

History

■ Title : History

■ Introductory Statement and Rationale

(a)Introductory Statement

The whole school plan for history was formulated originally in June 2006. It was reviewed in 2012 by the principal and staff of Scoil Iosagáin following advice from the cuiditheoir, in school planning days and consultation with staff. It was reviewed again in 2016.

(b) Rationale

We believe that Social, Environmental and Scientific Education (S.E.S.E.), of which History forms an important dimension, provides opportunities for each child to explore, investigate and develop an understanding of the natural, human, social and cultural dimensions of his or her local and wider environment. It also allows the child to learn and practice a wide range of skills and to acquire open, critical and responsible attitudes to the world around them. The study of history in particular enables children to investigate and examine critically significant events in their own immediate past, the past of their families and local communities, and the history 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 complementary role together with geography and science within S.E.S.E. and as a wider contributor to the wider child centred curriculum.

We focused on this area for development –

- To confirm to principals outlined in the primary school curriculum (DES 1999)
- To review the existing plan for history and ensure the curriculum for history is delivered in a well-planned and organised manner.
- To benefit teaching and learning in our school.

■ Vision and Aims

(a)Vision :

It is the mission of our school to enable each and every child to reach his/her full potential. We are aware of the contribution S.E.S.E. 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, we will help children to understand more fully the world in which they live, and 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 the 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 Primary School Curriculum for history

- 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 have had an impact upon each other.
- To develop an understanding of the concepts of change and continuity.
- To provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the development 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 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 encourage the child to recognise how past and present actions, events and materials may become historically significant.
- To enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts.

We have made the following decisions to promote and develop the teaching and learning of history in our school:

- To create classroom plans which reflect the current class groupings of our school.
- To ensure each classroom has a relevant time-line displayed in their classroom.
- To ensure each classroom has an artefact or class museum display/SESE table
- To compile appropriate resource packs for each topic to aid the teaching and learning of history in our school.

■ Curriculum Planning

This History Plan will be addressed under the following headings:

Curriculum Planning:

1. Strands and strand units
2. Skills and concepts development
3. Approaches and methodologies
4. Linkage and integration
5. Multi-grade teaching
6. Assessment and record keeping
7. Children with different needs
8. Equality of participation and access

Organisational Planning:

9. Timetable
10. Resource and ICT

11. Health and safety
12. Individual teachers' planning and reporting
13. Staff development
14. Parental involvement
15. Community links
16. Places of historic interest

1. Strands and Strand Units

Each teacher is familiar with the strands, strand units and content objectives for his/her relevant class level. We feel this is important in order to ensure a coherent programme throughout the school. We are aware that infant classes to second class have to cover all strands and strand units and content objectives, as shown below.

Class	Strand	Strand unit
Infant classes	Myself and my family	*Myself *My family
1 st /2 nd	Myself and my family	*Myself *My family *When my grandparents were young *Games in the past
	Change and continuity	*Continuity and change in the local environment
	Story	*Stories

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

We will ensure that the stories and other activities selected from Infants to Second class will encompass a range of perspectives and will:

- Introduce children to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds.
- Include studies from a wide range of human experience.
- Come from local, national and international contexts.

-We endorse the emphasis this curriculum places on the exploration of **personal and family history** at these levels and are conscious of the sensitivities some aspects of these topics may involve.

From third to sixth class there is a menu curriculum from which we have chosen strand units. We are aware that we have to carry out two in depth studies each year from third class to sixth class level – chosen from the local studies strand. Certain strand units are revisited throughout the school and covered in depth as the children progress; these strand units are recorded in the teachers' planning. Equal emphasis is given to each strand and strand unit.

- In selecting Strand Units we will endeavour to ensure that:

- The locality of the school is reflected in the programme
- Children are introduced to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds.
- Studies from a wide range of human experience are included.
- Local, national and international contexts are included.

See appendix 1 for our two-year plan for 3rd – 6th class.

A full range of objectives will be covered during the year. The curriculum objectives for each strand unit are used as the objectives for each class level in our school.

