the period of the temples.	Increase understanding of time and sequence of events by learning about the first inhabitants of Malta and exploring historical remains.	Become aware of the way of life of people who lived in Pre-historic times and that they lived by farming, fishing, made pottery and cooked food.
Learn about some aspects of the life of people who lived long ago such as of ancient Egypt and Greece	Develop concepts of time by understanding differences between aspects life in the past, such as, in ancient civilizations and today.	Respond and communicate feelings by different means, expressing likes and dislikes such as, about the way of life in Medieval times.
Increase interest about ways of life in the past like for example how Romans lived, by observing Roman remains found in Malta.	Differentiate and contrast between aspects of life as in Roman times and aspects of life of the present.	Share ideas about aspects related to the past, such as ways of travel, food eaten and clothing in Roman times.
Increase knowledge by listening to stories and observing pictures such as	Be able to associate a photo of a past happening with the past, categorize pictures of past clothing	Communicate about travel, such as about how sailing by boat by Phoenician travelers across the sea

about Roman remains and artifacts.	under right category	might feel like.
Enlarge understanding of such aspects as those related to the times of Arab rule in Malta	Be able to recognize similarities in pictures such as those related to Arab rule or Roman times in Malta.	Participate in role-play and be able to respond by giving one or two word answers to questions like:Were they happy or sad?

Teaching Objectives Framework at Level 1

Learning about events, people and regions in the past	**Mastering Historical Concepts concepts of time, sequence, chronology.**	**Nurturing Historical skills**
Encounter people and objects in the environment: Development of **sensori-motor cognition strands** to provide opportunities for students to experience differences through all their senses, like experiencing textures from the past	**Encounter** people and objects in the environment: Development of **sensori-motor cognition strands** through activities that aim at experiencing sequence and change in relation to familiar daily activities of the past	**Encounter** people and objects in the environment: Development of **sensori-motor cognition strands** to provide opportunities to show reflex responses to such activities as means of transport from the past
Aware of people and objects in the environment: Development of **sensori-motor cognition strands** to provide opportunities to experience materials, artifacts or objects related to past events.	**Aware of** people and objects in the environment: Development of **sensori-motor cognition strands** through activities related to such aspects as life in the past and of the first people who inhabited Malta	**Aware of** people and objects in the environment: Development of **sensori-motor cognition strands** through activities related to giving a response like touching textures of clothing or objects from the past.

Respond to people and objects in the environment: Development of **sensori-motor cognition strands** to provide experiences related to such aspects of life as that of ancient Egypt and Greece	**Respond to** people and objects in the environment: Development of **sensori-motor cognition strands** to provide opportunities to experience differences related to the past and the present through a variety of sensory exercises	**Respond to** people and objects in the environment: Development of **sensori-motor cognition strands** to provide opportunities to express preferences and to engage interest in aspects of life related to old civilizations.
Engage with people and objects in the environment: Development of **sensori-motor cognition strands** through activities related to engaging on remains and events of the past together with an adult.	**Engage with** people and objects in the environment: Development of **sensori-motor cognition strands** through activities that aim at developing an anticipation for change, in relation to stories or objects of the past.	**Engage with** people and objects in the environment: Development of **sensori-motor cognition strands** to provide opportunities to communicate consistent preferences by reaching out to familiar people when a story about the past is being told.
Participate in activities of people and objects in the environment: Development of **sensori-motor cognition strands** through activities aimed at increasing participation with adults or peers in relation to some aspects of life like for example of the Roman period	**Participate in activities** of people and objects in the environment: Development of **sensori-motor cognition strands** through activities related to imitating a peer model, when participating in group work with peers, such as when identifying differences between the past and the present	**Participate in activities** of people and objects in the environment: Development of **sensori-motor cognition strands** through activities that aim at developing expressive skills, through various modes of communication, for example about likes and dislikes of food of the past
Involve in activities of people and objects in the environment:	**Involve in activities** of people and objects in the environment:	**Involve in activities** of people and objects in the environment:

Development of **sensori-motor cognition strands** through activities aimed at increasing involvement and understanding of aspects of life such as those linked to Arab rule in Malta	Development of **sensori-motor cognition strands** through activities aimed at increasing awareness that activities and events have occurred and new activities will follow, in relation to past and present events.	Development of **sensori-motor cognition strands** through activities aimed at increasing participation and expression through vocalizations and AAC devices for choice making during individual or group work

2.5 The value of a unitised curriculum

There is a clear relationship between the volume of content to be taught as projected within a syllabus/course of study and the level of attainment that each student can achieve. The greater the volume of content then less time is available for teaching each aspect of that content. By writing a unitized curriculum the balance between the range of content and the time available for student learning can be achieved. For this new curriculum, in many areas this has meant a reduction in what was being offered in the preceding syllabus. Each unit then has a specific set of objectives which can be reasonably expected to be learned as the allocated time for that unit is made available on the school timetable.

In addition by having a unitised curriculum it is easier for the teacher and the subject Head of Department to manage the curriculum for they are able to quantify the number of specific objectives that it has been possible to deliver and subsequently to make decisions about which units should be presented in which order throughout each year of schooling

2.6 Strands of learning for History

A strand of learning represents a goal that a student can attain throughout Primary and Secondary education. Each subject will have several strands of continuous learning called attainment level descriptors, which begin in Year One of Primary School and end in Form Five of Secondary School. Each strand is defined and the strands for History are:

Strand 1: Learning about events, people and regions in the past

This strand includes the recall of historical knowledge of various events, people and regions, an understanding of this knowledge and an exposure to and understanding of historical terminology. It also includes the construction and communication of historical expositions in a clear and coherent form using the right selection of relevant information.

Strand 2: Mastering historical concepts

This strand includes the technical and analytical concepts of time, sequence and chronology, change and continuity, causation and consequence, similarity and difference and the understanding of significance. Through these key historical concepts students will organise their knowledge and ideas about history, make generalisations, recognise similarities and differences, find patterns and establish connections.

Strand 3: Nurturing historical skills

This strand includes the development of the skill of empathy or the ability to look at events and issues from the perspective of people in the past thus being able to form an interpretation of motivation in history, a reconstruction of attitudes and beliefs of people in the past and an understanding of their actions and practices. It also includes the ability to work with sources and the critical handling of evidence including placing it in context, analyzing it, detecting bias and pointing to gaps and inconsistencies, distinguishing between fact and opinion, developing a hypothesis through comparing evidence, reaching conclusions based on it and giving a balanced interpretation.

2.7 The use of the attainment level descriptors for History

There are ten levels of attainment level descriptors. Level Four is equivalent for Year One and two in Primary school and each level then progresses at two yearly intervals.

Each strand of learning has a set of attainment levels which describe the progression in student learning. There are ten attainment level descriptors that cover the full range of attainment of ALL students. The attainment level descriptor Four is indicative of what the average student can learn by the end of Year Two in Primary education. Each subsequent level represents the range of attainment that an average student can be expected to achieve every two year years. Attainment levels one, two and three are indicators for students who may not attain level four at the end of Year Two. Attainment level ten is for those students who significantly exceed the expected level of attainment at Form Five.

The attainment level descriptors are observable statements of learning outcomes that students can attain. There are approximately eight of these statements in each attainment level descriptor. The statements are referred from the Teaching Objectives Framework and indicate a sample of what can be expected to be learned. Once a student has attained the majority of the learning outcome statements in a attainment level descriptor they are assumed to be working within the next level. The attainment level descriptors for History are:

Strand 1: Learning about events, people and regions in the past

This strand includes the recall of historical knowledge of various events, people and regions, an understanding of this knowledge and an exposure to and understanding of historical terminology. It also includes the construction and communication of historical expositions in a clear and coherent form using the right selection of relevant information.

Strand 1: Learning about events, people and regions in the past

Attainment Level 1

Students begin to communicate preferences and affective responses. They are able to reach out to a familiar person, interesting objects or a striking visual image displayed on a touch monitor. They can experience and respond to old fashioned means of transport and to pieces of clothing from the past, for example hats, tunics or masks. They remember learned responses over short periods of time by making a reaction or showing pleasure each time a particular piece of music, poem, picture or story is heard, sung or displayed. They show a response to the weekly class time-table and learn to anticipate a favourite activity, for example by banging hands to a familiar tune. Students respond to photographs of themselves or of familiar persons, for example involving family members, class peers, and familiar teachers. Students give a response to pictures of themselves in the past or when younger.

Attainment Level 2

Students know that they are part of history and listen to familiar stories about their own past, for example about when they had celebrated their last birthday and respond to digital pictures taken during such events. Students are able to identify themselves together with other family members in old photos and can recognise the changes that occur with the passage of time. Students can respond appropriately to keywords and simple questions related to a picture, for example to the following questions 'Who is this?' or 'What are doing?' They are able to listen to stories about important people in history and events that have occurred. They can use single words, gestures, symbols or signing to communicate about a familiar event or experience.

Attainment Level 3

Students can listen to stories about important persons in history and also about significant events from the past. They are able to distinguish between the past and present lives of other people as well as their own. They can talk or communicate in various ways about past episodes and also know some details about historical events. They can recount some details about personal incidents and happenings that occurred either at home or at school.

Attainment Level 4

Students can recount simple stories about their own life and that of different members of their own family. They recall some events in some detail and are able to answer questions about familiar events and experiences. They can appropriately answer very simple questions about the past mainly from pictures. Students know that, to develop fully, recreation and leisure time was as important in the past as it is today. They can describe and compare present day toys with other type of toys used in the past and to which they are exposed. They are able to play at least two traditional games such as *passju*, *noli* and *xixu*.

Attainment Level 5

Students can talk about events happening before they were born. They are able to say why these events and people were important and can recall simple historical facts. They know about a few famous Maltese personalities who were important in the history of their town or village or at national level. They start to pass simple comments to show that they realise how the important events of Maltese history affected their town/village. They can identify and talk about the importance of historical monuments and historical remains found in their locality. Students are able to answer questions about how transport, clothes and shelter looked like in the past and begin to pass simple comments about why tradition is important especially the traditional feasts. Students can differentiate between a tale, a legend and historical fact and apply such skills to a historical period such as the Norman coming to Malta. They can write simple sentences about events and people in the past.

Attainment Level 6

Students know some simple facts and are able to explain in some simple sentences the main events of important historical episodes such as a siege and a war. They are able to recall the names and actions of the important people studied and how the main events unfolded. They can make observations about both old and new towns and about various customs and leisure activities and respond appropriately to questions about them. Students can identify and describe the main features of concrete evidence of the past such as the cities which played an important role in the history of Malta (e.g. bastions and buildings). They can identify and question their use both in the past as well as in the present. Students begin to record their findings and can write a paragraph to describe some of the main events and activities of people in the past or the main historical cities.

Attainment Level 7

Students know the main facts and are able to talk about and explain in some detail the main ancient Mediterranean civilisations such as the Egyptian, Greek and Phoenician civilisations. They are aware of major changes happening abroad such as the Renaissance and the discovery of the New World and know about the effects on Malta of these foreign influences. Students know the main facts and are able to talk about and explain in some detail the history of ancient and medieval Malta in a wider Euro-Mediterranean perspective. They are able to identify and choose historical names for specific periods of time. They can make links between features within and across different periods of time reaching their own conclusions. They can describe and begin to analyse more deeply the different types of events studied. In their writing students show an awareness of historical concepts such as causation, change and chronology. Students are able to use the data available appropriately and indicate their reasoning and conclusions in structured work.

