



## **History School Plan**

### **INTRODUCTION**

We, at St. Nicholas' Monastery, have written this History Whole School Plan in order to inform teachers, parents, B.O.M. and other relevant parties of the process and approaches adopted in this school with regard to the teaching and learning of History. It has been ratified by the B.O.M and will be reviewed annually by means of a staff meeting or dedicated Croke Park hour allocations. Any amendments will be made accordingly.

### **VISION STATEMENT**

We see the learning of History as enabling children to develop their knowledge and understanding of people, events and developments in the past at local, national and international levels. History has a valuable role to play in enabling children to learn about, and come to value the contributions made in the past by people from different ethnic and cultural groups, particularly those from ethnic, social and religious minorities.

### **AIMS**

We endorse the aims of the History Curriculum as stated in the Curricular Documents, pages 12-13.

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

## **CURRICULUM CONTENT**

### **Skills, Concepts, Strands and Strand units**

History enables children to develop their knowledge and understanding of people, events and developments in the past at local, national and international levels. History has a valuable role to play in enabling children to learn about, and come to value the contributions made in the past by people from different ethnic and cultural groups, particularly those from ethnic, social and religious minorities. History, as outlined in the SESE: History Curriculum is an investigative subject. It emphasises the child's development of knowledge and concepts and open and responsible attitudes through working as an historian.

In infant and first and second classes, the History Curriculum emphasises the development of the child's historical understanding through the exploration of personal, family and local history. From third and fourth classes upwards children will explore more extensive and more distant periods in the past and will encounter a broadening range of local studies.

We have chosen in St. Nicholas' Monastery to plan using the strands and strand units. As we are a 9 mainstream teacher school we strive to ensure that there is a wide variety of topics are taught and that no class will repeat the same unit of study. Extension of a topic will be accepted providing the children are exposed to new information. The Cuntas Miosúil will reflect the topics which a class has learned in any one year.

History is for all children in the primary school from junior infants to sixth class. The curriculum is presented in two sections: a skills and concepts section and a content section.

### **Skills and Concepts**

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

- ✚ Empathy

### Content

- ✚ Myself and my family
- ✚ Story
- ✚ Early people and ancient societies
- ✚ Life, society, work and culture in the past
- ✚ Eras of change and conflict
- ✚ Politics, conflict and society
- ✚ Continuity and change over time

### HISTORY CURRICULUM: CLASS SUMMARY

#### Junior/Senior Infants

<b><i>Skills and concepts development</i></b>	
<b>Working as an historian</b>	<ul style="list-style-type: none"> <li>• Time and chronology</li> <li>• Using evidence</li> <li>• Communication</li> </ul>
<b><i>Strands</i></b>	<b><i>Strand units</i></b>
<b>Myself and my family</b>	<ul style="list-style-type: none"> <li>• Myself</li> <li>• My family</li> </ul>
<b>Story</b>	<ul style="list-style-type: none"> <li>• Stories</li> </ul>

#### First/Second Class

<b><i>Skills and concepts development</i></b>	
<b>Working as an historian</b>	<ul style="list-style-type: none"> <li>• Time and chronology</li> <li>• Change and continuity</li> <li>• Cause and effect</li> <li>• Using evidence</li> <li>• Synthesis and communication</li> <li>• Empathy</li> </ul>
<b><i>Strands</i></b>	<b><i>Strand units</i></b>
<b>Myself and my family</b>	<ul style="list-style-type: none"> <li>• Myself</li> <li>• My family</li> <li>• When my grandparents were young</li> </ul>

	<ul style="list-style-type: none"> <li>• Games in the past</li> <li>• Feasts and festivals in the past</li> </ul>
<b>Change and continuity</b>	<ul style="list-style-type: none"> <li>• Continuity and change in the local environment</li> </ul>
<b>Story</b>	<ul style="list-style-type: none"> <li>• Stories</li> </ul>

## Third/Fourth Class

<b>Skills and concepts development</b>	
<b>Working as an historian</b>	<ul style="list-style-type: none"> <li>• Time and chronology</li> <li>• Change and continuity</li> <li>• Cause and effect</li> <li>• Using evidence</li> <li>• Synthesis and communication</li> <li>• Empathy</li> </ul>
<b>Strands</b>	<b>Strand units</b>
<b>Local studies</b>	<ul style="list-style-type: none"> <li>• My family</li> <li>• Homes</li> <li>• My school</li> <li>• Games and pastimes in the past</li> <li>• Feasts and festivals in the past</li> <li>• Buildings, sites or ruins in my locality</li> <li>• My locality through the ages</li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<b>Story</b>	<ul style="list-style-type: none"> <li>• Stories from the lives of people in the past</li> <li>• Myths and legends</li> </ul> <p><i>A selection of stories should be explored in each year.</i></p>
<b>Early people and ancient societies</b>	<p>Study a selection from:</p> <ul style="list-style-type: none"> <li>• Stone Age peoples</li> <li>• Bronze Age peoples</li> <li>• Early societies of the Tigris and Euphrates valleys</li> <li>• Egyptians</li> <li>• Greeks</li> <li>• Romans</li> <li>• Celts</li> </ul>

