

# History Plan

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## History Plan

### ■ **Introductory Statement and Rationale**

#### **Introductory Statement**

This plan was originally formulated on Friday 16th June '06 with all teachers present. It was circulated to all parents. Valuable feedback was received, in particular re local history. This plan was reviewed in 2009.

We aim through this plan, drawn up in accordance with the history curriculum, to set out our approaches to the teaching and learning of history. It will form the basis for long and short-term planning. It will also inform new and temporary teachers of the approaches and methodologies used in our school. The plan was reviewed during the 2017/18 school year.

#### **Rationale**

- To conform to principles outlined in the primary curriculum.
- To create a whole school plan.
- We recognise History as an integral element of Social, Environmental and Scientific education. We recognise the distinct role History has to play in enabling the child to explore and understand the natural, human, social and cultural environments in which he/she lives. We hope that historical education in our school will enable the child to investigate and examine critically significant events in their own immediate past, the past of their families and local communities and the histories of people in Ireland and other parts of the world. We believe that History develops an understanding of the actions, beliefs and motivations of people in the past and is fundamental to an informed appreciation of contemporary society and environments. We view history as having a distinct but complementary role together with geography and science within SESE and as a contributor to the wider child centred curriculum.

### ■ **Vision and Aims**

#### **(a) Vision:**

It is the ethos of our school to enable each and every child to reach his/ her full potential. We are aware of the contribution SESE makes to the harmonious development of the child. We hope that by creating opportunities for children to experience a rounded historical education that is not exclusively focused on the transmission of a body of knowledge but that allows children to work as historians, children will understand more fully the world in which they live, how events and personalities have shaped the home, locality and wider environments in which they exist. It is our vision that history in our school will enable children to understand the present by exploring the past, before they begin to look towards the future.

#### **(b) Aims**

We endorse the aims of the SESE History curriculum as outlined on Page 12 of the SESE History Curriculum Statement.

- To develop an interest in and curiosity about the past.
- To make the child aware of the lives of women, men and children in the past and how people and events had an impact on each other.
- To develop an understanding of the concepts of change and continuity.

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

## ■ Curriculum Planning

Following SSE in the area of SESE we are now engaging with the theme *Our Local Environment* and this will form an integral part of our planning in 2018.

### 1. Strands and Strand Units

Each teacher is familiar with the strands, strand units and content objectives for his/ her relevant class level and indeed for other class levels. As we teach in a multi-class situation, communication between teachers regarding strands and content is essential. We feel this is important in order to ensure a coherent, progressive programme throughout the school. As we are engaging with the theme *Our Local Environment*, each teacher will ensure that it forms part of their planning

#### Infants – 2<sup>nd</sup> Class

At these levels history will be delivered through integrated themes in the context of the other SESE subjects as much as possible as well as through integration with the SPHE curriculum and other curricular areas, therefore making the learning experience more holistic and meaningful for the child.

#### Infants: Pg. 19 -20 Curriculum

- We are aware that the content in history for the infant classes is confined to two strands and each will be covered:

- Myself and my Family
- Story

#### 1<sup>st</sup> & 2<sup>nd</sup>: pg. 27 – 31 Curriculum

-We understand that the three strands that comprise the content of the History Curriculum at this level must be covered:

- Myself and my Family
- Change and Continuity
- Story

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We endorse the emphasis this curriculum places on the exploration of personal and family history at this level and are conscious of the sensitivities some aspects of these topics will require.

## **3<sup>rd</sup>/4<sup>th</sup>: Page 42-50 Curriculum**

We are familiar with the Strands that comprise the curriculum for Third/Fourth classes.

- Local studies
- Story
- Early People and ancient studies.
- Life, society, work and culture in the past.
- Continuity and change over time.

## **5<sup>th</sup>/6<sup>th</sup> classes:**

We are aware of the Strands that comprise the History Curriculum for Fifth/ Sixth classes:

- Local studies
- Story
- Early people and ancient societies
- Life, society, work and culture in the past
- Continuity and change over time
- Eras of change and conflict
- Politics, conflict and society

We are aware of the requirements of the ‘menu curriculum’ as outlined in the Curriculum Statement regarding the number of Strand Units from each Strand that must be covered in each school year.

In choosing the Strand Units for 3<sup>rd</sup> to 6<sup>th</sup> classes, we are conscious of the spiral approach recommended in this curriculum, in which some aspects of the past may be explored in increasing detail at a number of levels e.g. World Wars, The Famine, Ancient Civilisations.

We recognise that the curriculum recommends that in each year one strand unit in local history and one strand unit in national or world history is studied in more depth over a longer period and this has been taken on board in the development of our yearly plans from 3<sup>rd</sup> to 6<sup>th</sup> classes.