Attainment Level 8

Students know all the main facts and can talk about coherently and in detail about various aspects of the history of Malta during the rule of the Order of St John, the French and the British. They can show some analysis through clearly describing the political, social and economic conditions prevailing at that

time and the importance of the rich legacy coming down to us. They can recognise the main aspects of towns, villages and the countryside in Malta. They show appreciation and understanding of this important legacy by offering suggestions about how this environment can be preserved. They can use evidence to describe past societies and periods and make links between events and people and compare them. They are able to recall, select and organise relevant historical information and analyse the different types of events studied. They develop an argument systematically and coherently laying appropriate emphasis on significant points and presenting relevant supporting detail. Using the appropriate data they are able to produce structured narratives, descriptions and explanations which should include examples of causation and change in a somewhat analytical manner.

Attainment Level 9

Students know all the main facts of, talk coherently about and explain in detail various aspects from the history of Malta in a wider Euro-Mediterranean context. They can compare and contrast the various phases of prehistory in Malta and are aware of some of the main prehistoric legacies around the Mediterranean Sea. They can analyse how Malta became a modern sovereign state through a critical and effective use of evidence. They analyse the relationships between events, people and changes, and between the features of different past societies and cultures. They can use detailed and factual knowledge and understanding to analyse relationships between events and people and make an appropriate use of historical terminology. Students are able to communicate knowledge and understanding of history and develop an argument systematically and coherently, laying appropriate emphasis on significant points. They produce better structured narratives, substantiated descriptions and analytical explanations using a wide range of techniques such as selecting, organising and using relevant information.

Attainment Level 10

Students demonstrate an excellent and extensive factual knowledge and understanding of the history of Malta in a very wide Euro-Mediterranean and international context through the use of various details, coherent discussion and focused, valid argumentation. They can compare and contrast various phases from the history of Malta and Europe. They know all the main facts and explain in detail various aspects of the main historic legacies in Malta and neighbouring countries. They can deeply analyse how Malta became a modern sovereign state through a very critical and effective use of evidence. Students show that they clearly understand how the history of Europe evolved and how the various nation states of today emerged through coherent discussion and extended writing. They deeply analyse the relationships between events, people and changes, and between the features of different past societies and cultures across various periods of time. They continuously use detailed and factual knowledge and understanding to analyse relationships between events and people and changes and make a very good use of historical terminology. In their structured writing students communicate knowledge and understanding of history using a very wide range of techniques such as selecting, organising and using relevant information. They consistently produce well written evaluative work including very well-structured narratives, substantiated descriptions and analytical explanations.

Strand 2: Mastering historical concepts

This includes the technical and analytical concepts of time, sequence and chronology, change and continuity, causation and consequence, similarity and difference and the understanding of significance. Through these key historical concepts students organise their knowledge and ideas about history, make generalisations, recognise similarities and differences, find patterns and establish connections.

Attainment Level 1

Students remember learned responses over longer periods of time, for example by following the sequence of familiar activities or a daily routines. They may anticipate the turning of the pages of an interesting picture book or the pressing of a switch in a Cause and Effect exercise. They are able to perform actions by trail and improvement, for example when matching or assembling a two piece or inset puzzle. They cooperate in shared exploration and can reach out and feel for objects as tactile cues to events. Students can follow a sequence of events when they can follow the daily routine related to an Objects of Reference Time-table. Students go through the sequence of the day in school and can anticipate the beginning of a favourite activity. They are aware about activities that have happened earlier (before)in the day and other activities will follow (after).

Attainment Level 2

Students start communicating about events that occurred in the past, for example they can indicate pictures of activities that they used to do when younger. They can associate the changes in time with a variety of signs, namely holidays and school. Students are able to distinguish between the past and present lives of other people as well as their own. They can recognise items or photos related to the past and can tell when one item or photo does not belong to a given familiar group. Students can for example remove a photo of modern clothing from a set of pictures of clothing related to a historical period. They can talk in simple one or two word utterances about this, or give Yes/No answers.

Attainment Level 3

Students listen attentively to stories about important people in history, and major events that occurred in the past. They can talk about such episodes and recall some details about them. Students are able to sort photos or objects related the past. Student can pick out for example, a set of pictures of the Maltese megalithic temples from a set of other pictures and can recognise that these pictures belong to a given category. Students are also able to pick out the odd one out from a set of given pictures. They can observe, and record through simple line drawings or through collage making a representation of a megalitic temple.

Attainment Level 4

Students can distinguish between the present and the past in their own and other people's lives. They are able to say in simple sentences why their own lives, as well as the lives of various members of their family are different from those of people in the past. They begin to show some sense of chronology by placing three objects or pictures in the correct order they happened/were made. By means of simple observation and examination of toys, students can identify characteristics that have survived from the past such as playing with dolls and cars and other characteristics that have changed with progress such as the more sophisticated and mechanised dolls and cars children have today.

Attainment Level 5

Students show an emerging sense of chronology by placing five events or objects in the correct order they happened/ were made. They start using simple terminology about the passing of time such as last year and decade. They can think carefully about the order of events and are able to do a simple activity involving sequence. Students can identify and talk about how landscapes and human life have changed and what has remained the same. They can identify similarities and differences such as between old and modern customs. They start to pass simple comments to show that they realise how one kind of progress often results in more progress in another sphere such as how progress in transport resulted in better communication among towns and villages. Students are able to answer simple questions to show that they begin to understand that things happen for one reason or another and can name one reason why an event happened. They also can pass simple comments to show that they know that any event may bring over some other event.

Attainment Level 6

Students are able to pass simple comments to explain that the past can be divided into different periods of time. They can tell that there were differences between different times in the past. Through the study of pictures depicting various costumes, students show that they understand to which period the pictures belong. They use a better terminology about the passing of time to show that they know how time works, time vocabulary and the mechanics of time-dating systems. They can put historical events, objects and pictures in sequence and start to understand the meaning of century and how dating by centuries works. Through on-site and in class activities they can explore change and continuity such as that undergone by old towns. They are aware of similarities and differences between the original layout and physical features of a town or city and what we can see today. Through comparative activities they can tell that different things in the past had some things that were the same. This can be done through using old photographs which are then compared and contrasted with more modern ones. Students understand that events and changes are brought about due to some causes. They are able to give two causes of why any event happened. They can write sentences to explain that the main events brought about some results and changes and begin to pass comments

showing that they understand some aspects of significance such as that of the building of Valletta and its effect on the rest of the country.

Attainment Level 7

Students use good terminology about the passing of time and know the importance of key dates. They know the meaning of century and how dating by centuries works and know the basic sequence of the main historical periods such as the sequence of some of the main historical periods in Malta e.g. Roman, Byzantine, Arab, Norman rule. They start doing visual representations of time and can draw a simple timeline without using scale and place an event or person correctly on it. Through focused discussions or writing students can identify changes within different periods, show the differences between different historical periods and describe past events or situations recognising similarities and differences with the present day. In their arguments students show that there were different types of causes for any event and that this in turn brought about many other results and changes. They provide valid argumentation to show that causes are connected to one another and act in combination. They can write some sentences to show the significance in history of some of the major events and changes.

Attainement Level 8

Students develop a good picture of the past and can place events, people and changes in the periods studied within the proper chronological framework. They can draw timelines using scale and place an event or person correctly on it. They use dates and period labels and terms that describe general historical periods and the passing of time such as the Renaissance and the Industrial Revolution. They start to make a time chart which records different aspects of history e.g. political, social, cultural and economic. They display a sound awareness of change and continuity and can identify changes and similarities within and across different periods. Through the then-now technique they are able to make encouraging comparisons. Students examine and explain the complex reasons for the main events and changes that were brought about and their results. Through extended writing they show that they know that unique events were caused by a cluster of factors but some causes are clearly more important than others. They can supply a multiplicity of causes or consequences and can evaluate the significance of these different causes and results. Students can analyse the significance in history of some of the major events, people and changes.

Attainment Level 9

Students show a good mastery of the concept of time and chronology in their extended writing and fully understand the mechanics of time-dating systems, vocabulary and how time works. They can place new events and changes in its proper context thus showing that they have a good chronological framework. Students comprehensively use dates and other terms associated with time properly and

show that they have a good chronological framework through a sound grasp of the sequence of events. They can make a time chart or retrogram which records different aspects of history e.g. political, social, cultural and economic and which compares developments in contemporary civilization. They can deeply analyse the changes and similarities within and across different periods of time. They are well versed in the then-now technique and are able to make very good comparisons. They can deeply analyse the reasons for, and results of, events and changes in a more diagnostic manner. They know that causes and results are like a net and that some causes and results are more important than others. They show that they understand that although individual causes may be significant, the relationship between the causes is as important. They recall all the causes and show that though individual causes may be significant, the relationship between the causes is as important. In answering questions they show that they have a good grasp of the conceptual language such as the use of short-term, long-term, social, economic, religious, cultural, intended or unintended causes and consequences. Through ranking activities they can pinpoint which causes or consequences were the most important, while at the same time identifying which were short-term or long-term causes or consequences. They are able to evaluate the significance of the different causes thus understanding the significance in history of major changes.

Attainment Level 10

Students consistently show in their extended writing and in focused discussions a very good mastery of the concept of time and chronology and can place any event and change in context of the full flow of history. They demonstrate an excellent mastery of Deep Time and an understanding of the whole scale of the past down to the present day. They can comprehensively use dates and other terms associated with time properly and have a fully developed chronological framework. They can make a time chart according to scale which records different aspects of history e.g. political, social, cultural and economic and which compares developments in contemporary civilization. They can comprehensively analyse the changes and similarities within and across different periods of time and can easily correlate the relationships between events, people, ideas and historical perspectives and interpretations. They can find out subtle mistakes in a picture or a text of an anachronistic nature. They are well versed with the reasons for, and results of, events and changes and can support an argument and reach sustain substantiated and balanced conclusions. They provide valid argumentation to show that causes and results are like a network and that some causes and results are more important than others. In answering questions they show that they know that there is a relationship between the nature of historical causes and the attribution given to them by historians. When answering questions they can provide all the causes stressing their importance and consistently evaluate the significance of the different causes thus really understanding the significance in history of any major change.

Strand 3: Nurturing historical skills

This includes the development of the skill of empathy or the ability to look at events and issues from the perspective of people in the past thus being able to form an interpretation of motivation in history, a reconstruction of attitudes and beliefs of people in the past and an understanding of their actions and practices. It also includes the ability to work with sources and the critical handling of evidence including placing it in context, analyzing it, detecting bias and pointing to gaps and inconsistencies, distinguishing between fact and opinion, developing a hypothesis through comparing evidence, reaching conclusions based on it and giving a balanced interpretation.

Attainment Level 1

Students communicate intentionally and can seek attention through eye contact. They take turns with familiar persons and sustain concentration for short periods. Students can exhibit a response when participating in role plays and respond to the wearing of masks, hats or the dressing up of costumes related to a historical period. They explore materials in a more complex manner, for example, when they reach out to touch and feel fabric or materials related to past events, or when they reach out to touch and feel historical artefacts or parts of clothing that are being used for a role play.

