

Whole School Development Plan History

Table of Contents

- **Introductory Statement and Rationale**
- **Vision and aims**
- **Content of the Plan**
 1. Strands and Strand Units
 2. Skills and Concept Development
 3. Approaches and Methodologies
 4. Linkage and Integrations
 5. Multigrade Teaching
 6. Assessment
 7. Children with Different Needs
 8. Equality of participation and access
 9. Timetable
 10. Resources 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
- **Success Criteria**
- **Implementation and Review**
- **Ratification and Communication**

■ History

■ Introductory Statement and Rationale

(a) Introductory Statement

Historical education is not concerned solely with the transmission of a body of knowledge about the past but with children also experiencing something of the way in which historians go about their work. Through exploring the past in this way, children can acquire knowledge and concepts while simultaneously developing important skills and attitudes appropriate to their individual stages of development.

Children's' learning experience in history should:

- arouse enthusiasm and curiosity about the past
- encourage discussion and a questioning, critical attitude to accounts of the past and, as children grow older, to the evidence used to support these accounts
- develop historical skills and wider skills of co-operation, communication and problem-solving
- engage children in lively, purposeful activity in the classroom and in extensive exploration of the local environment

History in the primary school can then make a unique and vital contribution to the harmonious development of the child in a truly child-centred education.

To know nothing of what happened before you were born is to remain forever a child.
- Cicero

(b) Rationale

The importance of history in our school is to facilitate the children to act as historian, to understand how civilization has developed over time. Refer to curriculum documents for history (see pp. 2-3 Teacher Guidelines).

It was decided to focus on this area for development:

- To benefit teaching and learning in our school
- To conform to principles outlined in the primary curriculum
- To review the existing plan for history in light of the 1999 Primary School Curriculum

■ Vision and Aims

(a) Vision

We seek to assist the children in achieving their potential as historians, to discover more about their past and events worldwide which have shaped the world today and to discover the ways in which these events have affected their lives and the lives of those around them.

(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.

■ Curriculum Planning

1. Strands and Strand Units

	Infant classes	First and second classes
<i>Strands</i>	Myself and my family Story	Myself and my family Change and continuity Story
	Third and fourth classes	Fifth and sixth classes
<i>Strands</i>	Local studies Story Early people and ancient societies Life, society, work and culture in the past Continuity and change over time	Local studies Story Early people and ancient societies Eras of change and conflict Politics, conflict and society Life, society, work and culture in the past Continuity and change over time

All teachers are familiar with the strands, strand units and content objectives for their class levels. Curriculum objectives area at the core of each history lesson, and teachers refer to the

curriculum objectives in their own planning.

The content objectives are laid out on the following pages in the Curriculum Handbook.

Infant Classes pgs. 19-20

First and Second classes pgs. 27-31

Third and Fourth classes pgs. 42-50

Fifth and Sixth classes pgs. 62-71

2. Skills and Concepts Development

These strategies are used by each class to develop the child's skills to work as a young historian. They are recorded as part of the whole school plan.

Junior and Senior Infants p. 18 Curriculum

- Time and chronology
- Using evidence
- Communication

First to Sixth classes p. 26, pp. 40-41, pp. 60-61 Curriculum

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

Steps are taken to ensure that there is a balance between skills development and the acquisition of knowledge in implementing the curriculum are; use of a variety of text books, I.C.T., personal family history, artefacts, project work, etc

3. Approaches and Methodologies

- Story pp. 65-71 Teacher Guidelines
- Drama and role play pp. 109-113 Teacher Guidelines
- Oral evidence pp. 77-80 Teacher Guidelines
- Documentary evidence pp. 104-108 Teacher Guidelines
- Using ICT p.114 Teacher Guidelines
- Personal and family history pp.72-75 Teacher Guidelines
- Using artefacts pp. 81-86 Teacher Guidelines
- Pictures and photographs pp. 87-98 Teacher Guidelines
- Use of the environment pp. 99-103 Teacher Guidelines

4. Linkage and Integration

Linkage: (Refer to pp. 46-55 Teacher Guidelines)

- There are opportunities to link one strand with another strand in the history curriculum.
- There are opportunities to link a strand and a strand unit.
- Strands are linked using a thematic approach.

Integration: (Refer to Curriculum pp.4-5, p.17, 25, 38, 58; Teacher Guidelines pp.56-61)

- Activities integrate history with other subjects – include experimentation, making exploding volcanoes- History & Geography, Science & Art, The wheel- History-Science & Maths, First Farmers- History-Geography & SPHE, report writing- History & English, time-limes- History and sequencing- Maths and so on.
- Integration is planned and organised at whole school staff meetings.
- Theme based activities may be used to support integration. They may be recorded as part of the school plan.

5. Multi-Grade Teaching

Specific issues are considered in multi-grade situations.

- We use a thematic approach.
- We integrate with other subjects in SESE – geography and science, SPHE, Language programme, Music, Drama (Teacher Guidelines pp.58-61)
- Selection of text books
- Classroom organisation

6. Assessment and Record Keeping

Assessment is used by teachers to inform their planning, selection and management of learning activities so that they can make the best possible provision for meeting the varied needs of the children.

