

History

WHOLE SCHOOL PLAN

Scoil Naomh Éanna

Carraroe,

Co. Sligo

INTRODUCTION

The following plan was drawn up in light of our in service training and in consultation with the teachers, parents, pupils and local community. It sets out our approach to the teaching and learning of History. This plan will form the basis for teachers' long and short-term planning. It will also inform new or temporary teachers of the approaches and methodologies used in our school.

This History Plan will be addressed under the following headings:

- Rationale
- Vision and Aims
- Curriculum Planning:
 1. Strands and strand units
 2. Skills and concepts development
 3. Approaches and methodologies
 4. Linkage and integration
 5. Assessment and record keeping
 6. Children with different needs
 7. Equality of participation and access
- Organisational Planning:
 8. Timetable
 9. Resources and IT
 10. Health and Safety
 11. Individual teacher's planning and reporting
 12. Staff development
 13. Parental Involvement
 14. Community Links
 15. Places of historic interest

RATIONALE

What is history?

“We should view history as an attempt to reconstruct and interpret the past, rather than the past itself. We must understand history as encompassing two inseparable aspects:

- The interpretation of what are considered to be significant human activities in the past and
- the process, by which these activities are selected, investigated and analysed.” (*History Curriculum TG pg2*)

Why teach history?

Through exploring the past, children acquire knowledge and concepts while simultaneously developing important skills and attitudes.

The history curriculum provides opportunities for the child to acquire a broad and balanced understanding of local, Irish and international history through the study of a range of peoples, events and periods. At the same time the child will develop and practise historical investigation skills concerned with time and chronology, cause and effect, change and continuity, the use of evidence, synthesis, communication and empathy.

What is the purpose of this school plan?

We decided to develop our history school plan:

- in order to benefit the teaching and learning of history in our school and to form the basis for teachers’ long and short-term planning
- to inform new and temporary teachers of the approaches and methodologies used in our school, and
- to conform to the principles outlined in the primary curriculum.

VISION AND AIMS

VISION

In accordance with our school vision we strive to deliver a holistic education where each child can acquire knowledge while simultaneously developing important skills and attitudes through exploring the past, in a safe and stimulating environment.

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
- And in addition;
- To provide hands-on and co-operative activities which promote shared exploration and discovery of the elements and aspects of history education.

CURRICULUM PLANNING

1. STRANDS AND STRAND UNITS

All teachers are familiar with the strands, strand units and content objectives for the relevant class levels.

All strand units will be covered at each class level but in greater depth as the children progress through the school. There will be varying age appropriate activities at each class level to ensure development and continuity and to avoid duplication.

2. SKILLS AND CONCEPT DEVELOPMENT

Using the objectives of each strand unit and the required history methodologies we will develop the child's skills to work as a young historian.

The skills and concepts we aim to develop in our school include:

Junior and Senior Infants:

- Time and chronology
- Using evidence
- Communication

First to Sixth Classes:

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

3. APPROACHES AND METHODOLOGIES

The following approaches and methodologies are currently being implemented in the school;

- Story
- Drama and role play
- Oral evidence
- Documentary evidence
- Using ICT
- Personal and family history
- Using artefacts
- Pictures and photographs
- Use of the environment

There is a collection of resources available in the school to facilitate these methodologies. These include;

- Time lines
- Household artefacts
- Old photographs
- Clothes worn in the past
- History audit

4. LINKAGE AND INTEGRATION

LINKAGE

Opportunities are provided to link strands within the history curriculum to reinforce the topic being taught e.g. the strand **Myself and my family**, can be linked with the strand **Change and continuity**, when exploring the topic toys i.e. toys children play with today and toys my grandparents played with in the past.

□ There are two strands in Junior and Senior Infants and three strands in First and Second Class which are subdivided into strand units.

There are five strands in Third and Fourth and Seven in Fifth and Sixth
These strand units are explored and developed at each class level throughout the school year.

□ Teachers endeavour to link strands as much as possible through topic work e.g. Houses and Homes

INTEGRATION

We will ensure integration with geography, science and all other subjects, where appropriate, by organising and planning within class groups and linking;

□ Strand with strand

□ Strand with strand unit

□ Strands using a thematic approach

5. ASSESSMENT AND RECORD KEEPING

Each class teacher assesses:

□ the children's progress in their awareness and knowledge of the past,

□ their ability to use historical skills and

□ the development of their attitude towards the past

This is monitored through:

□ teacher observation

□ class discussion

□ the analysis of history work samples, projects and scrapbooks.

The information gained from assessments is used:

□ to show areas of weakness,

□ to support teachers' future planning,

□ to portray children's knowledge and attitudes towards the past.

Records are kept in the following ways;

□ Children's workbooks and pupil report books.

Teachers relay children's progress in history to parents at parent teacher meetings, through the end of year report and through informal, incidental meetings.

6. CHILDREN WITH DIFFERENT NEEDS

CHILDREN WITH SPECIAL NEEDS

History is a subject that can be accessed by all children. It is the nature of history that it is relevant and familiar to the child e.g. my history, when I was a baby etc.

Therefore each child is already knowledgeable and has a personal interest in the topic. Children with special needs can be grouped in mixed ability groups where they can be helped by more able children if required.

Many history lessons involve the use of visual cues and tactile materials thus supporting the learning of children with special needs.