Attainment Level 2

Students are able to choose between objects that are old from a number of other objects. They can sort or match items or pictures by recognising their similarities, for example by making up pairs or by collecting objects given one criterion, by colour, size, old or new. Students are able to respond in different ways, by using one or two word answers, signing or picture exchange communication symbols to and communicate about such objects or past events. Students can observe pictures of persons in familiar routine activities, today and in the past. They can communicate their feelings and ideas in one, two word, simple phrases or visual symbols, whether these people look happy or sad.

Attainment Level 3

Students are aware of distinctions made between their past and their present life. They can use vocabulary, symbols and signs to indicate the passage of time, for example regarding now, before, yesterday and today. Students are able to identify activities related to aspects of time, in relation to a visual communication schedule or the students' daily school routine. Digital photography can be utilised to record activities. Through the printed out photos students will learn to connect activity to the recorded picture and put them in the correct sequence. Students can also identify and make short comments about the photos of activities or answer the question 'What are you doing there?'.

Attainment Level 4

Students can answer summatively (Yes/No) about the feelings of people that they can observe. They are able to orally answer whether a person was happy, sad, angry or afraid under the given circumstances. They start to handle evidence especially pictures or artefacts and answer questions or pass short comments to show that they know that this evidence gives us some information about life in

the past. Students are able to identify and infer information from the evidence provided and can orally describe what they see such as games children and adults played in the past.

Attainment Level 5

Students are able to explain in simple sentences how people may have felt when faced with a particular situation and why they acted as they did such as how various Maltese personalities like Dun Mikiel Xerri, Dun Karm and San Gorg Preca acted as they did. They can pass some comments to show that they know that evidence such as pictures of long ago or elementary historical local sources are important. They identify different types of evidence and are able to obtain simple information from them to find out how life looked like in the past. They can answer questions about the past by looking at various types of evidence including pictures and written sources. They are able to find at least one source of evidence to differentiate between historical fact and a legend.

Attainment Level 6

Students are able to comment on some of the reactions of people in the past such as reconstructing the plight of our grandfathers during the Second World War thus demonstrating some sense of empathy. They are able to describe in simple sentences how people felt emotions like joy, fear and hunger in the same way that people can feel them today. They start to become familiar with the question *How do we know?* They can comment about the importance of evidence and show orally or in writing that they are able to infer some information from various types of evidence such as through simple investigations and during on-site visits to a prehistoric site. They can describe the main features of pictures, simple maps, diagrams and graphs and can identify the sources that are useful to answer a question. They can explain the difference between primary and secondary sources.

Attainment Level 7

Students can explain how people living in the past could have felt. They can reconstruct some of their different reactions of different people in the past through the use of simple empathy. They can act out (role play) any given historical situation. Students are familiar with the question *How do we know?* They can distinguish between primary and secondary sources and in answering questions they show that they are aware of a variety of historical evidence from different periods. They begin to be aware that written sources may be biased. They can make simple inferences from various sources of evidence such as written sources, pictures and artefacts. Students are able to pass simple comments to show that they started to be aware that some aspects of the past may be represented and interpreted in different ways.

Attainment Level 8

Students are able to empathise with the different reactions of various people from the past in a given situation and can comprehensively act out (role play) a given situation. They can comment and write about the viewpoints of persons with whom they do not agree. They can make an imaginative reconstruction which is not anachronistic of a past historical situation. They can base this

reconstruction on various pieces of evidence. Students are aware that there are different historical interpretations of events and that some aspects of the past may be represented and interpreted in different ways. They can compare two accounts of the same events and note contrasts and similarities. They can distinguish between fact and opinion and recognise gaps in evidence. They can investigate a particular topic using a wide range of sources. They can ask and answer significant questions to evaluate sources in their historical context and use these critically to reach and support conclusions.

Attainment Level 9

In focused discussions or through extended writing students can empathise with the different reactions of people in different situations in different historical periods. In answering questions they show that they can identify the values and attitudes on which human actions were based in the past. They can reconstruct different interpretations of various people and situations and identify some of the choices available to a person in a given situation in the past. Students can investigate independently using a wider range of sources e.g. documents, artefacts, pictures, photographs and buildings. They can carry out historical enquiries, can interpret complex statistical sources and reach substantiated conclusions. In their writing they analyse different historical perspectives and interpretations of events, people and changes. Students begin to evaluate various sources and reach substantiated conclusions. They can distinguish between relevant and irrelevant evidence, recognise various gaps and contradictions, and realise that evidence can be partial. They can evaluate sources for reliability and carry out some historical research based on some sources.

Attainment Level 10

Students consistently empathise with the different reactions of any people in different situations in different historical periods. They can identify any values and attitudes on which human actions were based in the past. They can fully reconstruct different interpretations of various people and situations and identify the extent of choice available to a person in a given situation in the past. Students consistently investigate independently using a wider range of sources e.g. documents, artefacts, pictures, photographs and buildings. They can critically carry out historical enquiries, can interpret very complex statistical sources and reach well substantiated conclusions. They can clearly understand and analyse different historical perspectives and interpretations of events, people and changes. In their writing they critically evaluate them and reach substantiated conclusions. They can distinguish between relevant and irrelevant evidence, recognise various gaps and contradictions, and realise that evidence can be partial. They consistently evaluate sources for reliability and use this evidence critically and effectively to carry out historical enquiries.

2.8 The use of attainment level descriptors for national benefit

Attainment levels of all students should be assessed on an annual basis. This will allow all of the stakeholders to evaluate the progression in learning made by each student. The data collected will give a simple score of the number of the attainment level reached in each strand. This data can then be collated by the school, by the college or by the Department of Curriculum and e Learning to give a general picture of year-on-year progression of attainment. The data base will be used with clearly

defined ethical responsibility so that students, classes or schools cannot be identified by other schools or colleges. This data is very informative to support school development planning as it provides objective evidence of the year on year progress that is being made. This data can be used to celebrate success.

2.9 The use of attainment level descriptors within lessons

The reference to the learning outcomes levels within a unit is to give the teacher a rough guide as to the possible range of student attainment in a class. Within a class of students there will be a wide range of diverse levels of student attainment. In order to support the teacher to appreciate this wide range of attainment it is possible to gauge the approximate level within which students find themselves. For example in Form One we might expect all students to be at level seven which is the average level for History for that year group. Yet within such a Form One class the diverse range of ability may be as wide from level one to level nine. In planning a lesson, teachers need to be aware of this possible range of ability so that effective teaching and learning can take place.

It is very important to note that a attainment level descriptor is a very indiscrete tool not to be used for weekly purposes at a classroom level. Within any one level reflecting annual attainment there will be many sub levels of attainment that different students will reach during a teaching block. Teachers should see the use of attainment level descriptors within the subject units to be a rough guideline to encourage their own more precise planning.

2.10 Avoiding the misuse of attainment levels and indicators of learning outcomes

It is important to note that the results of the attainment level assessment should not be used:

- to inform daily progression because any group of students at one attainment level will still have different levels of understanding
- to indicate a student's actual level of attainment on a daily basis.
- to assume that working in one lesson is equivalent to a year's progress.
- to assume that a student attainment level is the same across different units within the same strand

2.11 Avoiding the misuse of learning outcomes

The indicators of learning outcomes identified within the units are based on the teaching objectives. These indications of learning outcomes are only a small sample of all the learning outcomes that will emerge from a teaching objective. Teachers need to be aware that there are many learning outcomes that different students will achieve during the course of a unit. Teachers should not teach to the learning outcomes.

It is also important that teachers do NOT assume that the indicators of learning outcomes in the unit reflect the focus of the whole unit. The driver of the units is the set of teaching objectives NOT the indicators of the few stated learning outcomes.

When using the indicators of learning outcomes in the units it is important to acknowledge that these are a very rough guide for the teacher to begin to bring down the extensive range of other possible learning outcomes that a teaching objective will facilitate.

3. The structure of units in the History curriculum documentation

The curriculum documentation is written in the form of units and has the following content;

3.1 Unit code and title

The title of each unit reveals the content of the unit and each unit is coded for the schools or teachers to record information collected. The consecutive numbers 7 and 8 in the Form 1 and 2 units reflect the year of schooling and have no relation to the attainment levels.

3.2 Strands and Attainment Levels

Each unit reveals the specific strands that are being delivered so as to remind teachers of the teaching aim of that specific strand and provide relevant learning experience for students.

3.3 The teaching objectives

The specific objectives for each unit are drawn directly from the general objectives within the Teaching Objectives Framework. There are the specific teaching objectives within each unit. These unit specific objectives are in two categories, a set for those students who are within their year related range of ability and then a set for those whose ability requires a further level of assessment. Selected from mainstream teaching objectives, these objectives are adapted to suit the needs of students with learning difficulties.

Teaching Objectives facilitate the focusing of knowledge, skill and attitude to be included in a unit. Usually there are three to five teaching objectives in a unit. Teachers may adjust the requirement of target attainment according to students' abilities, and then plan teaching and a variety of class activities accordingly.

3.4 Vocabulary

Relevant vocabulary included in the units that students need to experience and learn.

3.5 Points to note

These should cover reference to the subject approach to teaching and learning, but they may refer to health and safety issues that teachers need to consider and deal when teaching the unit.

3.6 Resources

A list suggesting teaching material required when teaching the unit. These include a variety of materials to support e Learning.

3.7 Examples of teaching experiences and activities

The teaching and learning content of each unit should correspond to the teaching objectives of the curriculum units. Next to each exemplar teaching situation the specific teaching objective is clearly stated. The examples given for each specific objective reflect ideas to catalyse and inspire teachers to think of their own ideas and materials. The teaching examples indicate different activities for students who are attaining at different levels. The activities are also written in such a way as to encourage student centred learning. In creating student centred learning opportunities the teacher must appreciate the difference between teaching objectives for the lesson which indicate the focus of the learning opportunities provided, and the learning outcomes which indicate a range of possible responses that students may give.

3.8 Differentiated Learning Outcomes

The differentiated learning outcomes show an indicative range of attainment levels for different students. They are given as a rough guide to stimulate the teacher's planning. In their class the range of attainment may be wider or narrower. In preparing the unit the teacher should reflect on the range of ability of the students in that class. There can do so by referring directly to the attainment levels. As a consequence of the range of attainment levels the teacher may need to plan for different teaching activities occurring at the same time.

4. The units for History

The units have two consecutive parts. The first part relates to the attainment levels of students from 5 to 8. The second part refers to attainment levels of students from 1 to 4 and in this part the objectives are similar to those in the first part but they may have a third part which refers to eLearning activities that relate to all levels of attainment.

The teacher is expected to select the range of objectives (from parts one and two) needed according to the range of attainment levels of the students in their class.

5. Assessment Strategies

Assessment needs to be effective, meaningful and must have a purpose. The purpose of Assessment for Learning is to provide feedback for teachers and learners on the teaching and learning taking place on a day to day basis at classroom and school level. This evidence will enable the teacher to adjust the learning programme accordingly in order to improve the quality of learning. Assessment tasks and procedures should be consistent with the aims of each strand of the subject and with the activities being done in class to achieve these aims. In this way assessment will be a vital part of the learning programme. The teacher needs to think of assessment tasks that disclose what has been learnt, what needs further prompting and the next step in learning for the student.

