

Whole School Plan for History

**Lurga
National
School**

■ Title Whole School Plan for SESE History

■ Introductory Statement and Rationale

(a) Introductory Statement

We in Lurga National School aim through this plan, drawn up in accordance with the history curriculum, to set out our approaches to the teaching and learning of history. It will form the basis for teachers long and short term planning. It will also inform new and temporary teachers of the approaches and methodologies used in our school.

(b) Rationale

We recognise History as an integral element of Social, Environmental and Scientific education. We recognise the distinct role History has to play in enabling the child to explore and understand the natural, human, social and cultural environments in which he-she lives. We hope that historical education in our school will enable the child to investigate and examine critically significant events in their own immediate past, the past of their families and local communities and the histories 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 contemporary society and environments. We view history as having a distinct but complementary role together with geography and science within SESE and as a contributor to the wider child centred curriculum.

■ Vision and Aims

(a) Vision

It is the ethos of our school to enable each child to reach his/her full potential. We are aware of the contribution SESE makes to the harmonious development of the child. In Lurga we create opportunities for children to experience a rounded historical education. We are not solely concerned with the transmission of a body of knowledge about the past but also with ensuring children experience working as historians i.e. developing a growing range of historical knowledge, skills and concepts.

(b) Aims

We endorse the aims of the SESE History curriculum as outlined on Page 12 of the SESE History Curriculum Statement.

- 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 had an impact on 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 developmental 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 encourage children to recognise how past and present actions, events and materials may become historically significant.
- To foster a willingness to explore personal attitudes and values and to promote an openness to the possibility of changing one's point of view.

- To enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts
- To compile an appropriate list of stories and websites

■ Curriculum Planning

1. Strands and Strand Units

Each teacher is familiar with the strands, strand units and content objectives for his/her relevant class level and indeed for each other's class levels. We feel this is important in order to ensure a coherent programme throughout the school.

Classes from Junior/Senior infants to First/Second class will work very closely. At these levels history will be delivered through integrated themes in the context of the other SESE subjects as much as possible as well as through integration with SPHE curriculum and other curricular areas, therefore making the learning experience more holistic and meaningful for the child.

Infants: Pg 19-20 Curriculum

- We are aware that the content in history for the infant classes is confined to three strands
 - Myself
 - My family
 - Story

Each of these strands will be covered. We are aware that content in history for the infant classes is confined to two strands.

Myself and my family, through which the child will begin to explore aspects of his/her own immediate past and that of his/her family

Story, in which the child will encounter elements from the lives of a range of people in the past.

1st 2nd : Pg 27-31 Curriculum

- We understand that the three strands that comprise the content of the History Curriculum at this level must be covered:
 - STRANDS:
 - Myself and my family
 - Change And Continuity
 - Story
 - STRAND UNITS:
 - Myself
 - My Family
 - When my grandparents were young
 - Games in the past
 - Feasts and festivals in the past
 - Continuity and change in the local environment
 - Stories

We are aware that content in history for the first and second classes is confined to three strands. Myself and my family, through which the child will begin to explore aspects of his/her own immediate past and that of his/her family.

Story, in which the child will encounter elements from the lives of a range of people in the past.

Change and continuity, which involves the child in exploring items from the past in the immediate environment.

We will ensure that the stories and other activities selected for Junior and Senior Infants and for First and Second classes will:

Introduce children to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds.

Include stories from a wide range of human experience (e.g. economic, technological, scientific, artistic, social cultural etc.) Come from local, national and international contexts.

We are aware that great emphasis is placed on the exploration of personal and family history at these levels as it provides excellent opportunities for the development of historical understanding. Some aspects of these topics will require sensitive handling however.

3rd 4th : Pg 42-50 Curriculum

- We are familiar with the strands that comprise the curriculum for Third/Fourth classes.

STRANDS:

- Local studies
- Story
- Early People and ancient societies
- Life, society, work and culture in the past
- Continuity and change over time.

STRAND UNITS:

- My family
- Homes
- My school
- Games and pastimes in the past
- Feasts and festivals in the past
- Buildings, sites or ruins in my locality
- My locality through the ages
- Myths and legends
- Stories from the lives of people in the past.
- Stone Age peoples
- Bronze Age peoples
- Early societies of the Tigris and Euphrates valleys.
- Egyptians
- Greeks
- Romans
- Celts
- Early Christian Ireland
- Vikings
- Central and South American peoples
- Asian peoples
- African peoples
- North American peoples
- Australasian peoples
- Life in Norman Ireland
- Life in mediaeval towns and countryside in Ireland and Europe
- Life in the 18th century

- Life in the 19th century
- Life during World War II
- Life in Ireland since the 1950's
- Food and farming
- Clothes
- Homes and houses
- Transport
- Communications
- Shops and fairs
- Schools and education
- Caring for the sick

We are aware of the requirements of the 'menu curriculum' as outlined in the Curriculum Statement regarding the number of Strand Units from each Strand that must be covered in each school year.

