

The Red Door School



History School Plan

Developed: 2020-2021

Next Review date: 2021-2022



School Plan: History

Month	Theme	Year 1	Year 2
S E P T E M B E R	Myself	Strand: Myself and My Family (Explore and record significant personal dates and events)	
		Strand units: Myself	Strand units: Myself
		Differentiated activities: 1. Explore own face in iPad and mirror: be exposed to the sign 'Me'. 2. Be supported to identify self in photos, from childhood to present. 3. Explore and Record significant personal dates and events (scrapbook/ SALF folder my age, my birthday, when my brother/sister was born)	Differentiated activities: 1. Compare photographs from the previous year and this year. Identify colour and size with PECs of Lamh (Target language: colour, body parts, big and small) 2. Sequence photos of self from different years. 3. Explore and record additional significant personal events and dates (Scrapbook/ SALF folder- Places I have lived, holidays, How I changed as I grew up).
	Linkage/Integration: Maths (Time), ICT, Literacy, SPHE	Linkage/Integration: Maths (Time), ICT, Literacy, SPHE	
	My Family	Strand: Myself and My Family (identify self and members of the family in photographs taken in the recent and more distant past)	
		Strand units: My Family	Strand units: My Family and The Family of a person known to me.
Differentiated activities 1. Bring in photographs of immediate family members from home, label them with support (Target language: Mother, Father, Brother, sister Me) 2. With help from family members, create a display of objects related to their family. 3. Construct a simple family tree		Differentiated activities 1. Explore and examine the family photographs of their peers. Add Grandparents, close aunts or uncles to their family members vocabulary. (Target language: Grandmother, Grandfather, Family, Home) 2. Use a home school locator to sort people they see at school from the people they see at home. 3. Participate in making an 'our families' graph, block graph displaying numbers in each students family.	
Linkage/Integration: ICT, Art, Math, SPHE	Linkage/Integration: ICT, Art, Math, SPHE		
O C T O B	Autumn	Strand: Story	
		Strand units: Story	Strand units: Story
		Differentiated activities: 1. Listen to familiar or oft-repeated stories: autumn sensory story/ action song. 2. Listen and respond to stories about recent events: social stories to prepare them for Halloween, community outings. 3. Be involved and empowered to help create their own stories about projects and activities they have done as a class, using collage or apps like Little Storymaker.	Differentiated activities: 1. Listen attentively to stories relating to their interests and passions. Become familiar with the set up and structure of Story-Time, and the routines that go with it. 2. Listen Attentively to stories about myths, people and legends from different cultures and their own locality: 'The Salmon of Knowledge'/ Autumn Games