Assessment strategies refer to the different method of data collection and how they are reported in both formative and summative contexts. A number of basic specific strategies include clear and shared learning intentions, specific and reachable success criteria, effective questioning, feedback that feeds forward, self and peer assessment. Assessment for learning and teaching is an essential part of promoting students' active participation at the level of their understanding.

There is an important distinction between strategies to assess attainment as opposed to achievement. Assessment of attainment relates to the 'academic' work in the subjects of the curriculum. Assessment of achievement relates to the broader issues that relate to attainment but includes other concerns such as student effort and motivation. In this context we can have a student at level three who is a high attainer and a student at Level nine who is a low attainer. Understanding this distinction is important if the teacher is to ensure that effective progression in learning takes place.

Assessment of the attainment level descriptors should only be summative once a year. Attainment level descriptors contain a number of learning outcomes that reflect a small example of all the learning outcomes arising from the units and their objectives. In assessing an attainment level descriptor the

teacher should recognize each of these learning outcomes and use 'a best fit' approach in deciding which learning outcomes within a level that a student has attained.

Assessment of unit- based work should be formative and ongoing. As students complete their work examples of it can be kept. The teacher may also make written comments in their own diary and separately encourage the students to write their own evaluation. The collection of this formative data can be used to inform the attainment level that best fits the student. It is important that the evidence be collected systematically to allow objective judgment as well as subjective reflections about the achievement of the learner.

A classroom culture where a growth mindset is promoted needs to be created. It is a culture where learning is a priority, where learners yearn for that information that will stretch their knowledge, where the classroom changes into learning communities. Assessment for learning strategies are further elaborated in the Appendices.

6. Facilitating student centred learning with Curriculum documentation

The curriculum documentation is written to encourage the teacher to ensure that every student has the maximum opportunity to learn. One important element is to reflect on the limited ineffectiveness of the traditional approach of teacher led teaching and to explore the value of student led or student-centred learning as being a more efficient way of encouraging student curiosity and raising standards of educational attainment

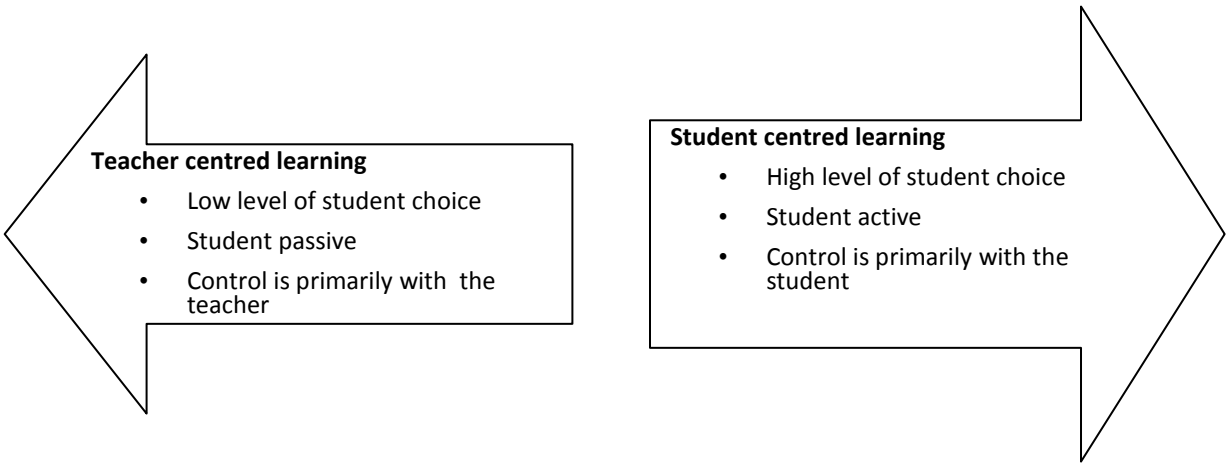
Traditionally teachers have taught their children using the same teacher led teaching method. They have decided on the lesson and one activity that they want to teach to all the students at the same time. Every student had the same experience and sometimes follow up exercises were given for two different groups. Teachers are encouraged to change their approach from teacher-led teaching to student centred learning.

6.1 What is student centred learning?

There are many terms linked with student centred learning e.g. Flexible learning, Experiential learning, Self-directed learning. Student centred learning is about the shift in power from the expert teacher to the student learner. The paradigm shifts away from teaching is to move the power from the teacher to the student. In student centred learning, the teacher is a leader who is perceived as an authority figure in the classroom but is sufficiently secured within themselves to trust the capacity of the others to think and learn independently. The learner has full responsibility for their learning.

6.2 Teacher-centred and student-centred contrary perspectives

There are two very different approaches to enabling students to learn. One is where the teacher tells the students all that he thinks that they need to know. This direct teaching usually is given from the front of the class and the teacher controls all of the student learning by efficiently telling the whole class what needs to be learned. At the other end of the spectrum there is student centred learning where the teacher is only one of several resources available to each different student in the class.



6.3 Student centred learning continuum

Within the various understanding of student centred learning there are a range of interpretations. In the limited interpretation the teacher decides what each individual student needs to know and sets the behavioural objectives to indicate efficient learning. Each student only learns what the teacher tells them but the information is specific to each student. At the other end of the student learning continuum, the student is in total control of what they learn and when they learn it. In this case the transmission of knowledge is not so efficient, but the control of the learning and understanding is very effective because it is monitored by the student themselves. In between these two extremes there are many interpretations of the term 'student centred learning'. The key factor is that the student is in control of the flow of learning information, no matter what are their disability related barriers to learning.

6.4 Implications for curriculum design

In order for a teacher to encourage student centred learning, there needs to be a clear curriculum framework through which students can progress, week by week and year by year. This framework should provide a curriculum of opportunity for each student to follow during their career through school. At the school and classroom levels there needs to be effective and appropriate curriculum design with the following features:

a. The curriculum should be unitized with clear objectives
b. Within a unit students should have a choice of what they wish to learn in the lesson

6.5 Lesson planning for student centred learning

Student centred learning requires the teachers to plan their lessons effectively. A lesson plan for a group of students should address the following questions:

a. Are the indicative learning outcomes clear
b. What are the identified learning processes for the beginning, middle and end of the lesson?
c. What resources are identified?
d. Is there any guidance for behaviour management?

6.6 Understanding the difference between the teacher's lowest conceptual level which is above the students' highest conceptual level

Across all of the range of ability there is evidence that teachers in a teacher-led teaching context, significantly overestimate the level at which their students are capable of learning. Teachers use their lowest level of understanding to give students access to their lessons. Again and again, at all levels of attainment, there is evidence that the majority of students in a class fail to have a high enough level of understanding to appreciate the lowest level of their teacher. The teachers continue to teach what they know but fail to recognize that many of the students have no idea what the teacher is saying or doing.
This is one of the greatest problems with teacher led teaching. Student centred learning would overcome this as the students level of understanding is the starting point which they control.

7. The use of curriculum documentation for curriculum planning

The value of unitized Curriculum documentation is that they support curriculum planning at both the school and classroom level. This approach means that the attainment of the students drives the balance of the school curriculum and not the subjective decisions of the school's senior management team. In the three tables below we can see that a unitized curriculum within a scheme of work allows the senior managers monitor at a school level what is happening at the classroom teaching level as well as at the classroom timetabling level.

7.1 Teaching hours for the allocation of subjects

At a school level the scheme of work allows for the allocation of teaching hours in Form One

Maltese	English	Mathematics	Integrated Science	Religion	**Total teaching hours**
84	105	105	84	42	
Geography	Arts Education	History	PSD	Social Studies	
21	21	42	42	21	
ICT	PE	+ 1 foreign language option	+ other option		
21	42	84	42		**756 hours**

(The above data is based on scholastic year 2010-2011)

7.2 Yearly planning statement

This document can then be converted into a yearly planning statement for each class. This allows the senior management team to understand and then monitor what is happening across one year in any one class.

School Yearly Planning 2011-2012 Form One

	Teaching Block (TB1)	Teaching Block(TB2)	Teaching Block (TB 3)
Maltese	Unit 1 Jiena Unit 2 Film li ma ninsa qatt Unit 3 Int sabiħa o Malta tagħna Unit 4 Darba waħda	Unit 5 Logħob u festi Unit 6 Sur editur Unit 7 L-istorja ta' Jo Unit 8 L-iskola	Unit 9 Jason Unit 10 Storja ta' vera Unit 11 Naraw fejn aħna Unit 12 Aħna tfal bravi
Maths	Unit 1 Properties of whole numbers Unit 2 Angles Unit 3 Number patterns & co-ordinates Unit 4 Decimal number & money Unit 5 Fractions	Unit 6 Metric measures & time Unit 7 Triangles & scale drawing Unit 8 Accuracy & number machines Unit 9 Polygons & symmetry Unit 10 Displaying data,central tendency & probability	Unit 11 Using letters instead of numbers Unit 12 What are directed numbers? Unit 13 What are straight line graphs & transformations Unit 14 Solid Shapes & Volume Unit 15 Solid Shapes & Volume
Geography	Unit 1 Map Detectives	Unit 2 Exploring Malta (1)	Unit 3 Exploring Malta (2)
English	Unit 1 The way we live Unit 2 Going on holiday Unit 3 The world of science Unit 4 The world around us and beyond Unit 5 Families	Unit 6 Friends Unit 7 The right job for me Unit 8 Let's sing & play Unit 9 Adventure Unit 10 Let's play this game	Unit 11 Different ways of buying & selling Unit 12 Let's imagine Unit 13 Television Unit 14 Follow the rules Unit 15 Let's save the world

History	Unit 1 Studying history Unit 2 Beyond history	Unit 3 Meeting civilizations Unit 4 The Roman eagle spreads its wings	Unit 5 The Roman eagle spreads its wings Unit 6 Under the rule of the crescent
Social Studies	Unit 1 Living in a society –socialisation	Unit 2 Living in a democracy	Unit 3 – The person as a consumer – goods & Services
PSD	Unit 1 Getting to know my new school environment & peers Unit 2 All about me	Unit 3 Respecting ourselves & others Unit 4 Understanding growing up changes & making responsible choices	Unit 5 Roles & responsibilities within different social contexts Unit 6 Making good use of my time
Music (General) **Music (Option)**	Unit 1 Musicking Unit 1 note values, time names & signatures Unit 2 Pitch & pitch inflections	Unit 2 Music in Art Unit 3 Intervals & aural awareness Unit 4 The triad & its application	Unit 3 A golden treasury of medieval & Renaissance music Unit 5 Writing & performing strands
Textile Studies	Unit 1 One way to sew it up! Unit 2 Christmas Stocking	Unit 3 taking a look at textiles Unit 4 rags to riches	Unit 5 Creative Design Unit 6 Colour your Life
PE	Unit 1 Fast, high & far Unit 2 Let's dance	Unit 3 That's a cool work out Unit 4 A cool routine	Unit 5 Just between us Unit 6 Send it up high Unit 7 Outdoor 1- follow it, find it
Integrated Science	Unit 1 In the lab Unit 2 Grouping Unit 3 Ecology Unit 4 Energy around us	Unit 5 Energy & sustainable living Unit 6 Chemical reactions Unit 7 Cells & body systems Unit 8 Reproduction	Unit 9 Acids & alkalis Unit 10 Materials Unit 11 Electricity Unit 12 Forces
Religion	Unit 1 My journey Unit 2 The power within	Unit 3 Choosing the way Unit 4 The backpack	Unit 5 Challenges Unit 6 Never alone
Art	Unit 1 The magic of line	Unit 2 A kaleidoscope of colour	Unit 3 Patterns galore Unit 4 Textures to see, textures to touch
Drama	Unit 1 Let's polish it	Unit 2 How do I behave?	Unit 3 We become someone else

