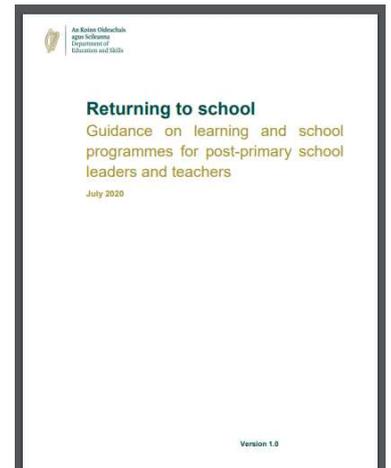


## History planning resource to support subject department continuity planning and teacher individual reflection on the impact on their classroom practice:

### *The Context for this planning support:*

*'Students will have a variety of needs as they return to school and teachers will need to provide learning experiences to meet those needs. Accordingly, teachers will need to be alert to where their students are at; they will need to take time to evaluate students' needs, and may need to and wish to consolidate previous learning before introducing new learning. Key to this is an approach which builds on students' strengths.'*<sup>1</sup>

Based on the advice above from the Department of Education and skills, we have developed this planning support to reflect on the unique planning considerations for our students returning to school this year.



The following resource is a sample template that could be used and/or adapted to facilitate the development of class planning documentation. They are designed to support the implementation of the Junior Cycle History Specification, which outlines the expectations for students learning over three years. The expectations for students are described using learning outcomes. This resource is designed to be adapted, adjusted and modified at a local level within the school/subject department and at an individual class level, depending on the needs of the students.

The purpose of this planning template is to scaffold student centred collaborative and reflective planning which is core to Junior Cycle reform. The template provided here is not envisaged to replace existing effective planning practices which may be already in place. Moreover, they are intended to explore potential approaches to planning which may inform future practice.

<sup>1</sup> Returning to school- Guidance on learning and school programmes for post-primary school leaders and teachers, DES July 2020

**History Continuity Subject Department Planner**

What Learning Outcomes have students engaged with so far?

*Nature of History (Strand 1)*

*Contextual Strands (Strand 2 and/or Strand 3):*

What Learning Outcomes have students engaged with during school closures?

*Nature of History (Strand 1)*

*Contextual Strands (Strand 2 and/or Strand 3):*

How will we consolidate previous learning before introducing new learning?  
 (Possible Learning experiences to establish where students are in their learning)

How will students demonstrate the skills and knowledge developed during remote learning?  
 (Possible Formative Assessment Checks to establish where students are in their learning)

What Learning Outcomes do students still need to be introduced to?

*Nature of History (Strand 1):*

*Contextual Strands (Strand 2 and/or Strand 3):*

Are there possible links that could be made between the Learning Outcomes above?

Are there possible Cross-Curricular links that could be made?

### Teacher Personal Planning and Reflection:

Building upon the discussion in your department, the following considerations may be helpful for planning student-centred learning experiences in your classroom.

#### What will work in my classroom?

How will my students' learning experiences assess the learning outcomes that have been prioritised by the department?

How will I make my students' learning experience accessible to all, including those with special and additional educational needs in my class?

How will my students' learning experiences provide for social interaction and collaboration between students? Pair work or group work?

Are there digital technologies that might support the learning?