- Junior & Senior Infants: p16-21 of the curriculum.
- First & Second Classes: p24-31 of the curriculum.
- Third & Fourth Classes: p36-51 of the curriculum.
- Fifth & Sixth Classes: p56-71 of the curriculum.

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 (see appendix 2).

Infants: Page 18 SESE History Curriculum Statement-

We are aware of the skills and concepts children will develop as they have the opportunity to **work as historians**:

- Time and Chronology
- Using Evidence
- Communication

At Infant level, strategies we may 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 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, art work, ICT.

First Class: Page 26 C.S.

- We are aware of the skills and concepts children will develop 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 may use to develop the child's ability to work as a young historian 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.

Second/Third/Fourth Classes: Page 40 C.S. - We are aware of the skills and concepts that children will continue to develop 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 may use to develop the child's abilities to **Work as Historian** 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 C.S. - We are aware of the skills and concepts that children will continue to develop 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 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, early Christian Ireland etc.
- Allow children to develop some skills in the location and selection 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, art work, modelling, other media, ICT.

The use of timelines will play a major role in the development of chronological understanding and will be used at all class levels in an age appropriate way:

- Infants: Picture sequences using the language of time
- Middle classes: Timelines that relate to personal history with photographs and items along with the language of time.
- Senior classes: Timelines of distant periods and key dates.

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. Children's learning experiences in history should:

- Arouse enthusiasm and curiosity about the past
- Encourage discussion and a questioning, critical attitude to accounts of the past.
- Develop historical skills and wider skills of co-operation, communication and problem solving
- Engage children in lively, purposeful activity

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
- Co-operative 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.

The range will include:

- Story (pgs 65-71, TG)
- Personal and family history (pgs 72-75, TG)
- Using Artefacts (pgs 81-86, TG)
- Drama and role play (pgs 109-113, TG)
- Using pictures and photographs (pgs 87-98, TG), e.g. Tipperary Star archives.
- Use of the environment (pgs 99-103, TG). We have carried out a local historical audit and will use it to design local history trails in an age appropriate way.
- Oral evidence (pgs 77-80, TG) – questionnaires, interviews, special visitors.
- Documentary evidence (pgs 104-108, TG). e.g. newspapers collected, cards, postcards, old magazines, old receipts, census returns, old marriage, birth and death certificates, school bulletins.
- Use of ICT

- Develop timelines throughout the school.

We believe that it is essential to use a broad range of technical techniques and classroom approaches in teaching History. These will include using story, drama and role play, locating oral and documentary evidence, using artefacts, pictures, photographs and using the environment around us.

4. Linkage and Integration

We acknowledge that linkage and integration are recommended within the SESE curriculum. We hope to make a link between our history topics in so far as possible for the class levels. Teachers will explore possibilities for linkage across the History curriculum and will note such opportunities in their classroom planning.

Integration

We agree with the statement made on page 9 of the history curriculum 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 explore possibilities to integrate the SESE subjects, using integrated themes or topics. 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 will also exploit all meaningful possibilities where history could be integrated with other curricular areas. In selecting countries in geography we integrated them with our choices under the strand Early People and Ancient societies. For example we will integrate Romans and Italy, Native Americans and America. Local studies are integrated with geography, English and visual arts. Various topics are integrated with Aistear/Drama.

5. Multi-Grade Teaching

Scoil Iosagáin is a seven-teacher school with five mainstream classes. Junior/Senior Infants and Senior Infants/First Class are grouped together. Second/Third and Third/Fourth Classes are grouped together. Fifth and Sixth Class are grouped together. We are aware of the necessity for teachers to engage in close consultation with colleagues. The Principal and other members of staff facilitate such consultations. Selection of textbooks, topics and resources is a collaborative exercise. We do not use a specific textbook but relevant resources taken from a variety of textbooks such as 'History All Around Me', 'What a Wonderful World', 'It's About Time', 'Earthlink', 'Small World', 'Unlocking SESE' and 'Window on the World' are supplemented with other resources.