Italian	Unit 1 Start Unit 2 Myself & others Unit 3 On the road Unit 4 In the city	Unit 5 What do you do? Unit 6 My identiy Unit 7 The family Unit 8 Whose is it?	Unit 9 My home Unit 10 The Colours of life Unit 11 Daily routine Unit 12 What day is today?
French	Unit 1 Recognising French in various forms Unit 2 My school mates Unit 3 All about myself Unit 4 My clothes, likes & dislikes	Unit 5 Life at school Unit 6 Consolidation & revision Unit 7 My family Unit 8 Time & date	Unit 9 Where am I? Unit 10 Let's visit Paris! Unit 11 Where is all? Unit 12 Consolidation & revision
German	Unit 1 Let's start Unit 2 All about myself Unit 3 Family & friends Unit 4 How much, how many?	Unit 5 Daily routine Unit 6 What is the weather like? Unit 7 Free time & hobbies Unit 8 Yes, of course	Unit 9 What I can do & what I want to do Unit 10 Have you heard? Unit 11 At home Unit 12 Consolidation & revision
Arabic	Unit 1 Let's get started Unit 2 The Arabic Alphabet Unit 3 All about me Unit 4 Identifying yourself & others	Unit 5 Sentence structure & punctuation Unit 6 Family & relatives Unit 7 Colours , Shapes & descriptions Unit 8 My house; types of houses	Unit 9 My school & its environment Unit 10 Can you tell me where is…..? Unit 11 Numbers (1-10) days of the week & months Unit 12 What I have learnt this year
Design & Technology	Unit 1 Gifts of the forest Unit 2 Plastic investigator	Unit 3 Test it yourself Unit 4 Treasures from under ground	Unit 5 One way operation Unit 6 Sensible energy sources
ICT	Unit 1 Collecting and sharing information	Unit 2 Texts, pictures and numbers	Unit 3 Presenting and publishing information

Spanish	Unit 1 Ready, set, go! Unit 2 Hello, how are you? Unit 3 Where are you from? Unit 4 the family is well, thanks.	Unit 5 How hungry! Unit 6 Everyone has their favourite colour Unit 7 Home, sweet home Unit 8 Come on!	Unit 9 My daily routine Unit 10 It's raining cats & dogs Unit 11 More beautiful than most Unit 12 Beach or mountain?
Graph Communication	Unit 1 grasping the principles of basic geometric construction Unit 2 constructing angles & patterns by means of compass & set squares	Unit 3 Constructing triangles & quadrilaterals Unit 4 Constructing circles & polygons	Unit 5 Projecting isometric drawings Unit 6 Introducing information graphics
Home Economics	Unit 1 Discovering Home Economics Unit 2 Pyramid power	Unit 3 Smart snacking Unit 4 Breakfast Time	Unit 5 Sweet Endings Unit 6 Roll up your sleeves

7.3 Weekly Timetable

This document can then be used to identify a time table for any one class according to the relevant teaching block. So for example if we take the subjects for Teaching Block One above we can then produce a timetable for that Teaching Block.

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Unit 1 Properties of whole numbers	**PSD** Unit 1 Getting to know my school…	**English** Unit 1 The way we live	**Int. Science** Unit 1 In the lab	**Geography** Unit 1 Map Detectives
English Unit 1 The way we live	**PSD** Unit 1 getting to know my school..	**Maltese** Unit 1 Jiena	**Italian** Unit 1 Start	**Religion** Unit 1 My journey
Maltese Unit 1 Jiena	**PE** **Uni**t 1 Fast, high & far	**Maths** Unit 1 Properties of whole numbers	**Religion** Unit 1 My journey	**Maths** Unit 1 Properties of whole numbers
ALM Unit 1 Musicking	**Italian** Unit 1 Start	**Maths** Unit 1 Properties of whole numbers	**English** Unit 1 The way we live	**Italian** Unit 1 Start
Maths Unit 1 Properties of whole numbers	**History** Unit 1 Studying History	**Italian** Unit 1 Start	**Maltese** Unit 1 Jiena	**Maltese** Unit 1 Jiena
Home Econ. Unit 1 Discovering home	**English** Unit 1The way we live	**Int. Science** Unit 1 In the lab	**ICT** Unit 1 Collecting & sharing information	**English** Unit 1The way we live
Home Econ. Unit 1 Discovering home	**Int. Science** Unit 1 In the lab	**PE** Unit 1 fast, high & far	**Social Studies** Unit 1 Living in a society- socialisation	**Int. Science** Unit 1 In the lab

Such a system means that there is a direct and manageable link between what is being taught in the classroom and what is planned at a senior management level. This also means that the results of the attainment levels of student assessment can influence that balance of hours allocated to each subject. If this happens then it is possible to say that the balance of the subjects taught in any school is driven by the student's level of attainment i.e. it is a student centred curriculum.

8. The important contribution of eLearning

eLearning is about making learning more flexible by providing access to tools that give greater possibilities to teaching and learning. The question, "What can teachers and students do today that they could not do without technology?" has to be the guiding rule that helps teachers and students use the tools to achieve skills that are expected in a 21st century learning environment. Digital technologies give control over to the users as to when and where they study while allowing them to develop at their own pace. Digital technology has the potential to provide a student centred learning environment tailored to meet individual needs.

8.1 Digital Technologies

eLearning provides a range of technologies including:

1. Generic software applications, word processors, spread sheets, and statistical tools which can be used to develop ideas and skills and to present and publish results and findings;
2. Subject specific software;
3. Presentation technologies - including interactive whiteboards, projectors, digital cameras, recording mics and presentation software;
4. The Internet - which provides access to a range of digital resources including on line libraries, databases and "Cloud computing".
5. Conferencing - which includes e-mail, Blogs and Wikis, discussion boards, bulletin boards and chat tools that can support a range of collaborative activities;
6. Multimedia to support a variety of learning styles and includes the use of images, sound, video and animation;
7. Computer assisted assessment - automatic on-line testing which will be available on the National VLE. Some teachers are already using such software that is available on the Web;
8. Computer assisted learning - using the computer to support learning e.g. online tutorials that might include video or animation and feedback within a structured framework;
9. Video conferencing, involving the use of audio and visual communication can be used to share ideas collaboratively;
10. Streaming - digital audio and video delivered via the web can give students access to real situations that might otherwise be inaccessible;
11. Simulations and Models that enable students to explore real world models and develop practical skills in a safe environment;

12. Games including robotics, game consoles and 3D worlds where the student learns through experimentation and interacts with others in a simulated environment;
13. Visualisation tools including mind mapping and concept mapping tools that are used to represent complex information.
14. The list is not exhaustive and the creative teacher will be helped and supported in exploiting emerging technologies to enhance the teaching and learning.

8.2 Leaders' role

Digital technology plays a critical role in allowing teachers to focus on student-centred approaches. Integrating digital technology into the curriculum is an essential way to retool our schools and turn them into learning spaces that will prepare our learners for tomorrow. Integrating technology into the curriculum is not the same as being competent in using the computer. Leaders should stop thinking about technology training and how it can be used in the classroom and start thinking about curriculum training that incorporates technology.

9. Appendices

Appendix 1: Flexibility in curriculum management progression from a Unit to Teaching

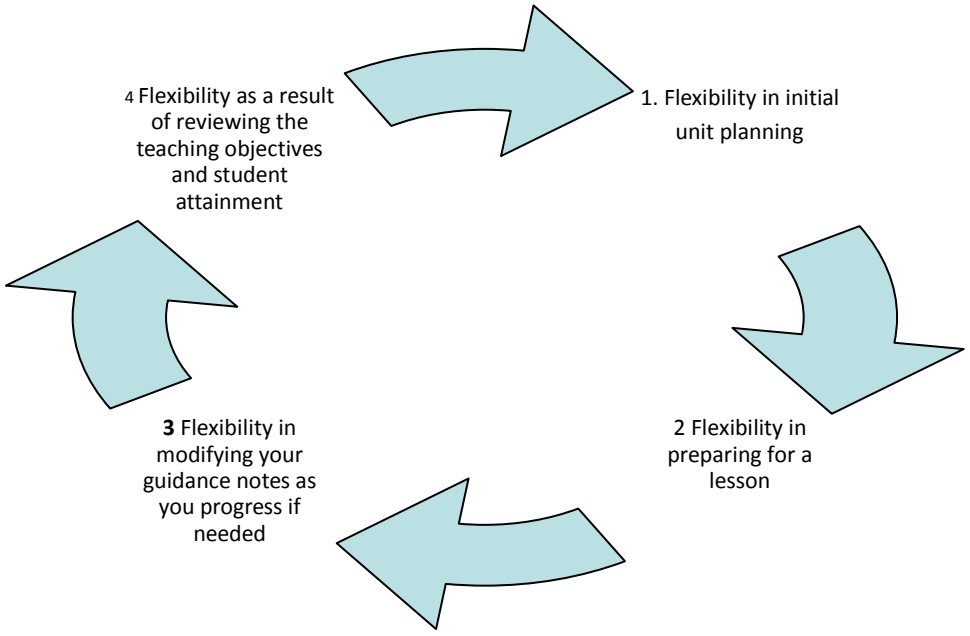
At each level in the hierarchy of the schooling system the curriculum can be flexibly managed e.g.

- The central curriculum from the DCMeL.
- The curriculum of opportunity: the whole set of units for each subject at college and school level.
- Subjects: scheme of work with the strands, their units and level descriptors at HOD level.
- Subject units: all the units that make up the scheme of work for each subject at a classroom level.
- Unit teaching objectives: teacher's delivery of the subject.
- Student learning outcomes: macro for the class and micro for the student.

Different forms of flexibility when managing the units at a classroom level

1. Flexibility in initial unit planning
2. Flexibility preparing for a lesson
3. Flexibility in modifying the teaching plan as you progress
4. Flexibility as a result of reviewing the teaching objectives and student attainment.

Flexibility in developing a teaching implementation strategy at the classroom level



1. Flexibility in initial unit planning

Unit title: THE ROMAN EAGLE SPREADS ITS WINGS **Unit duration:** 9 sessions of 40 minutes

Strand: 1. Learning about events, people and regions in the past
2. Mastering historical concepts
3. Nurturing historical skills

Objectives at attainment levels 5,6,7,8

The teacher will:

1. Explain what the Roman Empire was and how it grew and extended over most of Western Europe anand North Africa
2. Teach about Roman life and society, the Roman army and Roman roads
3. Highlight the causes for the fall of this Empire and explain the importance of its legacy.

Objectives at attainment levels 1,2,3,4 (Mainstream objective 3 is not relevant at this level of attainment)

1.1 explain that Malta is surrounded by the Mediterranean Sea and that in the past the Romans occupied Malta for a period of time.
2.1 help students understand differences between past and present by contrasting the present with life in Roman times.