5th 6th :

- (will cover 7 strands and at least two strand units from each strand as outlined below.
- STRANDS:
- Local Studies
- 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
- STRAND UNITS:
- Homes
- Schools
- Games and pastimes in the past
- Feasts and festivals in the past
- Buildings, sites or ruins in my locality
- My locality through the ages
- Myths and legends
- Stories from the lives of people in the past.
- Stone Age peoples
- Bronze Age peoples
- 6
- Early societies of the Tigris and Euphrates valleys.
- Egyptians
- Greeks
- Romans
- Celts
- Early Christian Ireland
- Vikings
- Central and South American peoples
- Asian peoples
- African peoples
- North American peoples
- Australasian peoples
- Life in Norman Ireland
- Life in mediaeval towns and countryside in Ireland and Europe

- Life in the 18th century
- Life in the 19th century
- Life during World War II
- Life in Ireland since the 1950's
- Language and culture in late 19th and early 20th century Ireland
- Homes, housing and urban developments
- Nomadism
- Food and farming
- Clothes
- Transport
- Communications
- Energy and power
- Workshops and factories
- Schools and education
- Literature, art, crafts and culture
- Caring for the sick
- Barter, trade and money
- The Renaissance
- The Reformation
- Traders, explorers and colonisers from Europe
- The Great Famine
- The Industrial Revolution
- Changing land ownership in 19th century Ireland
- Changing roles of women in the 19th and 20th centuries
- World War I
- Modern Ireland
- 16th and 17th century Ireland
- Revolution and change in America, France and Ireland
- O'Connell and Catholic Emancipation
- 1916 and the foundation of the state
- Northern Ireland
- Ireland, Europe and the world, 1960 to the present

In total we will cover 11 strand units with each class level along with a selection of stories from the 'Story' strand which are relevant to these strand units.

In choosing the Strand Units for 3rd to 6th classes, we are conscious of the spiral approach recommended in this curriculum, in which some aspects of the past may be explored in increasing detail at a number of levels.

We recognise that the curriculum recommends that in each year one strand unit in local history and one strand unit in national or world history is studied in more depth over a longer period and this has been taken on board in the development of yearly plans from 3rd to 6th classes.

We understand that a strict adherence to a chronological treatment of Strand Units is not recommended in this curriculum because of the constraints this would impose on curricular planning. We are aware that the development of children's chronological understanding can be fostered through the use of timelines, and will consider using timelines at all levels.

At all class levels we will strive to ensure a balance between the development of skills and the acquisition of knowledge in our teaching of history.

2. Skills and Concepts Development

As outlined in our vision for history in our school we are not solely concerned with the transmission of a body of knowledge about the past, but also with ensuring children experience something of the way in which the historian goes about his/her work. 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.

Infants: Pg 18 Curriculum

We are aware that the skills and concepts developed by the children as they work as historians are:

- Time and Chronology
- Using Evidence
- Communication

At infant level strategies we will 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 simple 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.

1st/2nd : Pg 26 Curriculum

We are aware that the following skills and concepts will be developed by the children 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 will use to develop the child's ability to work as a young historian at this level 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...

Third/Fourth Classes: Pg 40 Curriculum

We are aware of that children will continue to develop these skills and concepts 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 the child's abilities to work as a young historian at this level 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 from children to use evidence and imagination to reconstruct elements of the past and communicate this understanding in a variety of ways.

Fifth/Sixth Classes: Pg 60 Curriculum

We are aware of the skills and concepts that children in 5th and 6th classes 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 the children's skills to work as young historians will include:

- Using 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 examine and use critically a wide range of historical evidence
- Enable children to develop some skills in the location and selection of evidence
- Encourage children to ask questions about a piece 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.

All teachers will endeavour to include a balance between the development of these skills and the acquisition of knowledge when designing their short and long term planning and when implementing it in the classroom

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. 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
- Cooperative 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:

- Story: We intend to carry out an audit of suitable stories and fiction books from our library for use in our history classes. We will consult pgs 65-71 of the Teacher Guidelines for guidance in this methodology
- Personal and family history: This methodology is an ideal starting point for exploring the past especially with our younger classes. Parents, grandparents and other family members will be encouraged to share family history with our children. We will consult pgs 72-75 of the Teacher Guidelines for guidance in this methodology.
- Using Artefacts: We will gather a selection of artefacts as appropriate for using evidence as a methodology. Typical artefacts will be older clothes, shoes, vinyl records, older mobile phones, old textbooks, artefacts do not all have to be ancient ones. We will consult pg 81-86 of the Teacher Guidelines for guidance in this methodology.
- Using pictures and photographs: We will use historical photographs of our locality and also study a range of photos from famous collections, famous paintings and calendars. Collection such as the Lawrence Collection (www.nli.ie) will be ideal to use for activities around change and continuity. We will consult pgs 87-98 of the Teacher guidelines in this methodology.
- Oral evidence: We aim to try and make incidents and aspects of the past real for the children through the use of this methodology. Classes will experience visits from older people in the locality and children will have opportunity to interview older people as part of their homework. We will consult pgs 77-80 of the Teacher Guidelines for guidance in this methodology.
- Documentary Evidence: We intend to gather old newspapers, birthday cards, postcards, magazines, receipts, census returns, marriage, birth and death certificates for lessons relating to myself, my home and my school. Sensitivity to children's personal circumstances will be exercised and careful thought given to the selection of these documents. We will consult pgs 104-108 of the Teacher Guidelines for guidance in this methodology.
- Use of ICT: We will make use of suitable software programmes and the internet to enhance our teaching of History. See inventory of ICT software and useful History Websites in appendix. We will consult pg 114 of the Teacher Guidelines for guidance in this methodology.