	<ul style="list-style-type: none"> <li>• Early Christian Ireland</li> <li>• Vikings</li> <li>• Central and South American peoples <i>e.g. Aztecs</i></li> <li>• Asian peoples <i>e.g. peoples of the Indus valley, Ch'in and Han empires of China</i></li> <li>• African peoples <i>e.g. Benin peoples</i></li> <li>• North American peoples <i>e.g. Native American peoples</i></li> <li>• Australasian peoples <i>e.g. Maori</i></li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<p><b>Life, society, work and culture in the past</b></p>	<ul style="list-style-type: none"> <li>• Life in Norman Ireland</li> <li>• Life in mediaeval towns and countryside in Ireland and Europe</li> <li>• Life in the 18th century</li> <li>• Life in the 19th century</li> <li>• Life during World War II</li> <li>• Life in Ireland since the 1950s</li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<p><b>Continuity and change over time</b></p>	<p>Possible units may include:</p> <ul style="list-style-type: none"> <li>• Food and farming</li> <li>• Clothes</li> <li>• Homes and houses</li> <li>• Transport</li> <li>• Communications</li> <li>• Shops and fairs</li> <li>• Schools and education</li> <li>• Caring for the sick</li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>

**Fifth/Sixth Class**

<p><b>Skills and concepts development</b></p>	
<p><b>Working as an historian</b></p>	<ul style="list-style-type: none"> <li>• Time and chronology</li> <li>• Change and continuity</li> <li>• Cause and effect</li> </ul>

	<ul style="list-style-type: none"> <li>Using evidence</li> <li>Synthesis and communication</li> <li>Empathy</li> </ul>
<b>Strands</b>	<b>Strand units</b>
<b>Local studies</b>	<ul style="list-style-type: none"> <li>Homes</li> <li>Schools</li> <li>Games and pastimes in the past</li> <li>Feasts and festivals in the past</li> <li>Buildings, sites or ruins in my locality</li> <li>My locality through the ages</li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<b>Story</b>	<ul style="list-style-type: none"> <li>Stories from the lives of people in the past</li> <li>Myths and legends</li> </ul> <p><i>A selection of stories should be explored in each year.</i></p>
<b>Early people and ancient societies</b>	<p>Study a selection from:</p> <ul style="list-style-type: none"> <li>Stone Age peoples</li> <li>Bronze Age peoples</li> <li>Early societies of the Tigris and Euphrates valleys</li> <li>Egyptians</li> <li>Greeks</li> <li>Romans</li> <li>Celts</li> <li>Early Christian Ireland</li> <li>Vikings</li> <li>Central and South American peoples <i>e.g. Aztecs</i></li> <li>Asian peoples <i>e.g. peoples of the Indus valley, Ch'in and Han empires of China</i></li> <li>African peoples <i>e.g. Benin peoples</i></li> <li>North American peoples <i>e.g. Native American peoples</i></li> <li>Australasian peoples <i>e.g. Maori</i></li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<b>Life, society, work and culture in the past</b>	<ul style="list-style-type: none"> <li>Life in Norman Ireland</li> <li>Life in mediaeval towns and countryside in</li> </ul>

	<p>Ireland and Europe</p> <ul style="list-style-type: none"> <li>• Life in the 18th century</li> <li>• Life in the 19th century</li> <li>• Language and culture in late 19th and early 20th-century Ireland</li> <li>• Life during World War II</li> <li>• Life in Ireland since the 1950s</li> </ul> <p><i>One strand unit should be selected from this strand during each year.</i></p>
<p><b>Eras of change and conflict</b></p>	<ul style="list-style-type: none"> <li>• The Renaissance</li> <li>• The Reformation</li> <li>• Traders, explorers and colonisers from Europe</li> <li>• The Great Famine</li> <li>• The Industrial Revolution</li> <li>• Changing land ownership in 19th-century Ireland</li> <li>• Changing roles of women in the 19th and 20th centuries</li> <li>• World War I</li> <li>• Modern Ireland</li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<p><b>Politics, conflict and society</b></p>	<ul style="list-style-type: none"> <li>• 16th and 17th-century Ireland</li> <li>• Revolution and change in America, France and Ireland</li> <li>• O'Connell and Catholic Emancipation</li> <li>• 1916 and the foundation of the state</li> <li>• Northern Ireland</li> <li>• Ireland, Europe and the world, 1960 to the present</li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<p><b>Continuity and change over time</b></p>	<p>Possible units may include:</p> <ul style="list-style-type: none"> <li>• Homes, housing and urban developments</li> <li>• Nomadism</li> <li>• Food and farming</li> <li>• Clothes</li> <li>• Transport</li> <li>• Communications</li> <li>• Energy and power</li> <li>• Workshops and factories</li> <li>• Schools and education</li> <li>• Literature, art, crafts and culture</li> <li>• Caring for the sick</li> <li>• Barter, trade and money</li> </ul>

	<i>Two strand units should be selected from this strand during each year.</i>
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### **Approaches and Methodologies**

One of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies. The following are recommended suggestions for the teaching of history:

-  Telling a Story
-  Reading Stories
-  Personal and Family History
-  Using Evidence: Oral, artefacts, pictures, photographs, paintings, drawings, documentary evidence
-  Using the environment
-  Role Play and Drama
-  Using Information Technologies
-  Looking at pupil's work
-  Personal and family history

**\*\*\*Teachers can refer to Curriculum Teacher Guidelines for further clarification on the above suggested approaches and methodologies\*\*\***

### **Assessment**

The history curriculum is constructed on the premise that history can make a unique and valuable contribution to the education of the child if it involves the simultaneous acquisition of knowledge about aspects of the past, the development of historical skills and the cultivation of important attitudes.