6. Assessment and Record Keeping

As in all subject areas Assessment is an integral part of the teaching and learning of S.E.S.E. 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

- Children's knowledge of the past
- Children's ability to use historical skills
- Children's development of attitudes.

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

Teacher Observation & Feedback	Teacher designed tasks/tests	Children's work	Formative assessment
<ul style="list-style-type: none"> • Responses of children to questions and suggestions. • Level of participation in whole class discussions. • Interaction with others in group discussion and collaborative activities. • Reaction to learning materials and tasks assigned. • Reaction to and the using of historical evidence. • Empathy displayed for historical situations. • Feedback from pupils and parents. 	<ul style="list-style-type: none"> • Telling and retelling events • Asking and answering a variety of closed and open questions. • Oral, written and pictorial descriptions or recordings. • Constructing sequences and timelines. • Handling evidence and posing appropriate questions. • Work cards or activity sheets. • Completed projects. • Dramatising an event • Making a model • Using interactive multimedia. • Teacher designed revision tests. 	<ul style="list-style-type: none"> • Examples of work in progress • Written accounts • Drawings, diagrams, concept maps. • Completed work cards • Tests • Photographs of models • Recordings of story telling and dramatisations. • Projects • Portfolio/SESE copies/scrapbooks 	<ul style="list-style-type: none"> • Conveys knowledge of the past accurately through oral, written or drawn accounts. • Re-tells events in sequence. • Re-tells with understanding. • Handles and describes artefacts and makes deductions from it. • Sees differences between past and present. • Talks about the past in a critical but empathetic way. • Can discuss the reasons why some events happened and their causes. • Can identify motives for past events appreciate various perceptions of those events.

Using a range of these learning activities means that assessment is intimately linked to the teaching and learning process and that the child's progress is assessed in the context of the historical material with which he/she is familiar. We are aware that the primary purpose underlying assessment in history is to enhance the learning experience of the child.

7. Children with Different Needs

We are aware of the distinct role history can play in the harmonious development of each and every child. We will do our best 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:

- Making an effort to create opportunities for hands on practical activities.
- Using a mixture of whole class teaching, focused group work or paired work, grouping children across the classes.
- Employing a variety of methodologies in the classroom.
- More able pupils will be encouraged to carry out research in certain topic areas.
- Planning for the use of a wide range of communication skills.
- Offer a variety of recording methods.
- Choosing more accessible or more demanding evidence
- Using a range of questions and providing a range of tasks.

We endorse the emphasis this curriculum places on the exploration of **personal and family history** at all levels and are conscious of the sensitivities some aspects of these topics may require. In instances where it would be insensitive to explore a child's own personal and family history we will consider the substitution of the personal and family history of another person. The curriculum unit allows for this within the strand unit. My family or a family of a person known to me.

8. Equality of Participation and Access

- Equal opportunity will be given to all children to experience all strands and to participate in all class activities.
- Provision required will be identified for the inclusion of children experiencing physical disabilities, learning difficulties and those whose first language is not English.
- Our studies will include one 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.
- We will consider in our teaching of History the contribution made by women in the past as well as men.
- At all class levels we include the lives of men, women and children from different social, cultural, ethnic and religious backgrounds.

These considerations will impact on our choices of:

- Stories
- Topics/Themes
- Visitors invited
- Evidence selected
- Resources purchases

■ Organisational Planning

9. Timetable

In keeping with the recommendations in the Primary School Curriculum Introduction (page 70) a minimum of 2 ¼ hours will be allocated to S.E.S.E. in infant classes and 3 hours will be allocated to S.E.S.E. from First to Sixth classes per week.

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

- using a thematic approach/Aistear themes
- working on a project

- exploring the local environment

10. Resources and ICT

We have done an audit of our historical resources (see appendix 3) and we store them in our individual classrooms. Resources that will be used in the teaching of history include:

- Textbooks
- The local library
- Newspapers
- The internet
- Artefacts

11. Health and Safety

Refer to school's Health & Safety Policy and Preparing for Fieldwork, Geography Teacher Guidelines (pp. 74-78).