- Read the unit as a whole to ensure that you have a picture of what it says.
- Ensure that you appreciate the approach to teaching and learning for that subject.
- Reflect on the approach you will take to student centred learning.
- Decide on the teaching situations and learning activities that would suit your class of students.

Review and if necessary rewrite, the range of possible learning outcomes so that they reflect the range of students' attainment levels in your class.

2. Flexibility preparing for a lesson

Decide on Unit Teaching Objectives for the week e.g. teach about Roman life and society
Insert the teaching objectives for the whole unit
Identify some key words to be stressed throughout the unit
Indicate some of the key teaching materials that you will use.

Decide on appropriate vocabulary…….
flexibility in deciding the key words to be used in the
amphitheatre, towns, villas, murals, sculpture, thermae, roads, aqueducts, patricians, plebeians

The following plan illuminates what is meant by flexibility. It is not intended that the teacher has to write a similar plan although the teacher may make some sort of preparation or guidance notes especially if there is an LSA in the class.
All of these are but a few examples of the numerous ways in which call groupings can be organized.

Decide on work station groupings of students here are some examples

- A grouping with mixed ability students working to the same objective but with different activities. Over a period of time the students would alternate around the activities.
- A grouping where the objective is a different one and the activity is as per unit**; Flexibility** In this case is that the order of the objectives are different for different students in the same class as some may have progressed more quickly.
- A grouping where the objective is the same but the activity is different**; Flexibility** in this case is in the change of teaching activity.
- A grouping where the objective is from a different level and the activity comes from the unit; **Flexibility** in this case is in the change of level of objective.

Grouping A **Clare: level 7, Peter : level 7, David: level 8** **Teaching objective 1** The teacher will teach about Roman life and society **Activity** Teacher should invite students to look for information about life in Roman times by exploring different resources; books internet etc **Indicative learning outcomes 1** The student's expected response is: to display a very good factual knowledge and understanding of the daily life of Romans analysing the social and economic conditions prevailing at that time and recognising the main aspects of towns at that time. (Level 8) to know about various aspects of the daily life of Romans and be aware of some social and economic conditions prevailing at that time in	**Group B** **Petra level 5, Mark level 4, Andrew level 3** **Teaching objective 2** The teacher will help students understand differences between past and present by contrasting the present with life in Roman times. **Activity** Teacher should supply students with a number of pictures from the lives of various people from Roman times e.g. slaves, soldiers, patricians and plebeians. He should empower students to discuss the differences they note and how in those days life was different from today. **Indicative learning outcome 2** The student's expected response is To demonstrate some knowledge and understanding of the various types of lives different Romans lived in those days and to identify and talk about the differences in their lives from those of today. (Level 5) to answer very simple questions about the lives of different types of Romans and to

Roman times. (Level 7)	realise that life in those days was different from today. (Level 4) to note some differences in the lives of different types of Romans and to distinguish between the past and present in. (Level 3)

Lesson notes

- Make a note of the approximate amount of time that you would devote to teacher centred teaching and student centred learning. You may have two 10 minutes teacher directed sections followed by a 10 minute student reviewed section within each lesson.
- Write the teaching situations and try to make them exciting.
- Write the guidance for teaching those activities to maximise student centred learning.
- Ensure that the activity that they are to do is demonstrated to each supporting adult (not just explained).
- Make sure that everyone knows that the learning outcomes are possible indicators of student response and not teaching objectives.

3. Flexibility in modifying your guidance notes as you progress

3.1 During the lesson

- During the lesson activities glance at the students to check that they are doing what you expect. If students are not doing what you want either show them there and then or talk to them after the lesson.
- Ensure that any behaviour guidance is clear and adhered to.
- At the end of the lesson review the subject content that has been covered and evaluate if you need to make changes for the coming week. You may keep the same content for the whole teaching block or you may insert new activities or content.

Flexibility as the plan of the lesson progresses, then you can evaluate

- The appropriateness and effectiveness of the teaching materials,
- The teaching interaction situations,
- The groups and the effectiveness of support
- The quality of achievement from the student
- The actual responses the students give that indicate the level of learning outcomes.

Constantly refer back to the subject unit to

- Ensure that the spirit of the unit as shown in the objectives and indicative learning outcomes are clear in your teaching plan

- Reflect on the effectiveness of the delivery of your teaching objectives in the spirit of the unit
- Check that your subject approach to teaching and learning meets the guidance in the Teachers Handbook
- Reflect on whether you have assessed the student at the correct level of attainment that he can achieve without adult intervention.

Modifications to subsequent lessons may be needed if not all objectives are covered. By modifying the teaching plan as the teaching block progresses, adjustments to lessons can be made according to

- the speed at which the teacher successfully completes the teaching objectives
- the teaching situations can be modified according to the spontaneous inspiration of the teacher
- the student learning outcomes can be individually adjusted, as the learning progresses for different students.

3.2 Reviewing the teaching objectives and student attainment once the unit is completed

- Evaluate the effectiveness of the teaching objectives
- Evaluate the learning outcomes for each student
- Use the above information to inform the planning of the next unit.

3.3 Flexibility with the Teaching Objectives

The teaching objectives are to inform the teacher's delivery of the subject content.

- All of the teaching objectives contribute to the Teaching Objectives Framework for the subject.
- Teaching objectives reflect the syllabus of the Central Curriculum that are appropriate to the level of attainment of our students
- Teaching objectives should NOT be referred to as learning objectives. (Learning objectives do not exist within our diversity paradigm)
- Teaching objectives challenge the quality of the teacher's knowledge of the subject they are teaching.
- For ease of access then for Form 1 there are a set of teaching objectives for students who are attaining at levels 5,6,7,8 and a later set in the same units for students who are attaining at levels, 1,2,3,4.

3.4 Flexibility in evaluating learning outcomes

Macro Learning Outcomes are based on the level descriptors and they give us an indication of the range of student responses within an annual review context. They allow the teacher to appreciate the broad range of levels of student attainment in the class and to reflect on the general differences across a class of students. Here are a set of examples.

The Macro Learning Outcomes are that the students will:

display a very good factual knowledge and understanding of the daily life of Romans and analyse the social and economic conditions prevailing at that time notably how Roman society was divided, how life in the family was, what life was like in the towns and in the countryside, public and personal health, how Romans used to spend their free time and the importance of the Senate and the Code of Laws. (Level 8)

know and understand various aspects from the daily life of Romans such as how the patricians, plebeians, soldiers, slaves lived and dressed, what life in towns looked like, the importance of amphitheatres and be aware of some social and economic conditions prevailing at that time. (Level 7)

show knowledge and some understanding of various aspects from Roman daily life such as how various Romans lived, dressed and spent their free time. (Level 6)

show some knowledge and understanding of how different types of Romans lived in those days and talk about the differences in their lives from those of today. (Level 5)

answer very simple questions about the lives of different types of Romans and realise that life in those days was different from today. (Level 4)

note some differences in the lives of different types of Romans and distinguish between the past and present in. (Level 3)

Micro Learning Outcomes are based on the response of the students to their teaching experience within a lesson. When a lesson activity is first planned the micro learning outcome will be an estimate by the teacher.

- Once the lesson has been taught the teacher can write a realistic outcome statement.
- Each student will have their own expected learning outcomes.
- The ability to attain an outcome should be where the student is in control of the learning and NOT where the teacher is promoting an answer.
- During a Teaching Block a student should develop their learning outcome attainment.

Flexibility as a result of reviewing the teaching objectives and student attainment

In order to allow learning and teaching to inform each other it is important to review the activity in the classroom from both a teacher and a student perspective. The following criteria may help the teacher to reflect on the flexible criteria that may influence modifications of the teaching and learning process.

Critical Review Criteria

1. Are the teaching objectives from the Scheme of Work unit correctly copied?
2. How are the students put in groups at clearly defined work stations?
3. Does the range of activities fit the allocation of time for that lesson?
4. Is there an appropriate share of the amount of time between teacher centred teaching and student centred learning?
5. Do the teaching activities maximise student centred learning?
6. Are the teaching situations exciting?
7. Do the student learning outcomes differentiate the range of outcomes to be found within one level of attainment?
8. Is there an effective range of student learning outcomes expected for each teaching activity?
9. Do the supporting adults have clear written directions?

Foot note on curriculum management and flexibility

- At every hierarchical level of the schooling process the curriculum can be flexibly managed to ensure that the best quality of education is provided to the students. The different levels of management are DCMeL, College, SMT, HOD and Classroom.
- By curriculum management we are referring to the process whereby the co-ordination of the levels of attainment of each of the students is matched by the managed provision of the full range of educational resources, human, physical and financial.
- In a curriculum that is underpinned by the need to respond to diversity and student centred learning, then at each level there are two important features. In this case we are referring to curriculum management features for classroom teachers.
- The first feature is the need for teacher freedom to flexibly make decisions on how best to use the resources available. The second feature is the need to have responsibility so that the decisions that are made need to be evaluated.
- In this case the EO and HOD give the teacher a set of units which the teacher has flexibility to deliver. Conversely the teacher then is responsible to the HOD for the evaluation of the effectiveness of planning as indicated by the progression in attainment of students.
- At every level it is the successful progression in the attainment level of students that drives the management of the full range of curriculum resources.

Appendix 2: Teaching History Today

The teaching of history today should aim at promoting the acquisition of the knowledge, skills and concepts that are essential to prepare students for better citizenship. In the past the teaching of history was criticised as being just the presentation of dead facts. The subject used to be presented as a package of stories and events of the past. Many had become accustomed to think of the historical past in terms of narratives, sequences and dates. This traditional method of teaching history did little to build up the concepts and develop the skills which are fundamental to understand the past.

Today, though the acquisition of knowledge is still given its due importance, it is recognised that students also need to adopt a critical attitude to historical facts and evidence and to develop and apply the thinking processes essential to historical awareness and interpretation. These include understanding that historians are not simply reporting facts but are trying to interpret the available information and that the same historical facts can be used by different people to support different interpretations of the same event, recognising that a multiplicity of perspectives is possible on any historical event or development, distinguishing facts from opinions and detecting bias. A central ingredient of teaching history is discovering the truth, discovering what probably happened. Presenting sources from different sides to a question and weighing the deferring evidence should be part and parcel of the practical activities done during a history lesson. This is especially important when dealing with contemporary history. In this way students are equipped to question issues and free themselves of any prejudices. Such a collaborated evidence should enable students to move from the present into the past.

When questioning about public statements, reports, newspaper articles, political speeches and other interested parties, students should be trained to decipher what motives these people had, how they benefited from the particular policy or argument being adopted, what causes did they attribute to the situation, what relevant information may have been omitted, why this information may have been omitted, why some points were emphasised more than others, what assumptions underlie their arguments and how justifiable were these arguments. In this way students will be critically evaluating a variety of source material which offers them different perspectives of the same events. Such a process empowers students to fully develop their potential and prepare them for better citizenship.

In class teachers have operational autonomy and are free to decide how to teach their students. Another important component of their teaching should thus involve an emphasis on key historical concepts which help students to organise knowledge and ideas about history, make generalisations, recognise similarities and differences, find patterns and establish connections. Students should be exposed to technical concepts which help them understand how historians work, what they are interested in and how historical knowledge and understanding is constructed and created. These concepts include continuity and change, cause and continuity, chronology, sequence and significance.