The curriculum makes it clear that in infant classes and in first and second classes much of the work suggested might be delivered through integrated themes and topics, and assessment should be sufficiently flexible to accommodate this pedagogical approach. Assessment techniques will also have to take cognisance of the wide range of units from which the content of the programme may be selected in the middle and senior classes and the criteria which should inform the planning of a broad and balanced history curriculum (outlined on pp. 36–38 and 56–58 of the curriculum).

An equally important aspect of assessment in history will be concerned with the development and application of historical skills achieved by pupils. Assessment in history will also be concerned with values and attitudes which are developed in the child as he/she is engaged in the study of historical topics.

In the light of the various roles which assessment in history must fulfill and the need to assess children's knowledge of the past and their development of skills and attitudes, a range of assessment tools and approaches will be necessary. These will range from the less structured and more informal means of assessment to more structured and formal approaches. Generally, the assessment techniques used should arise naturally out of teaching and learning, and their effectiveness will be dependent on crucial teacher skills of observation, listening, interacting with pupils and scrutinising the outcomes of learning tasks used in history.

The following are among those which teachers will find most useful:

- ❖ Teacher Observation
- ❖ Teacher designed tasks
- ❖ Projects
- ❖ Pupil Portfolios
- ❖ Self Assessment
- ❖ Conferencing

Observations and assessment results will be kept on file to inform the Parents of their children's progress which will be discussed at Parent Teacher meeting and other opportunities throughout the year.

### **Children with differing needs**

This history plan aims to meet the needs of all the children in the school. This will be achieved by teachers varying the pace, content and methodologies to insure learning for all pupils. This will be recorded in the teacher's yearly notes. The requirements of children with special needs will be taken into account when planning class lessons and related activities. The S.N.A. supports particular children and groups as directed by the class teacher

### **Equality of participation and access**

At no point will any child be denied or deprived of any teaching or learning because of gender, age, religion or ability. All children will have the same access to education as other children.

### **Timetable**

All classes will have a minimum of one hour per week of History. This time allocation may be broken down at the discretion of the individual teacher. We

recognise that in the junior classes, the time allotted of 2hrs 30 minutes ( total time allocation for Visual Arts curriculum ) will be of shorter duration on a more frequent basis, while senior classes may divide the hour into longer time spans, such as two thirty-minute sessions, or three twenty-minute sessions. Timetables will all record the time allocation for History. There are two hours of discretionary time available each week which teachers can occasionally use to support the History curriculum.

### **Linkage and Integration**

We recognise the inter-related nature of the History curriculum, and acknowledge that while children are engaged in any one particular strand there will be overlapping with the other strands.

History provides many opportunities for integration, and teachers will plan for the integration as appropriate. We recognise that there will be many opportunities to integrate with Literacy, Science, Music, Geography, Drama, Language and Visual Arts

### **Homework**

The giving of history homework will be at the discretion of the class teacher. The objective of homework will be to consolidate all previous learning which will have taken place.

### **Resources**

There is a certain amount of resources available to each teacher to cover each of the strands. These are stored in a press and must be returned to their place once the unit of work is finished. Individual teachers also have their own resources. It is intended to develop our resources for History. The use of ICT is important in the teaching of History. The use of the internet to research topics is valuable. Teachers have access to You Tube on their lap tops which they can, using an overhead projector, transmit to the whiteboard. The use of visualisers and digital cameras allow for a greater scope for ICT in History.

### **Individual Teacher Planning**

Each class teacher is responsible for their History planning. All teachers will plan on a termly and fortnightly basis. All subject concepts, skills and content taught must be recorded in teacher planning. A Cuntas Míosúil must be completed at the end of each month where subject skills and objectives achieved are recorded. A copy of the Cuntas Míosúil must be submitted to the Principal

**Staff Development**

All staff members have attended the Curriculum In-service Training days. In addition help can be sought by the staff from the PDST to assist in our development. Teachers also have access to the courses that are run by the local education centre.

**Parental Involvement**

Overall parental involvement is encouraged. We believe that children should share with their parents all the new information they have learned on a topic.

**Success Criteria**

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

- Implementation of the History curriculum will be evident in the teacher work
- Continuity of content and methodology will be evident in teachers preparation

Ongoing assessment will show that pupils are acquiring concepts thought and an ability to engage with others in a manner appropriate to their age and personality

**Ratification**

This plan was ratified by the B.O.M. and will be reviewed annually.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