E R			3. Place in sequence events in a story about the past: read a book for a week, and then sequence the pictures once story-time is finished with support.	
		Linkage/Integration: Literacy, communication, Maths, SPHE, ICT	Linkage/Integration: Literacy, Communication, Maths, SPHE, ICT	
	Halloween	Strand: Myself and My Family (Explore traditional songs, games and dances, especially those known to parents/ guardians and grandparents)		
		Strand units: Feasts and Festivals in the past	Strand units: Games in the past	
	Differentiated activities: 1. Dress up and be supported to ‘trick or treat’ 2. Participate in games and activities that tie in to stories they are reading on the theme of Halloween, incorporating traditional games and rhymes such as ‘Halloween is coming’ 3. Bob for Apples and coins, be supported to make a jack o’ lantern.	Differentiated activities: 1. Visit other classrooms, and observe their Halloween art. Review photos of themselves from last year, and compare their costumes. 2. Design and make Halloween decorations, and sort Halloween decorations from Christmas ones. Compare photographs of previous Halloween costumes, and record the changes in their scrapbooks. 3. Host a haunted house for some students in another classroom.		
	Linkage/Integration: Attention Autism, SPHE, ICT, Literacy, Music, Drama, Visual Art	Linkage/Integration: Attention Autism, SPHE, ICT, Literacy, Music, Drama, Visual Art		
N O V E M B E R	Planet Earth In Space	Strand: Story		
		Strand units: Stories From The Lives of People in the Past	Strand units: Stories From the Lives of People in the Past.	
		Differentiated activities: 1. Laika the astronaut by Owen Davey- reading it at Storytime, and responding to it with a sensory experience. 2. Laika the astronaut by Owen Davey- building little dogs from matchsticks and play dough and trying to send them into space with a bottle rocket experiment. 3. Laika the astronaut by Owen Davey- tying into the caring for animals module of the junior cycle. What would Laika need in her spaceship to keep safe and well?	Differentiated activities: 1. La Luna by Pixar, and footage of the Moon Landing. Making Moon sand and responding to the footage. 2. The Darkest Dark by Chris Hadfield- reading and responding to it. Light and dark. Identifying the sun and the moon. 3. The Darkest Dark by Chris Hadfield- designing and making a spaceship from recycled materials in response and building their own trip to the moon story.	
		Linkage/Integration: Science, Visual Art, Drama, Attention Autism, SPHE	Linkage/Integration: Science, Visual Art, ICT, Literacy, Drama	
D E C E M B E R	Winter Celebrations	Strand: Story		
		Strand units: Stories (Feasts and Festivals in the past)	Strand units: Stories (Feasts and Festivals in the past)	
		Differentiated activities: 1. Be prepared for the Christmas holidays with a festive (but inclusive) social story. 2. Participate in building their own Christmas social story, choosing visuals that appeal to them to personalise it.	Differentiated activities: 1. Listen attentively to sensory story, about various ways people celebrate Christmas. 2. Add pictures from previous Christmas celebrations to the class Christmas social story, and explore how different families have different celebrations.	



R		3. Show an interest in, and respond to questions about Christmas/ The Winter break, using their social story as a support.	3. Place in sequence a series of flashcards depicting Christmas scenes, with the social story as a reference guide.
		Linkage/Integration: Literacy, SPHE, ICT, Visual Art	Linkage/Integration: Literacy, SPHE, ICT, Mathematics
J A N U A R Y	Winter- hot and cold	Strand: Change and Continuity	
		Strand units: Continuity and Change in the local environment	Strand units: Continuity and Change in the local environment.
		Differentiated activities: 1. Become aware of changes that have been made to the classroom, and the wider school, as Christmas is finished. 2. Explore changes in the classroom, school, garden and wider locality, gathering photographic evidence of changes. 3. Examining the photographic evidence collected by themselves and other classes and being supported to identify change and continuity in their local environment over the school year so far. Record their observations.	Differentiated activities: 1. Examine pictures of the community centre from different times, and go on a field trip to explore it. 2.. Prepare for a walk in their locality with appropriate clothing for the season, and observe the clothing people are wearing as it's not winter. 3. Explore their locality, going on a scavenger hunt for old and new buildings
		Linkage/Integration: SPHE, Geography, PE	Linkage/Integration: SPHE, Geography, PE
	Weather	Strand: Change and Continuity	
		Strand units: continuity and change in the local environment	Strand units: continuity and change in the local environment
		Differentiated activities: 1. Become aware of changes that occur in the local environment because of weather. 2. Construct a simple timeline of weather for the week, and be aware of the impact a change in the weather has on their personal experience of the school day. 3. Collect and examine photographic evidence of the impact of the weather on the locality. Are there puddles? Do people carry umbrellas? What change and continuity is happening.	Differentiated activities: 1. Be exposed to vocabulary relating to the passage of time, 'old', 'new' 'now', 'before'. Use of visual schedules and first next boards to support this understanding of the passage of time. 2. Record the weather for a week through drawing/artwork; watercolours for rain, yellow and orange markers for sun, blow painting for wind, printing with cotton wool for cloudy, for example. 3. Explore the locality and take video of themselves, and the trees in the local environment. How does their clothing change, depending on the weather? Do the trees look or move differently? What remains the same. Targeted vocabulary: Same and Different.
		Linkage/Integration: ICT, Maths (Data), Visual Art, Geography, PE (outdoor and adventuring), Language and Communication	Linkage/Integration: ICT, Maths, SPHE, Visual Art, PE, Language and Communication.
F E B	Love	Strand: Myself and My Family (collect, discuss and compare simple items of evidence from own past)	
		Strand units: Myself and My family	Strand units: Myself and my family