CHILDREN WITH A PHYSICAL DISABILITY

According to the nature of the disability, careful consideration will be taken when planning history lessons and trips. Where a special needs assistant is assigned, he/she will be present during history lessons and trips to ensure the child's safety and to support their learning.

CHILDREN OF EXCEPTIONAL ABILITY

Children of exceptional ability and interest in history will be additionally challenged through;

- Project work, which could then be reported back to his/her class and other classes
- The extension of topics covered e.g. Inventors. The child would be encouraged to research other inventors outside of those covered in class.
- Research and investigative skills will be further developed using I.C.T. and extra reading material.

History provides plenty of opportunities for co-operative learning, group and pair work, thereby ensuring inclusion of all children allowing for their different skills and abilities. E.g. when completing a task each child takes on a different role i.e. reporter, reader, scribe, researcher etc.

As with all subjects, considerations will be made in the teaching of history, for children's personal family backgrounds and circumstances, e.g. in the case of bereavement or separation etc.

7. EQUALITY OF PARTICIPATION AND ACCESS

All children attend history classes. Equal opportunities are given to boys and girls to participate in history classes and activities, and to experience all strands. In our school each individual child is valued and therefore their personal and cultural backgrounds are explored equally. History class will be used where possible to explore the culture of all pupils e.g. children from the travelling community, newcomer children etc.

Within class group planning meetings, specific cultural issues are addressed and planned for e.g. festivals, religious celebrations such as Chinese New Year, Ramadan etc.

In circumstances where English is not a child's first language, support is provided by the class teacher in collaboration with parents and support teachers.

ORGANISATIONAL PLANNING

8. TIMETABLE

The following time is allocated per week to the teaching of S.E.S.E:

Junior and Senior Infants: 2 hours 15 minutes

First to Sixth Class: 3 hours

While a thematic approach integrating the S.E.S.E. subjects is often used, there are occasions where it is necessary for history to be timetabled separately e.g. in Second Class when teaching Myths and Legends and My Family Tree.

9. RESOURCES AND ICT RESOURCES

September 2012: History resources and artefacts will be sought and stored centrally in the school strong room for teachers' use. Lists of these resources will be distributed to each class teacher.

At the moment teacher resource books, and other reference material for history is available in classrooms.

I.C.T.

There are a selection of technologies available in the school, which can be used to facilitate the teaching of history.

These include a cd player and computer in each classroom, a video camera, a digital camera, overhead projector and white board.

Teachers and students can access websites relevant in the teaching of history using the internet on the computers.

The school's Acceptable Use of the Internet policy applies in the use of history web sites in school.

10. HEALTH AND SAFETY

School personnel are mindful of the health and safety issues associated with the teaching of history. Extra vigilance is required when

Handling artefacts, sharp edges, rust, woodworm, care of artefact, protective gloves.

Participating in history trails

For visits outside of the school the procedures applicable to school tours apply.

At all times pupils are encouraged to respect objects and sites of historical interest.

11. INDIVIDUAL TEACHERS' PLANNING AND REPORTING

Teachers base their yearly and fortnightly plans on the strand and strand units outlined in this whole school plan on history.

Work covered will be outlined in the Cúntas Míósúil which will be submitted to the principal.

Teachers are encouraged to attend history courses. New ideas, worksheets or handouts acquired are made available in the staffroom.

If teachers wish to share ideas or information acquired at courses, they are given the opportunity to do so at staff meetings or at class grouping meetings.

Teachers are invited to view history projects and displays in other teachers' classrooms.

13. PARENTAL INVOLVEMENT

Parents and grandparents are encouraged to help their child develop a curiosity and interest in the past. Ways in which they can be involved in supporting the history curriculum in the school include:

Completing questionnaires at home

Visiting the classroom for interviews

Viewing individual and class projects

Parents can support their child in fostering an interest in personal, local, national and international history by:

Talking with their child about the past

Looking at and talking about old photographs

Visiting sites of historical interest

Using the internet and TV.

14. COMMUNITY LINKS

Members of the local community could be invited in where required to visit classes and be interviewed by the children. Examples include the community garda, parish priest, cleaners.

15. PLACES OF HISTORIC INTEREST.

Places of historic interest are regularly incorporated into school tours. Information on local places of historic interest is available for teachers to consult in the Principal's office e.g. Tobernalt, Carrowmaore, Sligo Abbey, Killaspugbrone, Balymote Castle, Parkes Castle, Arigna Mines.

[W](#) List of Historical Sites in the locality.docx

SUCCESS CRITERIA

The success of this plan will be measured using the following criteria:

- Teachers consult this document when preparing their short and long term plans
- Approaches and procedures outlined herein are followed in Scoil Naomh Éanna and are reflected in teachers' monthly reports
- Ongoing assessment will show that children are gaining historical knowledge and developing an active interest and curiosity about the past.

IMPLEMENTATION

ROLES AND RESPONSIBILITIES

Class teachers are responsible for the implementation of the history curriculum for their own classes.

RATIFICATION AND COMMUNICATION

This plan was ratified by the Board of Management. The plan was communicated to teachers and is being implemented in classes.

REVIEW

The plan will be reviewed in two years time 2014. The teachers, plan coordinator and principal are directly involved in the review with consideration of input from parents, Board of Management, DES and Inspector.