Continuity and change should be examined in various spheres of history be it political, economic, social, cultural, religious and intellectual. When looking for evidence of continuity, students should look for signs of uninterrupted or incremental evolutionary development. On the other hand, change implies a clear break with the past as has been the case with some revolutions which have become milestones.

To understand what is happening now, students need to be able not only to examine the recent contributing and casual factors but also to trace the roots back in history. The students should be able to differentiate between causes and consequences that are long-term, short-term or triggers and give them the relevant importance. In this way they would critically analysing and evaluating the historical knowledge they are assimilating.

One of the main aims of history teaching is to help students develop a sense of chronology. This concept has a central place in the development of a child's historical understanding. Historical evidence itself derives its meaning from the time-frame in which it is set. Without a concept of time there can be no real understanding of change, development, continuity, progression and regression. However history teachers must be very careful to draw a distinction between chronology as the sequencing of events and chronology as a general understanding of historical time, including dating systems and time-related vocabulary. They should beware not to fall into the pitfall of reducing history in an exercise of date hopping and should bear in mind that students are not likely to grasp the idea of sequencing quickly.

The skill of empathy should also be catered for by the teacher to empower students to fully understand the historical context. Empathic understanding is the ability to enter into some informed appreciation of the predicaments or points of view of other people in the past. This entails an imaginative interpretation of evidence and the ability to be aware of anachronism. This reconstruction exercise should be based on sources which are not far from the individual child's own level of perceptual development. To empathise, students need to lose the prejudices and expectations of their own time and environment and take on the attitudes and understanding of a past age.

Internet has become a new teaching and learning resource for history. It can provide history teachers and students with extracts of primary sources, a multiplicity of perspectives from different historians, a multiplicity of resources such as photographs, documents, articles, clips from films, documentaries and other audiovisual material and a variety of secondary sources. Besides one can find various games and activities dealing with history. This resource should be tapped by teachers and should prove to be an important asset to motivate students.

Out-of-school activities should also be organised to make the teaching of history more interesting. Such activities have the potential to be an additional source of historical information, provide insights into the life of people in a particular period and help students empathise with those people. Besides such activities can be a useful source for students' projects, encourage reflection and a questioning approach from students and provide opportunities for group work. These activities should be reinforced by a work directive prepared by the teacher to help students focus on important issues.

Thus teaching history should take the form of a process where students evaluate information and acquire the necessary skills to analyse facts and communicate their findings. The right balance should be

struck between developing the students' historical knowledge, developing their ability to critically analyse, interpret and evaluate historical evidence and understanding how historical knowledge is created. In this way teachers would not be just pumping in inert knowledge to their students but would be really developing their full potential and educating them for life.

Appendix 3: Assessment for Learning - important general principles

Assessment for Learning (AfL) occurs when evidence is used to adapt the teaching to meet the needs of the students. Assessment for Learning enhances learning for all types of students because it is there to build a bridge between what is known and what lies on the next step.

1. Understanding what students know

Before starting to teach a new topic or concept, we need to become aware of what are the pupils' perceptions on the subject. Techniques that can be used include Brainstorming, Questioning, Survey, Concept Mapping, Mind web, Discussion, Short test, Evaluate written work done at home or at school.

2. Effective Questioning Techniques

We should consider the use of open challenging questions which allow a range of correct responses and require students to think. More wait time is required. This wait time has to be of around five seconds. Students usually leave the answering of questions to the few most able students in class or else when we use a 'hands up' technique, only those that are sure of the answer put up their hand as the others would not want to risk. What about the rest of the students? How will we know that these students have grasped the concept or the skill? Therefore avoid the hands up technique and give everybody an opportunity to answer. Questions can be of the following type:

- **Literal Questions**
  Simple recall: Who? Where? When? What?

- **Application Questions**
  Can you think of another situation similar to this?
  Do you know of another story that deals with the same issues?
  Do you know where else this can be used?

- **Analytical Questions**
  What makes you think that?
  Can you support your view with evidence?
  Why do you think this was written/given in such a way?
  Why did you decide to do it in such a way?

- **Synthesis Questions**
  What is your opinion?
  What evidence do you have to support your view?
  Given what you know about… what do you think?
  If you were…. what would you think

- **Evaluation Questions**
  What makes this … successful?
  Does it work if done in another way?
  Which is better and why?

3. Oral Feedback during the lesson

Feedback is fundamental. It gives the opportunity to students to improve in their learning. Feedback has to be from teacher to student, student to teacher, and student to student. Good Oral Feedback should

1. focus on the student's work not on the person
2. state specific ways on how the work can be improved
3. compare the work the student produced with what was previously done
4. do it all along the activity
5. be critically constructive use
6. give comments that push the learning forward
7. use a language that does not intimidate the students
8. consider all the students' comments
9. focus on the learning intentions explained at the beginning

4. Oral and Written Feedback after the lesson

'It is the nature, rather than the amount, that is critical when giving pupils feedback on both oral and written feedback'. (Black 2004)

Written feedback can be in the form of grades or comments or both. A numerical mark does not tell the students what needs to be improved in their work and therefore an opportunity to enhance their learning is lost. When a comment is written next to the grade, students tend to ignore the comment and all the corrections the teacher does. The mark becomes a measure of their ability.

Give students the correct advice that would lead them to correct their mistakes. This advice has to be concordant with the learning intention. The advice should be a very short piece of information about where the students achieved success and where they could improve against the learning intention.

The work should go back to the student who must be given time to carry out the requested changes. The work will then go back to the teacher who will correct it and give another advice on what can be done next to enhance learning.

Comments need to begin with what has been a success by showing what needs to be improved and by giving advice on how this improvement can be achieved.

The feedback given has to cause thinking and students need to be given time to answer

- Focus on specifics by asking a specific question about what went wrong
- Delve and ask questions that prompt a student to be more specific

The feedback given should stimulate the student to improve. It should be challenging enough to motivate the students to learn. Visible improvements will increase the students' self-esteem.

5. Promoting Self-Assessment and Peer-Assessment

Self-Assessment

Many studies show significant progress made by children who have been trained to be self-evaluative. At the end of every lesson students are asked to produce reflective comments about their learning, followed by a teacher's summary, unravelling misconceptions that might have been created and

providing links with future learning. Self-evaluation has to be linked with the learning intentions and this will lead to student progress, more persistence and a higher self-esteem from the students' part.

Training students to be self-evaluative

1. Explain why a self-evaluation is needed. Significant progress is made by students who are self-evaluative. When they compare their learning against the learning intentions, they understand where they stand in their learning. Then they can ask the necessary questions to move forward.
2. Recap the learning intention a number of times during the lesson.
3. Be prepared with a number of questions for the end of the lesson.
   What did you find most difficult to learn?
   Is there something which you are still unsure about?
   Is there anything you need to know more about?
4. Give students some thinking time (15-30 seconds) to answer the above questions.
5. Use different approaches to get the answers for the above questions such as whole class responses, paired-responses, group responses.

Peer-Assessment

When students are given the opportunity to verbalise what they have learnt, their brain will start processing the data by giving it a structure, forming bridges between what is new and those concepts/perceptions that they had before. This will make students aware of what has been learnt and what needs further clarification. Therefore it is of extreme importance that teachers give space and time for students to speak about the topic in question. Peer-assessment is the ability to assess the work of others, whether it is written, spoken, painted or any other practical piece of work. Students will be able to perform peer-assessment only if the teacher has given them clearly stated success criteria against which they can perform assessment. Skills which form the basis of peer-assessment: Students have to learn to observe to form an opinion and to know why they have formed that opinion.

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Appendix 4: Digital Technology Enhanced Learning

Using Digital Technology to enhance learning is a requirement of the National Curriculum. It is the entitlement of all students. The entitlement documents that follow are not intended to be exhaustive, but indicate where Digital Technology might usefully support students in acquiring knowledge, being creative, collaborative and in communicating appropriately and effectively.

In many secondary schools access to Digital Technology at this point in time poses a number of challenges, so careful planning is necessary to use even a small amount with all students. The situation in Primary schools is less challenging as each class has at least three PC and the teacher's laptop. As any reform is a journey rather than a one-off event, it is envisaged that the entitlement documents will be updated periodically to accommodate new emerging technologies. It is not intended that all of the suggested links and possible activities be used and those described may be used in different ways. Some activities and ideas lend themselves to using the teacher's laptop and the interactive whiteboard at its most basic function. Other activities and ideas work best with a networked system and portable computers, and which make best use of the virtual learning environment. Students may be able to use ICT at home and this should be encouraged where it is appropriate.

The suggested ideas (at the end of each unit) exploit the software that already exists in school or is available freely in the public domain or cloud. Many of the activities are straightforward and easy to put in operation. Others may require support from e-Learning Champions in the school. In any case the best idea is for class teachers to consult the school's e-Learning Champion about what they want to do and how it might fit in the curriculum. It is not the intention of the e-learning entitlement documents to deliver students' ICT capabilities although some activities will consolidate what the students learn during discrete ICT and Computing lessons.

The PC and other digital technology

Primary and secondary school students need to be taught 21st century skills if they are to thrive in the technology-infused job sectors they will enter in the future. We need to fuse the traditional 3 Rs with critical thinking and problem solving, creativity and innovation, communication, and collaboration. It is no longer enough to instruct students in spoken and written communication. They need to be taught to communicate electronically including netiquette, email and Web interactions. Collaboration today happens also virtually, where materials and documents are shared without regard to physical space. More collaboration will be occurring in 3D, immersive environments so students need to be adept at navigating virtual worlds. It follows that students should be given opportunities to apply and develop their ICT capability through the use of digital technology and Web 2.0 tools to support their learning in all subjects.

Students should be given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- exchange and share information, both directly and through electronic media especially Web 2.0 tools; and,
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Bloom's Digital Taxonomy

Bloom's Taxonomy in its various forms represents the process of learning. The six levels by Bloom have been simplified in some cases, like the three storey intellect inspired by Oliver Wendell Holmes and adapted to education by Art Costa, but basically Bloom's Taxonomy still represents how people learn. Bloom's revised digital map is an update of the original 1950 and 2000 map and accounts for the new behaviours, actions and learning opportunities that emerge with new technologies. The digital taxonomy addresses the following skills:

Key Term	Thinking skills	Digital skills	Low order thinking skills ↑ ↓ High Order
Remembering	Recognise, listen, describe, identify, retrieve, name, locate, find	Bullet pointing, highlighting, bookmarking, social networking, social bookmarking, searching, Googling, local bookmarking.	
Understanding	Interpret, summarise, infer, paraphrase, classify, compare, explain, exemplify	Advanced searching, Boolean searching, blogging, twittering (micro-blogging), categorising, tagging, commenting, annotating, subscribing.	
Applying	Implement, carry out, use, execute	Run, load, play, operate, hack (reconfigure or re program a system), upload, share, edit	
Analysing	Compare, organise, deconstruct, attribute, outline, find, structure, integrate	Mashing-up (as in layering of images on maps), link, validate, reverse engineer, crack, media clip	
Evaluating	Check, hypothesise, critique, experiment, judge, test, detect, monitor	Comment in blogs, post, moderate, collaborate, network, refactor (as in improving code readability, i.e. undertaking tiny changes in program code to improve software), testing new code	
Creating	Design, construct, plan, produce, invent, devise, make	Program, film, animate, blog, video blog, mixing and remixing, wiki-ing, publishing, video casting, podcasting, directing	

Appendix 5: Matching software to Attainment Levels 1 to 3

The following level 1, 2 and 3 attainment level statements all contain examples of software that can be used to support teaching activities.

