



SCOIL SAN EOIN

Whole School Plan for

History



Introductory Statement

This History policy was devised through the collaboration of staff from Scoil San Eoin. The plan was discussed and revised before being put before the Board of Management for ratification. As a whole school plan it will inform teaching and learning of this subject and will serve as the basis for all long and short term planning on History

Rationale

This plan is a record of whole school decisions regarding teaching and learning in relation to History in line with the Curriculum. 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.

Vision and Aims

Vision

- Through history education we endeavor to develop and practice historical investigation skills which will lead to a balanced understanding of local, national and international history and the contribution of different ethnic groups to human development.
- We promote learning activities that encourage all children to reflect critically and become independent in their pursuit of historical information

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 recognize and examine the influences of the past on the attitudes and behavior 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 recognize 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

The History Curriculum comprises of two parts:

- **Strand and strand units**
- **Skills and concepts development**

Strand and Strand units

- Continuity and progression from class to class are ensured by following the strands and strand units of the curriculum for the relative classes.
- Classes from Infants to Second Class must explore all the strand units
- Teachers in the senior classes have collaborated and developed a 2 year programme of work by allocating the content of particular strands and strand units to each class level. From time to time topics from the alternate year may be visited in a year's work, as they arise in other areas of the curriculum.
- Teachers will establish the children's previous experience and use this as a starting point for the further development of concepts and skills.
- Teachers can also access the record of content covered at each level from monthly planning which will briefly detail the level of engagement with each strand.
- The strands of **Local Studies and Continuity and Change**, in accordance with the spiral nature of the curriculum, will be revisited and dealt with in greater detail as the children progress through the classes.
- Teachers are aware of the balance required between local, national and international history and this again is reflected in the 2 year plan.

Skills and Concepts Development

- The following strategies are used to develop the child's skills to work as a young historian

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

Approaches and Methodologies

Teachers select appropriate methodologies to accommodate the different learning styles of the children.

- Active learning
- Problem solving
- Talk and discussion
- Co-operative learning
- Use of the environment
- Developing skills through content
 - Story
 - Drama and role
 - Oral evidence
 - Documentary evidence
 - Using ICT
 - Personal and family history
 - Using artefacts
 - Pictures and photographs
 - Use of the environment
 - Use of think, pair, share strategy in talk and discussion
- Timelines are used and displayed in each class/throughout the school.
- In the Infant classroom much of the SESE programme is taught during Aistear; introducing & developing locational language in context, simple drawings of home, school and immediate environment, model building, mapping activities and role play of people in the community.

Linkage and Integration

- At each class level the teachers will seek to integrate History with other curricular areas.
- Aspects of History will be dealt with in the context of English, Gaeilge, S.E.S.E., Visual Arts, Music, Drama and Religion
- Teachers will make provisions for this linkage in their short-term planning.

Multi-grade teaching

In planning for the multi grade setting the teacher will consider the following

- Using a thematic approach
- Integration with other subjects: SESE – history and science; SPHE; Maths; Language programme; Visual Arts; PE
- Teachers will organize the class as appropriate
 - whole class work
 - group work/ability groups
 - individual work

Assessment

Children's progress in History regarding, children's knowledge of the past, ability to use historical skills & the development of attitudes is assessed using the following tools and will be used to differentiate for individuals and inform teacher's individual future planning.

- Teacher observation

The details of children's learning which teachers notice as historical topics are explored and taught provide essential and immediate information about each child's learning. Observations may be made as children complete work, engage in discussions, interact with the teacher or receive guidance and help.

- Teacher designed tasks and tests

Teachers will use a wide range of activities to introduce children to the units of the history curriculum, to allow them to learn about aspects of the historical topics involved and to reinforce knowledge and skills acquired. These activities will include oral discussions, asking and answering questions, the handling of evidence, recording and communicating in oral, pictorial, model written drama and role play. (KWL as a form of AOL and AFL, Mind maps, Pupil and group evaluation sheets)

- Work Samples, portfolios and projects

The collection of sample of the children's work in portfolios work sample and projects provides one of the most important tools of assessment

Records of progress will be kept by the teacher and discussed with

- parents during parent teacher meetings
- children in teacher pupil conferencing
- And as part of the end of year report.
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Children with Different Needs

This History programme 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. Evidence of this differentiated approach will be recorded in the teachers planning.
- The requirements of children with special needs will be taken into account when planning class lessons and related activities.
- The S.N.A. supports children with particular needs and groups as directed by the class teacher. (when applicable)
- Where a teacher recognises that a child displays a particular ability or interest in Science; this will be communicated to the parents so that the child is encouraged and supported at home also.