12. Individual Teachers' Planning and Reporting

- Teachers will consult this whole school plan, our agreed long term plan and the curriculum documents for history when they are drawing up their short term plans.
- Teachers will report on work completed on a Monthly Report template-Cúntas Miosúil. These are kept by individual teachers and in a central folder in the office.
- Teachers will use the History Curriculum strands and strand units when planning.
- Teachers also keep long-term and fortnightly plans.
- Parents are informed of children's progress in history at parent teacher meetings and in end of year report cards.

13. Staff Development

We will attend in-service training as appropriate and will consider any workshops/courses that become available. We will continue to access the PDST. Teachers are encouraged to try out/pilot different teaching methodologies and to share this with peers. Teachers have access to reference books and materials to further their knowledge.

14. Parental Involvement

As personal and family history is such an integral element of the history curriculum parents and grandparents have an important role to play in developing the child's sense of his/her own personal past and in nurturing a sense of the value of this past. Grand-parents and past teachers are invited as guest speakers to classrooms, giving oral evidence about life in their school days, changes they have lived through, the local area etc. If any parent has any special area of interest which would enrich our history programme, we also invite them to come in and show and tell. Parents send in photographs and artefacts and help with other aspects of the history curriculum when they are asked to do so. Grandparents or family representatives also attend 'Grandparents' Day' and answer questions about their time in school.

15. Community Links

We have identified a number of individuals, groups and agencies in our local community who may be able to support our history programme e.g. The Tipperary Star, Lár na Páirce, The Source Library in Thurles. People in the local community who have an interest and knowledge in its history will be invited to speak with the children.

- The local library will be a source of historical knowledge for the children i.e. documentary evidence, maps.
- Children will be brought on visits/walks to different places of local interest as they progress through the primary school.

16. Places of historic interest

We conducted an audit of our local history and this is included as appendix 4. We agree that through local history children can readily acquire and practise historical research skills, they can become familiar with, and learn to value, the local environment and they can learn to appreciate the elements of the past which have given them and their locality a sense of identity. We are aware of Exemplar 15 Pages 100-103 which examines factors to consider when embarking on a **local history trail**.

• Success Criteria

We will use the following criteria to assess the success of this plan

- Evidence that pupils are engaging in studies from personal to local, national and international history.
- That history is defined as an attempt to reconstruct and interpret the past as well as the past itself.
- Our yearly and classroom planning is based on the Whole School Plan
- There is a balance between skills and content.
- That the child must acquire skills and concepts to work effectively as a young historian
- Development of historical skills throughout the classes.
- Integrated themes are being developed across the school, using a whole school approach. e.g. History of our local area/Story – St. Brigid, St. Patrick.
- Use of timelines throughout the school.
- That the curriculum is spiral and developmental in its structure.
- That history is integrated across the curriculum from Infants to Sixth Class.
- Classes engaged in outdoor observation and trails of the local environment.
- Photographs, displays, use of artefacts and evidence in classes.
- Procedures outlined in this plan consistently followed throughout the school.
- Children's feedback.
- Teacher/parent feedback.
- Inspectors' suggestions/feedback.
- Revisiting the plan as a staff.

■ Implementation

Roles and Responsibilities:

All the teachers are responsible for the implementation of the history curriculum in their own classrooms. Teachers will be encouraged to present feedback during staff meeting on review of history.

■ Review:

Roles and Responsibilities:

Staff, parents and BOM will be involved in the review of this policy.

Timeframe:

We will review this plan in the light of any new curriculum developments and/or issues arising during reviews carried out at staff meetings and make any necessary amendments.

■ Ratification and Communication

This plan was presented to and ratified by the Board of Management in Sept. 2017.

Date:

26th Sept. 2017.

Chairperson

BOM

P.S. Harrington

Principal

Alma Quinn 26th Sept
2017

Next review: School year 2021/2022