R U A R Y		<p>Differentiated activities:</p> <ol style="list-style-type: none"> 1. Look at and feel items belonging to themselves, and relating to family members. Be exposed to the lamh vocabulary for their family members, and the sign for 'love'. 2. Look over and examine their personal portfolio of the school year. Add information about their family members to it. 3. Ask for/ show video and photographic evidence of fun experiences with family to make a book of people and things they love. 	<p>Differentiated activities:</p> <ol style="list-style-type: none"> 1. Gather pictures of their family members and stick them into a heart. Identify them during groups, and work on the signs family and love. 2. Participate in keeping a personal portfolio of work completed during school year, and add family and valentine's specific images and work samples to it. 3. Compare clothes worn or toys used at different ages, noting changes and things that have stayed the same. Their preferences and appearance may change, but their family is still there for them.
		Linkage/Integration: SPHE, Language and Communication, Visual Art, ICT	Linkage/Integration: SPHE, Language and Communication, Visual Art, ICT
	Animals	<p>Strand: Developing an awareness of time</p> <p>Strand units: Developing an awareness of time as related to self</p> <p>Differentiated activities:</p> <ol style="list-style-type: none"> 1. bring a stuffed animal/ object or reference with them for story time, manipulate their first next boards more independently. Focus on attending to cues about the start and end of familiar activities 2. work on understanding and responding to cues given about the progression of routine events, joining in with or sitting for musical cues that it's group time with increasing independence. 3. attend to their timetable/ class visual schedule throughout the day and initiate the start and finish of activities. 	<p>Strand units: Develop an awareness of time as related to self</p> <p>Differentiated activities:</p> <ol style="list-style-type: none"> 1. Use a home school locator to show understanding of the beginning and end of the school day. 2. Follow, with support an end of the day routine, where they gather their bag and coat before going home. 3. Use an end of the day checklist to independently get themselves ready for the bus. <p>TARGETED VOCABULARY: Start, finish, Time, first, Next Then, coat, Bag, Car, School.</p>
		Linkage/Integration: SPHE, communication and language, Maths (Time)	Linkage/Integration: SPHE, Communication and Language, Maths (Time)
M A R C H	Mother's Day St Patrick's Day	<p>Strand: Myself and My Family</p> <p>Strand units: Feasts and Festivals in the past</p> <p>Differentiated activities:</p> <ol style="list-style-type: none"> 1. Listen and respond to thematic stories for Saint Patrick's Day and Mother's Day, involving themselves and where possible, pictures of their family members sent from home. 2. Sensory Experience based on, for example, A Bit Lost by Chris Haughton (Mother's Day) and listening to the national anthem and interacting with objects that tie to Saint Patrick's Day at group time. Emphasis on recalling familiar information. 3. Collaboratively constructing a class timeline box based on Mother's Day or St. Patrick's Day 	<p>Strand units: Feasts and Festivals in the past</p> <p>Differentiated activities:</p> <ol style="list-style-type: none"> 1. Attending to The Story of Mother's Da/ St. Patrick's day in Attention Autism (Making card, planting flowers, with a huge emphasis on the targeted thematic vocabulary) 2. Watching footage of Saint Patrick's Day parades, and listening to a social story about St. Patrick's Day, Mother's Day activities. Responding to questions about these stories with their functional communication