Level 1:

A1i Using Big Bang, Switch It Patterns to attract attention, student may be passive or resistant.
A1ii Using Switch It Series**,** student shows alertness and simple reflex responses.
A2i Switching on a fan or tape recorder using a switch, watch and track images on a screen using Big Bang, Big Bang Patterns.
A2ii Turn towards familiar music and stories and respond to familiar events in a story. Repeatedly press a sequence.
A3i Communicate intentionally to ask for computer, press the Go button on a BeeBot to repeat a movement. Show pleasure at the responses e.g. Switch It Series build up.
A3ii Initiate a program - e.g. Touch Games, Switch it Maker 2 to start the sequence. Anticipate the next step in a program e.g. Choose and tell Legends. Use two switches to make a choice e.g. Switch Skills for Two, Choose and Tell Series. Use Choose it Maker 2 to make a simple decision. Show awareness of problem-solving e.g. pressing a switch repeatedly when the computer has been switched off.

Level 2

A4 Students recognise their own image (digital photographs in Switch It! Face Maker), start a story on a DVD.
A5 Matching activities in Skill Builders Matching Skills, Sorting Skills, recognising numbers and alphabet letters in Choose It Maker 2, Clicker 5. Use a communication grid to make needs and wants known Boardmaker Plus, The Grid 2.
A6 Use the computer or portable communication device to send a message, write their own name in Clicker 5, Symwriter. Save and retrieve work they have done in Clicker 5. Follow a set of instructions to control the Constructa-bot, Pro-Bot. Switch on the computer and load a familiar program independently

Level 3

A7 Choose which images to include in Switch It Maker 2. Give directions and instructions and use symbols to write messages in Clicker 5, Symwriter, Communicate in Print 2

A8 Record own voice on Easi-Speak or computer program e.g. Switch-it Maker 2, put together their own slide sequence using Switch-it Maker 2, select and insert a clip art into a word processor, Select a range of tools from a toolbar in Clicker 5, make animation in Textease.

Appendix 6: Online resources for attainment levels 1 to 3

The following list details sources of free software and guides that can be used to support students with individual educational needs and the use of Assistive Technology.

ACE Centre Advisory Trust http://www.acecentre.org.uk
ACE Centre access software, a free version of Switch Access to Windows plus Windows shareware.
Call Centre http://www.callcentrescotland.org/resources
Downloadable communication boards and resources, BoardMaker V6, Clicker 5 and PowerPoint resources.
Children's BBC (CBBC) http://www.bbc.co.uk/cbbc/
BBC web site for children with switch accessible online games.
Communication for All http://www.communication4all.co.uk/
An interesting website which supports inclusion
Crick Software Ltd http://www.cricksoft.com/uk/ and http://www.learningrids.com/uk/
freely downloadable Clicker 5 grids, a software package used to support students across all curricular areas.
Do to Learn http://www.dotolearn.com
Games, songs and fun activities.
Enchanted Learning http://www.enchantedlearning.com/Home.html
Online curriculum material including Languages, Physical Sciences, Geography, Sciences, Maths, Music.
Help kidz learn http://www.helpkidzlearn.com
a number of activities which can be used with a switch, tracker-ball or other hardware.
Hiyah http://www.hiyah.net/software.html
downloadable games including pre-literacy and early maths skills.
Inclusive Technology http://oneswitch.org.uk/
Ideas, games and resources for art, music and playing video and computer games using switches.
Intellitools Inc http://www.intellitools.com/
Activity exchange area including the Intellikeys concept keyboard and Classroom Suite.
Jigsaw Planet http://www.jigsawplanet.com/
Can create a puzzle with a minimum of 6 to a maximum of 200 puzzle pieces.
Mayer-Johnson resources www.mayer-johnson.com
Software downloads and a 30 day trail version of Boardmaker symbols.
Meldreth Manor http://atschool.eduweb.co.uk/meldreth/textandinfo/comp.html
Meldreth Manor School has downloadable PowerPoint and Illuminatus switch activities.
Northern Grid for Learning http://www.northerngrid.org/sen/dbsenmain.htm

Appendix7:

Attainment Level One explanation.

This appendix is for teachers of those students who are attaining at Level One. In psycho-medical terms the students at this level have profound and multiple learning difficulties. A number of these students will be attending mainstream schools whilst some students at this level attend St Miguel and Helen Keller schools.

A theoretical underpinning to early thinking skills

An overview of Piaget's stages of cognitive development

First Stage Sensorimotor	Birth to 18 months	Infant interacts with the world through actions such as crying, regulated gestures, and exploring.
Second Stage Pre-Operational	2 yrs to 7 yrs	Pre-schoolers relate to their world through symbolic reasoning, magical thought, and continued sensorimotor activity.
Third Stage Concrete-Operational	7 yrs to Adolescence	Children begin demonstrating logical thought by using concrete examples from the world around.
Fourth Stage Formal Operational	Adolescence into Adulthood	Adolescents go beyond concrete examples and begin engaging in abstract thinking.

The sensori motor development

In order to understand how to develop thinking in pupils who are functioning at attainment level one, we adopted an approach based loosely around sensori motor perspective on cognitive development from 0-2 years of age Piaget (1955). This approach is illuminated in the following text whereby the six strands formed the focus of learning, and the three levels of circular reaction formed the developmental levels of progression in learning that became the basis of the P scales 1-3.

Piaget's sensori motor development and the attainment level scales,

A) Strands of development adapted from Uzgiris and Hunt (1975)

1) The Development of visual pursuit and the Permanence of Objects

Fixating on and tracking objects, recognising the continued existence of partially hidden and hidden objects, retrieving partially hidden and hidden objects

2) Means of Obtaining Desired Environmental Events

Increasingly complex ways of asking for things to happen. Getting repetition, various ways of getting objects, strategic planning for achieving ends.

3) The Development of a) vocal and b) Gestural Imitation

a) differentiated coos and distress sounds, imitation of sounds already in repertoire, imitates some new sounds, will imitate most sounds
b) Imitates familiar own body actions, imitates visible gestures, imitates invisible gestures, imitates new models of gestures.

4) The Development of Operational Causality

Increasing levels of understanding about what makes things happen. (Some overlap with scale 2). Profound egocentricity, self at the centre of all events, self and others making things happen.

5) Construction of Object Relations in Space

Increasingly complex understandings of spatial relations. Tracking, grasping, appreciation of spatial effects e.g. gravity and position of objects.

6) The Development of Objects in Relation to Schemes

Reflexes, simple undifferentiated schemes, differentiated schemes, dropping and throwing objects, socially instigated schemes.

B) Piaget's Stages (levels) of Development,

From Hogg and Sebba, 1986

There are three main levels which are divided into six stages, two levels at each stage

Primary circular reactions, based on reflexive responses leading to schemes that are repeated and generalised;

Secondary circular reactions, leading to the co-ordination of secondary schemes, where learned habits emerge into intelligent behaviour;

Tertiary circular reactions, leading to the invention of new means through mental combinations with trial and error and dependence upon feedback as a basis for new learning.

C) The adaptation of the above approach to thinking means that we have six strands of learning i.e

1) *The Development of visual pursuit and the Permanence of Objects*
2) *Means of Obtaining Desired Environmental Events*
3) *The Development of a) vocal and b) Gestural Imitation*
4) *The Development of Operational Causality*
5) Construction of Object Relations in Space
6) The Development of Objects in Relation to Schemes

Within each of these strands at Level One, there are a further three sub levels each of which is divided into two further levels. This makes a total of six sub levels in total

Sub-attainment level 1i

1, 2, 4. Student encounters activities and experiences. Student follows a slow moving object. Student watches their hand when it moves.

3a. Student makes sounds when not distressed.

3b. Student shows interest in adults.

5. Student turns head in direction of familiar adult on hearing or seeing them.

6. Student touches an object.

Sub-attainment level 1ii

1. Pupils show emerging awareness of activities and experiences. Student notices the disappearance of slowly moving objects.

2. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, student grasps an object visually directing his hand to the object.

3a student responds to infant like sounds.

3b student attempts to imitate action but does not succeed

4. student repeats arm actions to keep an object active consistently

5. student is able to localize the source of a sound visually

6 student may give intermittent reactions, student interacts with several objects at the same time by taking them to their mouth.

Sub-attainment level 2i

1. They begin to show interest in people, events and objects. Student pulls off a screen to obtain an object.

2. Pupil's begin to respond consistently to familiar people, events and objects. Student repeats an action moving their hands systematically to produce an interesting event.

3a student vocalizes similar sounds to adults

3b student imitates a familiar gesture immediately

4. student accepts and engages in coactive exploration. Student produces a dominant act during a pause to suggest a procedure.

5. student reacts to new activities and experiences. Student follows a rapidly moving object and locates it visually only when it lands into views.

6. Student interacts with several objects at the same time by visual inspection

Sub-attainment level 2ii

1 student finds an object completely covered in three places and searches directly under the correct screen.

2. Student begins to be proactive in their interactions. Student moves the body to regain an object and continues to play with it.

3a student imitates familiar words

3b student models unfamiliar gestures immediately.

4. student cooperates with shared exploration and supported participation, for example, in a familiar game the student responds during pauses.

5. student performs actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, student drops objects into a container and reverses it to get it out

6.student bangs two objects together

7. student communicate consistent preferences and affective responses, for example, showing a consistent dislike for certain flavours or textures.

Sub-attainment level 3i

1. student sustains concentration for short periods. Student finds an object under three super imposed screen.

2. student remembers learned responses over more extended periods. Student understands the relationship of a support and reaches for a object

3a student imitates unfamiliar sounds but not in a similar way.

3b student attempts to imitate unfamiliar actions they can see.

4. student participates in shared activities with less support. Student attempts to suggest a procedure to create a new event of interest to them

5. student observes the results of their own actions with interest. Student acts on a place with objects appreciating the force of gravity

6. student explores materials in increasingly complex ways, Student shows more varied actions adapted to specific objects such as swinging objects

7. Pupils begin to communicate intentionally; They seek attention; they request events or activities

Sub-attainment level 3ii

1. student searches to find an object under the correct one of three screens.

2.They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents.

3a.b. Pupils use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately

4. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time e.g. uses a stick to get an object without demonstration.

5. Pupils may anticipate known events, for example, drops several objects repeatedly to see where they land.

6. They actively explore objects and events for more extended periods, for example, feeling the textures of different parts of a plant.

When another person is present, a student will show objects to encourage social interaction.

7. They may respond to options and choices with actions or gestures, for example, touching one substance rather than another.

These levels form the bases of the learning outcomes that are being developed attainment Level One within the Maltese curriculum. At this level of teaching the access is on the six strands of learning and the national curriculum forms the learning context and environment within which the students can learn. So for example the students may not be learning Science

but in terms of cause and effect when ice-cream melts on their body then in scientific terms materials are changing their properties from solids to liquids.

The application of this approach is particularly relevant in the teaching of mathematics at attainment Level One.

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