Teachers report twice a year to children and parents/guardians through parent-teacher meetings and end of year school reports. Children may be asked to self-assess and peer assess where appropriate.

Our assessment tools are:

- Teacher observation
- Teacher-designed tasks
- Work samples

The following are other assessment tools used by teachers:

- Teacher observation
- Worksheets and work in copies
- Quizzes
- Ongoing teacher-designed tests.

7. Children with Different Needs

- Teachers support and ensure the participation of children with special needs by differentiation of text, language used, assignment and expected outcome.
- Classes are organised/activities adapted to include children who may have physical disabilities in their layout, access to entrance, exit, toilet and activity.
- Children with exceptional ability/interest in history encouraged and supported by differentiation of text, language used, assignment and expected outcome.
- Opportunities are provided for co-operative learning
- Opportunities are provided for children to communicate information in a variety of ways, whether through; report, creative writing, project work, drama, Powerpoint presentation
- With regard to personal history, teachers address the issue of sensitive family situations e.g. the death of a parent or sibling, lone parents, separated parents, adopted children, fostered children through use of sensitive i.e, explaining that a guardian is the person who takes care of you and making it clear that family history can be based on parents or guardians.) and by making themselves aware of any cases where extra care may be needed previous to beginning the strand.

8. Equality of Participation and Access

- There are many gender issues that need to be considered in relation to the teaching of history e.g. addressing the role of women in local, national and international contexts.
- History class provides opportunities for studying the ordinary lives of women, men and children.
- Equal opportunities are given to boys and girls to participate in classes/activities.
- Boys/girls have opportunities to experience all strands.

■ Organisational Planning

9. Timetable

- Time is allocated at each class level for history as per Primary School Curriculum Introduction.
- Time may be blocked on occasions where appropriate for history e.g. using a thematic approach, working on a project, gathering artefacts for a class museum, visits to local historical sites.
- Discretionary curriculum time is no longer occasionally used for SESE due to the

10. Resources and ICT

- There may at times be contact between the school and the local history librarian in the county, when appropriate.
- Resources are purchased centrally. This is managed at a whole school level at staff meetings.
- Additional resources or materials may be needed over time. The school can plan to acquire additional resources at staff meetings.

ICT (Refer to p. 114 Teacher Guidelines)

- ICT will play a large part in the history plan, e.g. use of CD-ROMs, videos, programmes such as “Word” or “Paint’, Powerpoint, etc
- Software currently available in the school is Word, Powerpoint, Paint,.
- There a code of practice to ensure safe Internet usage. NCTE software is installed to ensure this safety. Teachers familiarise themselves with material on websites prior to use by the children. There is ongoing monitoring of these sites.
- ICT can support the recording of children’s responses to history e.g. drama, trails through use of the “Visualizer” to provide a new dynamic and a record of what the children have done.

11. Health and Safety

School health and safety policy is followed for fieldtrips & handling equipment etc. in activities connected with the History programme e.g. handling artefacts, going on trails, visits to museums, ruins, archaeological sites.

12. Individual Teachers’ Planning and Reporting

The whole school plan and the curriculum documents for history provide information and guidance to individual teachers for their long and short-term planning.

Teachers will plan using the strands and strand units and using a thematic approach.

The Cuntas Míosúil will inform future planning.

13. Staff Development

The school will access the PDST History Cuiditheoir through the Regional Curriculum Support Service to support the staff in certain strands if necessary. Guest speakers may be used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved. Teachers will be notified of courses relating to history available in the area.

14. Parental Involvement

Parents have a responsibility to encourage their children to participate in all strands of the history curriculum. Parents may view the history policy in the school. Parents may be asked to drive or be present as an extra person on any of the history trails, excursions in the local areas. Parents/grandparents may be invited in to talk about the games they played when they were young, school life etc. As the primary school history curriculum, sees personal history as the starting point for children, parents have responsibility to support their children in accessing information for this particular area, oral evidence, artefacts etc.

15. Community Links

Local organisations are invited to provide information on the services that they provide. We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school. Where expertise is available in the area, these people will be invited into the school.

16. Places of historic interest

Places of historic interest are often incorporated into school tours. Field trips and trails may, at times be organised to support the teaching of local and national history.

■ Success Criteria

This plan will make a difference to the teaching and learning of history in our school. These criteria will indicate success:

We will know that the plan has been implemented when:

- Teachers' preparation is based on this plan.
- Procedures outlined in this plan are consistently being followed.

Means of assessing the outcomes of the plan include:

- Teacher/parent feedback
- Children's feedback
- Inspectors' suggestions/reports
- Second level feedback
- Assessment

Implementation and Review

1. Roles and Responsibilities:

Each teacher and the staff as a group will evaluate the progress in History by referring back to our set of stated objectives as outlined in this plan. A short session at staff meeting will be allocated to this work.

2. Timeframe:

The content of this policy will be reviewed at the end of the school year 2016/2017 and every two years thereafter.

■ Ratification and Communication

The History policy was drawn up by the teaching staff of Scoil Ghormáin Naofa in the 2015/2016 academic year and was ratified by the Board of Management on _____. Parents can inspect the policy via the school website or the school office.

Signed: _____
Chairperson BOM

Signed: _____
Principal

Date: _____

Date: _____