			3. Reading the story of Mother's Day/ St. Patrick's Day and taking a field trip to the post office to post a Mother's Day card, or to Dun Laoghaire to purchase St. Patrick's Day related items.
		Linkage/Integration: SPHE, Attention Autism, Drama, Literacy, Art, Mathematics	Linkage/Integration: SPHE, Attention Autism, Drama, Literacy, Art, Mathematics, Geography
	Spring	Strand: Developing an awareness of time Strand units: Developing an awareness of time (sequences) Differentiated activities 1. Co-operate with the completion of tasks in a recognised sequence: hand-washing before lunch/ snack, after the bathroom. 2. Begin to recognise the correct sequence of common events, and communicate to identify sequences in the school day- what's next? At the end of each activity, and giving the children more interaction and independence around the class visual schedule. 3. Use the class timetable to plan the day's events: What are we going to do today with Coreboards/ Picture exchange/ verbal language at morning group.	Strand units: Developing an awareness of time (recognise the present time as today) Differentiated activities: 1. Identify an activity that is happening now, using first next boards, visual supports to always make it clear to the students what they are doing, and focus on assessing their understanding of this, and what supports they need to increase it at this particular time. 2. Who is at school today board, communicating the presence or absence of their classmates on a particular day, and use a core board/ picture matching/ Lamh to identify what day of the week it is. 3. Identify and sequence the days of the week, and link particular activities to particular days using collage, matching sheets or the Interactive whiteboard.
		Linkage/Integration: SPHE, Mathematics (Time), Language and Communication.	Linkage/Integration: Visual Art, Language and Communication, Maths (Time), SPHE, ICT
A P R I L	Air and Water	Strand: Myself and My Family Strand units: Collect or examine simple evidence in school, a local museum or onsite during a field trip. Differentiated activities: 1. Visit an old building in the community and absorb the atmosphere: The Community Centre, the Church, the Swimming Pool. 2. Respond to clues about past events- examining an empty flour bag, for example to remind them of a successful baking lesson. What did we do yesterday vs. What are we going to do today? 3. Sort objects into categories by age or ownership- whose school bag/ coat/ book is this? (some belonging to pupils, some belonging to staff)	Strand units: Differentiated activities: 1. Observing and participating in investigations of clues about events in the recent past: Story Boxes, with objects of reference linked to familiar well loved books. 2. Sensory trip into the recent past using time boxes: remembering Christmas, Halloween, A birthday. 3. Sort objects into old and new: can tie in with recycling.
		Linkage/Integration: SPHE, Geography, Maths (Time)	Linkage/Integration: SPHE, Geography, Language and Communication, Maths (Time)
	Easter	Strand: Myself and My Family Strand units: Feasts and Festivals in the past Differentiated activities:	Strand units: Feasts and Festivals in the past Differentiated activities:



