History, P Scales

P1(i) - HISTORY

1. The learner will encounter activities and experiences

1.1 I can experience various sounds. [1]

1.2 I can experience light patterns. [3]

1.3 I can experience music. [5]

1.4 I can experience a combination of action with sound. [7]

1.5 I can experience movement. [9]

2. The learner will show simple reflex responses

2.1 I can make a startled response to a sudden noise. [2]

2.2 I can make a startled response to a sudden movement. [4]

2.3 I can make a startled response to a sudden bright light. [6]

2.4 I can be passive or resistant. [8]

P1(ii) - HISTORY

1. The learner will show emerging awareness of activities and experiences

1.1 I can make a brief response to sound. [11]

1.2 I can make a brief response to a picture. [13]

1.3 I can make a brief response to music. [15]

1.4 I can make a brief response to physical sensory source. [17]

1.5 I can make a brief response to light patterns. [18]

1.6 I can make a brief response to a

2. The learner will show intermittent reactions

2.1 I can react to movement. [12]

2.2 I can react to physical contact. [14]

2.3 I can react to a change in temperature. [16]

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moving object. [19]

P2(i) - HISTORY

1. The learner will react to new activities and experiences	2. The learner will begin to show interest in people, events and objects	3. The learner will participate in shared activities
1.1 I can react to unfamiliar sounds. [21]	2.1 I can respond consistently to familiar people. [22]	3.1 I can engage in co-active exploration. [23]
1.2 I can react to unfamiliar images. [24]	2.2 I can respond consistently to familiar events. [25]	
1.3 I can react to a new task. [26]	2.3 I can respond consistently to familiar objects. [27]	
1.4 I can react to a new experience. [28]		

P2(ii) - HISTORY

1. The learner will communicate consistent preferences	2. The learner will communicate affective responses	3. The learner will recognise familiar people, events and objects	4. The learner will perform simple actions	5. The learner will remember learned responses	6. The learner will participate in shared activities
1.1 I can communicate preference for certain images. [30]	2.1 I can respond with volume variation. [31]	3.1 I can recognise familiar people. [32]	4.1 I can attempt to perform a simple action. [33]	5.1 I can remember learned responses over short periods of	6.1 I can co-operate with shared exploration. [35]

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				time. [34]	
1.2 I can communicate preference for certain sounds. [36]	2.2 I can respond to specific stimulation. [37]	3.2 I can recognise familiar events. [38]	4.2 I can use trial and improvement to perform an action. [39]		6.2 I can co-operate with supported participation . [40]
		3.3 I can recognise familiar objects. [41]			

P3(i) - HISTORY

1. The learner will request events or activities	2. The learner will participate in shared activities	3. The learner will sustain concentration	4. The learner will explore materials	5. The learner will perform simple actions	6. The learner will remember learned responses
1.1 I can request for an event or activity. [43]	2.1 I can participate in shared exploration with less support. [44]	3.1 I can sustain concentration for short periods. [45]	4.1 I can explore different materials in increasingly complex ways. [46]	5.1 I can perform simple actions. [47]	6.1 I can remember learned responses over extended periods. [48]
				5.2 I can observe the result of my action. [49]	6.2 I can remember a learned activity. [50]
				5.3 I can demonstrate an awareness of change as a result of my action. [51]	6.3 I can remember the purpose of equipment. [52]

P3(ii) - HISTORY

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1. The learner will initiate interactions and activities	2. The learner will remember learned responses	3. The learner will respond to options and choices	4. The learner will actively explore objects and events	5. The learner will apply potential solutions systematically to problems
1.1 I can greet familiar people. [54]	2.1 I can remember learned responses over increasing periods. [55]	3.1 I can respond to an option or choice. [56]	4.1 I can actively explore objects. [57]	5.1 I can attempt to solve simple problems. [58]
1.2 I can initiate interactions with familiar people. [59]	2.2 I can anticipate familiar events. [60]	3.2 I can demonstrate dissatisfaction. [61]	4.2 I can actively explore events. [62]	
1.3 I can initiate activities with familiar people. [63]		3.3 I can demonstrate satisfaction. [64]	4.3 I can remain interested in an activity for a short period. [65]	
		3.4 I can indicate preference. [66]		

P4 - History

1. The learner will recognise themselves and other people in the past	2. The learner will link the passage of time with a variety of indicators	3. The learner will confirm the function of everyday items from the past
1.1 I can recognise myself in the recent past. [68]	2.1 I can link the passage of time with a variety of indicators. [69]	3.1 I can confirm the function of everyday items from the past. [70]
1.2 I can recognise others		

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in the recent past. [71]

P5 - History

1. The learner will understand that they have taken part in past events

1.1 I can understand that I have taken part in past events. [73]

1.2 I can listen to familiar stories about my past. [76]

1.3 I can respond to familiar stories about my past. [78]

2. The learner will communicate about activities and events in the past

2.1 I can communicate about activities or events in the past. [74]

3. The learner will answer simple questions about historical artefacts and buildings

3.1 I can answer simple questions about historical artefacts, with support. [75]

3.2 I can answer simple questions about historical buildings, with support. [77]

P6 - History

1. The learner will recognise themselves and others in the more distant past

1.1 I can recognise myself in the more distant past. [80]

1.2 I can recognise others in the more distant past. [83]

1.3 I can comment on recognition of myself or others in the more distant past. [85]

2. The learner will recognise some obvious distinctions between the past and the present

2.1 I can recognise some clear distinctions between the past and present. [81]

2.2 I can communicate about obvious distinctions between the past and present. [84]

3. The learner will identify historical artefacts

3.1 I can identify historical artefacts. [82]

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P7 - History

1. The learner will recognise some distinctions between the past and the present

1.1 I can recognise some distinctions between past and present in my own life. [87]

1.2 I can recognise some distinctions between past and present in other peoples lives. [90]

1.3 I can communicate about distinctions between past and present. [92]

2. The learner will listen and follow stories about people and events

2.1 I can follow stories about people of the past. [88]

2.2 I can follow stories about events in the past. [91]

3. The learner will sort objects to given criteria

3.1 I can sort to a given criteria. [89]

P8 - History

1. The learner will demonstrate knowledge of past and present

1.1 I can indicate if personal events belong in the past or present. [94]

1.2 I can indicate if objects belong

2. The learner will indicate the passage of time

2.1 I can indicate the passage of time. [95]

3. The learner will recount episodes from their own past

3.1 I can recount episodes from my own past. [96]

4. The learner will identify other historical events

4.1 I can recount episodes from historical events. [97]

5. The learner will answer simple questions about historical stories and artefacts

5.1 I can answer simple questions about historical stories. [98]

5.2 I can answer simple questions

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in the past or present. [99]	about historical artefacts. [100]

Links to PScale Units

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Science [106]	Physical education [107]	Art [108]	Music [109]
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