We understand that a strict adherence to a chronological treatment of Strand Units is not recommended in this curriculum because of the constraints this would impose on curricular planning. We are aware that the development of children’s chronological understanding can be fostered through the use of timelines, and will consider using timelines at all levels.

At all class levels we will strive to ensure a balance between the development of skills and the acquisition of knowledge in our teaching of history.

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## **2. Skills and concepts Development.**

Each teacher is aware that the curriculum provides for the development of a growing range of historical skills and concepts. Each teacher is aware of the aspects of *Working as a Historian* that apply at each class level.

We are aware that the skills and concepts developed by the children as they work as historians are:

- Time and Chronology
- Using Evidence
- Communication

### **Infants: Page 18 Curriculum**

At Infant level; strategies we will use to develop the child's skills to work as a young historian will include:

- Sequencing activities- Ordering objects/pictures; Sequencing of artefacts from own personal past; sequencing of elements in a story etc.
- Use of simple timelines
- Using simple evidence: artefacts from own personal past: clothes, toys, birthday cards etc; photographs from own personal past.
- Allowing children opportunities to communicate an awareness of stories about the past in a variety of ways: listening to and retelling stories, drama, artwork, ICT.

### **1<sup>st</sup> / 2<sup>nd</sup>: Page 26 Curriculum**

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

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

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

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

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## **Third/Fourth Classes: Page 40 Curriculum**

We are aware that children will continue to develop these skills and concepts through engagement with the History Curriculum and by having the opportunity to Work as Historians:

- Time and chronology
- Change and continuity
- Cause and Effect
- Using evidence
- Synthesis and communication
- Empathy

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

- Using timelines for children to record information about people and events
- Examining and using a wider range of historical evidence: photographs, pictures, objects, memories of older people, buildings, stories, songs, written sources, films, other media, ICT.
- Encouraging children to ask questions about a piece of evidence
- Enabling children to summarise information in and make deductions from a single source of evidence
- Providing opportunities for children to use evidence and imagination to reconstruct elements of the past and communicate this understanding in a variety of ways.

## **Fifth/ Sixth classes: Page 60 Curriculum**

We are aware that children in 5<sup>th</sup> and 6<sup>th</sup> classes will continue to develop the skills and concepts of 3<sup>rd</sup> and 4<sup>th</sup> class to a higher level through engagement with the History Curriculum and by having the opportunity to Work as Historians:

Strategies we will use to develop children's skills to work as young historians will include:

- Use of timelines
- Enable children to use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, Stone Age, Middle Ages, Renaissance etc
- Allow children to examine and use critically a wide range of historical evidence
- Enable children to develop some skills in the location and selection of evidence
- Encourage children to ask questions about a piece of evidence
- Encourage children to compare accounts of a person or event from two different sources
- Encourage children to use imagination and evidence to reconstruct the past in a variety of ways: oral language, drama, writing, artwork, modelling, other media, ICT.

All teachers will endeavour to include a balance between the development of these skills and the acquisition of knowledge when designing their short and long-term planning and when implementing it in the classroom

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### 3. Approaches and Methodologies

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

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

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

- Story

We have a range of suitable stories and fiction books in our libraries for use in our History classes and when integrating with English. (class novel e.g. Across the Divide, Treasure Island, The Guns of Easter etc.)

We will consult pgs. 65-71 of the Teacher Guidelines for guidance in this methodology.

- Personal and family history

This methodology is an ideal starting point for exploring the past especially with our younger classes. Parents, grandparents and other family members will be encouraged to share family history with our children. This also forms part of our *T.O.T.* - oral homework - an important part of our SSE improvement plan. This will also link with the theme Our Local Environment, which is part of our SIP.

We will consult pgs. 72 - 75 of the Teacher Guidelines for guidance in this methodology.

- Using Artefacts

We will gather a selection of artefacts for using evidence as a methodology.

Typical artefacts will be older clothes, old irons, old kettles and old textbooks.

Artefacts do not all have to be ancient and some may be modern

We will consult pgs. 81 - 86 of the Teacher Guidelines for guidance in this methodology.

- Drama and role play

Activities such as hot seating, conscience alley, and drama through story are ways in which children will empathise with people of the past and recreate human experience.

We will consult pgs. 109 - 113 of the Teacher Guidelines for guidance in this methodology.

- Using pictures and photographs

We will use historical photographs of our locality and also study a range of photos from famous collections, famous paintings and calendars.

Collections such as the Lawrence Collection ([www.nli.ie](http://www.nli.ie)) will be ideal to use for activities around Change and Continuity.

We will consult pgs. 87 - 98 of the Teacher Guidelines for guidance in this methodology.