		<p>1. An Easter social story, paired with an Easter Egg hunt in the garden, and sorting Easter Eggs from Boiled Eggs with support..</p> <p>2. An Easter Social Story, paired with examining old and new items (old bunny Teddy, new Easter Egg, Old photographs, New bunch of flowers) to do with the theme of Easter, and sorting them with support into Old and New</p> <p>3. An Easter Social story, paired with preparation of an Easter Egg Hunt for the other two classes, the process to be recorded and evidence of their work compiled on their personal timeline.</p>	<p>1. Explore a time box on the theme of Easter, and be exposed to targeted vocabulary on the theme of Easter. Develop an understanding that some things in the time box must be handled carefully (for example, eggs)</p> <p>2. Compare and contrast pictures of their classroom at Halloween, Christmas, and now. Identifying at least one difference. Construct with support a simple celebrations timeline.</p> <p>3. Make captions on the computer for a display of their Easter-related work, and invite students from another class to come and admire it. Add photographs of Easter-related activities to their personal timeline.</p>
		Linkage/Integration: PE, Mathematics, Language and Communication	Linkage/Integration: PE, Literacy, SPHE, Language and Communication,
M A Y	Outdoors	Strand: Developing an awareness of time	
		Strand units: identify events that happened in the recent past/ recognise the present time as today	Strand units: Anticipate what is going to happen after a particular event
		<p>Differentiated activities:</p> <p>1. Identify what is happening now, what just happened and what will happen next as we use our class visual schedule throughout the school day.</p> <p>2. Take footage of class activities for a period of time every day for a week, watch back the footage as a class and identify what day it is from together.</p> <p>3. Recall, with prompting the events that took place before, or during The Easter Holidays.</p>	<p>Differentiated activities:</p> <p>1. Explore a range of cause and effect toys, and anticipate their movement sound.</p> <p>2. Use a pause/ SURPRISE/ movement break visual to stop an activity for a movement break and return to that activity afterwards.</p> <p>3. Use a social story to prepare for a field trip, be reminded that it will happen in a number of days, and count them down together using visual supports at group.</p>
		Linkage/Integration: SPHE, Mathematics (Time), ICT, Language and Communication	Linkage/Integration: Attention Autism, SPHE, Mathematics, Language and Communication, Geography
J U N E	Holidays and Summer	Strand: Story	
		Strand units: Stories	Strand units: Stories
		<p>Differentiated activities</p> <p>1. Summer Social Story to prepare them for the coming holiday, with sensory elements that they can request or refuse (eg. Sunscreen, sand, sunglasses)</p> <p>2. Do matching activities, filling in the blanks by choosing the correct visual around their Summer Social Story.</p> <p>3. Sequence the visuals from their summer social story, and other sequences around the Summer theme (swimming, planes, trip to the beach, etc.)</p>	<p>Differentiated activities:</p> <p>1. Explore and colour with support some pages from the Book of Kells, and be exposed to key scenes from the film The Secret of Kells, with related educational activities.</p> <p>2. Watch a section from The Secret of Kells, and sequence the events, build towers from lego, and have an opportunity to wear/ build a Viking helmet.</p> <p>3. Using part of the film The Secret of Kells, sequence the events, and participate in making, and decorating tea-stained manuscript pages,</p>



			and building a round tower/ settlement from clay or recycled materials.
		Linkage/Integration: SPHE, Language and communication, Maths (time).	Linkage/Integration: visual Art, Language and Communication, SPHE, Literacy, Maths, geography.

Using Artifacts and Oral Evidence: Students will keep a record of their year within the school, which will be revisited, and added to throughout the school year. Some suggestions for the form it could take are included below.	
Time Box	This is a useful medium for introducing students to the concept of time. A collection of objects of reference from throughout the school year, with personal significance for the student, will be gathered in a box. Time boxes can record the year in school, but can also be used to recall personal events such as Halloween, Their Birthday, the start of school or the transition to a new classroom.
Scrapbook	A scrapbook is a wonderful way for children to become engaged with and proud of their work and accomplishments throughout the school year. Pasting in photographs and examples of thematic activities naturally builds a timeline of their year, their developing independence and the memories they build through shared experiences with their classmates.
SALF folder	Keeping and maintaining a SALF Self Assessment folder is an alternative to the scrapbook, where the evidence of their work and progression throughout the year would be kept in a folder, rather than a scrapbook. For children who do not have cutting and pasting skills, or for those who prefer the texture of a polypocket to a page, this may prove a good way to explore their year.
Personal Timeline	A personal timeline can start at any point in a persons' life, and may prove a good project for the students to undertake later in their time in school, where they have a greater understanding of time passing, and the school has a wider range of examples to draw from in terms of their growth and experience. Timelines can be made tactile or visually interesting. A timeline could be constructed on a long strip of Velcro with visuals for sequencing, on a series of flashcards on a loop, as a poster or display on the wall or a concertina like arrangement that can be looked at piece by piece, or folded out for examination. Timelines should be visually appealing, and incorporate elements that make them interesting to the student in question, for example glitter paper, stickers of preferred items.
Class Dojo	The school communicates with parents through Class Dojo, and the students progress is shared and celebrated. Students should be free to look at and discuss (where appropriate) their experiences throughout the year, with this digital portfolio as a visual aid or timeline.



Personal and Social Skills	✓
Play and structured activities	✓
Mathematical Skills	✓
Physical Skills	✓
Use of ICT	✓
Attractive Materials	✓
Aesthetic and Creative Skills	✓
Communication Skills	✓