- Children of exceptional ability are encouraged to access additional information through the school library, the internet and conducting independent research projects.

Equality of Participation and Access

- We view the History programme as playing a key role in ensuring equality of opportunity for all children.
- The programme at each class level will be flexible so that the learning requirements of all children may be addressed.
- We provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements.
- Children with special needs will be included in all activities.
- No child will be excluded from workshops or fieldtrips due if parents/guardians are unable to cover the cost of the activities. In such instances the school will cover the cost.

Organisational Planning

Timetable

- As per curriculum guidelines, three hours per week are given to the teaching of S.E.S.E. From First to Sixth Class and 2 hours 15 minutes in Junior & Senior Infants.
- This time allocation may be broken down at the discretion of the individual teacher. Teachers can decide to allocate time for history on a weekly basis or they can block time over each month. This should be indicated in each teacher's timetable.
- We recognize that in the junior classes, the time allotted will be of shorter duration on a more frequent basis, while senior classes may divide the hour into longer time spans.
- There is discretionary time available each week that teachers can occasionally use to support the History curriculum.
- Teachers should ensure that pupils attending supplementary teaching are included for as much of the History programme as possible.

Homework

- Homework should be in line with the school policy and the primary school curriculum for Science.

Individual Teachers' Planning and Reporting

- Teachers will base their yearly and short term plans on the approaches set out in the whole school plan for History.
- Each individual teacher will be responsible for their own short and long term planning
- Work completed will be recorded using monthly planning. These documents will be used to aid reviewing and developing the whole school policy and individual teacher preparation for the following years. Any changes staff wish to make to improve the whole school plan for history will be discussed at staff meetings.

Staff Development

- Teachers will be made aware of any opportunities for further professional development through participation in courses available in education centres or other venues.
- Skills and expertise within the school are shared and developed through input at staff meeting

Parental Involvement

- Parents are informed of the school programme for history at parent information evenings.
- Parents are kept informed of developments in the school's history programme through the, website, school blog and school displays.
- Parents with particular expertise may be invited to address classes.

Parental Involvement

- Grandparents may be invited to address the Senior Classes / or may be interviewed by the children based on their experience/knowledge/ memories of local, national, international history.
- In the junior classes a parent and new baby may be invited to visit the class when working on personal history and generations.
- As per the homework policy, parents should monitor their children's work and check finished work.

Community Links

Scoil San Eoin is at the heart of the community in Redcross. We strive to ensure that all members of the school and wider community are involved in school projects and activities where appropriate.

Places of historical interest

- Places of historic interest may be incorporated into school tours in accordance
With the strands/ strand units and the topics being addressed in class.
- Field trips and trails may be organized annually to support the teaching of local and national history

Resources and Equipment

- History resources have been purchased over a number of years.
- There is a library of CDs, DVDs and ICT programmes that support the history programme available in the resource area of the staff room.
- Teachers have access to a broad range of textbooks and ancillary materials which will support the strands and strand units being taught. Therefore, teaching and learning is not textbook driven and uses the prior knowledge of the child as a starting point.
- Teachers manuals/posters are available for each scheme

Books: Ages Ago, Archaeology in the classroom, Heritage Highlights, Evidence from the past, Christopher Columbus, Discovering the Bronze Age, The Famine in Co. Wicklow, How I survived the Famine, Who's who in Olympic History, Irish history card game, Unlocking History, Window on the World, History Quest, Diary of an Norman 12 years old.

Health and Safety

During practical work teachers should be aware of the safety implications of any exploratory or investigative work to be undertaken. Children should be encouraged to observe safety procedures during all tasks.

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's plans
- Continuity of content and methodology will be evident in teacher's preparation and monthly reports
- Ongoing assessment, formal and informal will show that pupils are acquiring understanding of concepts and proficiency in scientific skills appropriate to their age and ability.
- Positive feedback from teachers/pupils/ parents

Roles and Responsibilities

- Class teachers are responsible for following the whole school plan and for the implementation of the history programme in their own class.
- Pupils are expected to co-operate and participate in class lessons.
- The principal is responsible for leading the monitoring and evaluating of the plan

Implementation and Review

This plan will be implemented by all staff of Scoil San Eoin from 2017 and will be reviewed on a bi-annual basis, or whenever it is deemed by staff members that updates are necessary.

Ratification and Communication

This policy was ratified by the Board of Management of Scoil San Eoin on

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It will be circulated to each teacher. It will then also be made available on the school website.

Henry Fleming

(Chairperson)

Date:_____

Linda Greene

(Principal)

Date:_____