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- Use of the environment

We will design local history trails in an age appropriate way. We will bring the children out on a history trail of our school and local area – including the church, graveyard, old school/community centre and looking at older and newer houses in the village of Cloonacool. As we are engaging with the theme Our Local Environment local fieldtrips will form part of our planning.

We will consult pgs. 99 - 103 of the Teacher Guidelines for guidance in this methodology.

- Oral evidence

We aim to try and make incidents and aspects of the past real for the children through the use of this methodology. Classes will experience visits from older people in the locality and children will have opportunity to interview older people as part of their homework. This integrates with our *T.O.T.* – oral homework, developed as part of our SSE improvement plan and also links with our SIP SESE theme of Our Local Environment. We will consult pgs. 77 - 80 of the Teacher Guidelines for guidance in this methodology.

- Documentary evidence

We will use old newspapers, birthday cards, postcards, magazines, receipts, census returns, and marriage, birth and death certificates for lessons relating to myself, my home and my school where appropriate.

Sensitivity to children's personal circumstances will be exercised and careful thought given to the selection of these documents.

We will consult pgs. 104 - 108 of the Teacher Guidelines for guidance in this methodology.

- Use of ICT

We will make use of suitable software programmes and the internet to enhance our teaching of History.

We will consult pg. 114 of the Teacher Guidelines for guidance in this methodology.

#### 4. Linkage and Integration

- Linkage:

In order to make learning more meaningful for the child and to ensure the simultaneous development of historical skills and to provide for the application of these skills teachers will explore possibilities for linkage across the History curriculum and will consider and note such opportunities in their classroom planning.

- Integration:

We acknowledge the assertion made in the Curriculum Statement page 9 that while history makes an important and distinctive contribution to the development of the child, historical education complements the growth of the child's geographical and scientific learning. With this in mind, we will ensure to look for opportunities whereby the elements from the history and science and geography curricula may be explored concurrently.

We are conscious not only to seek out opportunities to integrate content, but also to be mindful of opportunities for transferral and application of skills.

We also acknowledge the scope that exists to integrate history with other subject areas.

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- Oral Language – Discussion of historical events and use of story with emphasis on language of Time.
- Literacy – Reading and writing of stories, myths, legends and records.
- Mathematics – Use of timelines
- Visual Arts – Analysis of paintings as evidence, work of famous artists and aesthetic changes in the environment over time.
- Drama – Role play, Hot seating Activities.
- SPHE – Myself and my Family.
- Geography – locations of events and people
- Religion – stories from the past in the Bible
- Science – development of scientific discoveries

## 6. Assessment

As in all subject areas Assessment is an integral part of the teaching and learning of SESE history. We as a staff have a common understanding of its purpose and the ways in which the progress of children in history will be assessed, documented and reported.

Assessment in history will fulfil the following roles:

- A diagnostic role – to identify areas of difficulty in order to respond to the needs of the child
- A summative role- to establish the outcomes of learning after completing a unit of work. In this way assessment can provide the basis for reporting to and communicating with parents and others.
- An evaluative role – to assist teachers in assessing their own practice, methodologies, approaches and resources.

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

- a) Children's knowledge of the past
- b) Children's ability to use historical skills
- c) Children's development of attitudes

The assessment tools we will use will range from the informal means to the more structured approaches.

Methods we will use are:

- Teacher observation of the child's learning and ability to use historical skills as the history curriculum is being implemented.
- Teacher designed tasks and tests at the end of units of work.
- SESE History Checklists
- Work samples/SALF
- We will display the children's work in public areas of the school.

These records will inform the teacher of the progress of the child; the effectiveness of teaching methodologies employed and will also inform future planning. The assessment records will form the basis for reporting and discussing the child's progress. This information will be relayed at Parent Teacher Meetings and in annual school reports. Details regarding the progress of each child are recorded and retained as part of their individual profiles.



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## 7. Children with Different Needs

As previously stated we are cognisant of the distinct role history can play in the harmonious development of each and every child. As such we will strive to ensure that all children have the opportunity to experience a rounded historical education.

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

In order to do this, we will consider:

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

All teachers are familiar with the ‘NCCA Guidelines for Teachers of Students with General Learning Disabilities’ and will consult these guidelines as appropriate.

## 8. Equality of Participation and Access

- Provision for children with physical difficulties will be made so that they can access the history curriculum.
- Children whose first language is not English will be supported in accessing the history curriculum also.
- Our studies will include topics from local, national and international places.
- Our history classes will place an emphasis on the lives of ordinary women, men and children of the past as is recommended in the curriculum.
- At all class levels we include the lives of men women and children from different social, cultural, ethnic and religious backgrounds.

## ■ Organisational Planning

### 9. Timetable

In keeping with the recommendations in the Primary School Curriculum Introduction (page 70) a minimum of two and quarter hours per week is devoted to S.E.S.E. in infant classes and a minimum of three hours per week for classes 3<sup>rd</sup> to 6<sup>th</sup>.

One hour of this time will be spent on History.

On occasion, time will be blocked as appropriate. This might occur when:

- using a thematic approach
- working on a project
- exploring the local environment i.e. on a trail or fieldwork activity

Teachers will consider the use of discretionary curriculum time for SESE when appropriate.

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## 10. Resources and ICT

We have many resources in our school for use in history lessons – kept in the appropriate classroom.

History Packs:

- Who Built Newgrange
- The Normans in Meath & Louth
- The Past in Meath & Louth
- Norman Times
- From Carlingford to Trim
- Irish History & Timeline
- Days of Hunger

DVDs:

- Brú na Boinne
- R.E.C.A.L.L.

Artefacts Include:

- Old toys
- kettle
- old irons
- old books
- small scale replicas of the Colosseum, Arc de Triomphe, Statue of Liberty, Temple at Ephesus etc.

Places of Historical Interest

- The old school (Community Centre)
- Church
- Graveyard
- The Mass Rock
- Fairy Forts
- The river and bridges
- Mountains (local caves)
- Lakes
- Field names
- Townland histories
- Archive photographs of Cloonacool

We will use textbooks as a resource in our teaching of History.

We will continue gathering artefacts for the children to examine.

Digital photography, video imaging and websites will be used in our teaching.

We will continue to avail of the *Heritage in Schools* scheme.

## 11. Health and Safety

(Refer to school's Health & Safety Policy)

- Teachers will consult the principal whenever it is proposed to engage children in History activities in the environment.
- Before use in the classroom artefacts will be risk-assessed by the teacher e.g.; sharp edges. Artefacts with small parts will not be used with infants

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## 12. Individual Teachers' Planning and Reporting

- Teachers will consult this whole school plan and the curriculum documents for History when they are drawing up their long and short-term plans.
- Each teacher will have a long-term plan for the year
- Where it is meaningful and suitable history will be taught in a thematic way to integrate with the other SESE subjects
- Cúntas míosúil will assist in recording work covered, in evaluating progress in history and in informing future teaching
- Parents are informed of children's progress in history at parent teacher meetings and in end of year report cards

## 13. Staff Development

- Teachers will have access to resource materials and websites dealing with history.
- Staff will be encouraged to research and try out new approaches and methodologies.
- Teachers will be encouraged to attend in-service workshops and courses in history and to up-skill other staff members in what they have learnt at staff meetings.
- Our school has a culture where teachers share their expertise, good experience and practice with others.

## 14. Parental Involvement

We will encourage parents to talk to their children about their personal and family history, this will also involve sourcing family photographs, lending artefacts for display and taking children to see historic places. This integrates with our *T.O.T.* – oral homework, developed as part of our SSE improvement plan.

- Parents and grandparents will be encouraged to come into the school and to share their historical experiences with the children
- Any special days, e.g. St. Brigid's Day 1<sup>st</sup> February, St. Patrick's Day, Bonfire Night will be discussed
- Natives of other countries will be encouraged to share their heritage with the rest of the school

## 15. Community Links

- People in the local community who have an interest and a knowledge in its history will be invited to speak with the children
- We will welcome visits by speakers/facilitators from Dúchas, The Heritage Council, Local county council
- Children may be brought on visits to different places of local interest as part of their school tour e.g. Boyle Abbey, Sligo Friary.

## ■ Success Criteria

We will review this whole school plan under the following headings

- Are individual teachers preparing planning and teaching according to this plan?
- Are we using a variety of methodologies?
- How are the children's historical skills progressing?
- How well is historical knowledge being learned by the children?
- Are we assessing our history as outlined in the plan?
- Have we acquired any additional resources we needed?

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Ways of assessing this plan will be

- Revisiting the plan as a staff
- Teacher feedback
- Parental feedback
- Children's feedback
- Inspectors reports and suggestions

## ■ Implementation

### Roles and Responsibilities

The plan will be supported, developed and implemented by all staff members.

## ■ Review

The principal was responsible for coordinating a review of this plan in the school year 2009-2010. In the 2017-2018 review the positive impact of the implementation of our Oral language plan, following SSE in English, on History was welcomed. We also feel that continuing *T.O.T.* will foster home-school links in the area of history. We aim to review this plan during the 2021/2022 school year.

## ■ Ratification and Communication

This plan was communicated to all parents in September '06.

This plan was ratified in October '06 by the Board of Management.

This reviewed plan was ratified by the BOM on 15<sup>th</sup> of October 2018 and is available to view on our school website.