We have prioritised the following methodologies for development over the next 2 years:

- Personal and family history
- Oral evidence

4. Linkage and Integration

Linkage:

In order to make learning more meaningful for the child and to ensure the simultaneous development of historical skills and to provide for the application of these skills teachers will explore possibilities for linkage across the History curriculum and will consider and note such opportunities in their classroom planning. This is particularly evident in our choice of stories which

link in with the selected strand units. Line of Development studies chosen from the strand “change and continuity over time” in 3rd -6th classes will also reflect linkage across the strand units which we have selected.

Intregation:

We agree with the assertion made in the Curriculum Statement page 9 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 look for opportunities where by the elements from the history and science and geography curricula may be explored concurrently. Using systematically planned integrated themes or topics will be one way we would hope to achieve this.

We are conscious not only to seek out opportunities to integrate content, but also to be mindful of opportunities for transferral and application skills.

We also acknowledge the scope that exists to integrate history with other subject areas.

- Oral Language – Discussion of historical events and use of story with emphasis on language of Time.
- Literacy – Reading and writing of stories, myths, legends and records.
- Mathematics – Use of timelines
- Visual Arts – Analysis of paintings as evidence, work of famous artists and aesthetic changes in the environment over time.
- Drama – Role play, Hot Seating Activities.
- SPHE – Myself and my Family

5. Assessment and Record Keeping

As in all subject areas Assessment is an integral part of the teaching and learning of SESE 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

- a) Children’s knowledge of the past
- b) Children’s ability to use historical skills
- c) Children’s development of attitudes

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

Methods we will use are:

- Teacher observation of the child’s learning as the history curriculum is being implemented.
- Teacher designed tasks and tests at the end of units of work.
- Work samples e.g. finished projects and artefact investigations.

These records will inform the teacher of the progress of the children the effectiveness of teaching methodologies employed and will also inform future planning. The assessment records will form the basis for reporting and discussing the child’s progress. This information will be relayed at Parent Teacher Meetings and in annual school reports.

6. Children with Different Needs

As previously stated we are cognisant of the distinct role history can play in the harmonious development of each and every child. As such 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:

- Using a mixture of whole class teaching and focused group work.
- Choosing more accessible or more demanding pieces of evidence for different children.
- Use a range of questions spanning from simple recall to the more complex and analytical
- Planning for the use of a wide range of communication skills. (Drawing, ICT, written and oral accounts, photographs and models.
- The exceptional child will be encouraged to undertake additional research and record their findings in a variety of ways.
- Content, methods of recording and desired learning outcomes will be differentiated for children with general learning difficulties.
- SNA support for children with special needs.

7. Equality of Participation and Access

- Equal opportunity will be given to boys and girls to experience all strands and to participate in all class activities.
- 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.

■ Organisational Planning

8. Timetable

In keeping with the recommendations in the Primary School Curriculum Introduction (Pg 70) a minimum of two and a quarter hours per week is devoted to SESE in infant classes and a minimum of three hours per week for classes 3rd to 6th.

One hour of this time will be spent on History.

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

- Using a thematic approach
- Working on a project
- Exploring the local environment i.e. on a trail or fieldwork activity

Teachers will consider the use of discretionary curriculum time which is 2 hours, for SESE when appropriate.

9. Resources and ICT

We have attached a list of current resources in our school for use in history lessons

We will use textbooks as a resource in our teaching of History

We will make use of the Archaeology in the Classroom pack and “Slates Up” to enhance to delivery of history in our school

In relation to ICT we have a stock of software with historical focus for use in our computers

We have DVD's/Videos

We have access to the internet so we can use the web as a historical resource and we have identified some useful websites.

We will seek to acquire the following resources and materials:
Packs to cover “contrasting place in Ireland” (photos, maps, etc...)

10. Health and Safety

Teachers will consult the principal whenever it is proposed to engage children in History activities in the environment. The schools policy on out of classroom activities will be consulted and provision made for adult help suitable clothing, footwear, insurance and transport.

Before use in the classroom artefacts will be examined by the teacher and checked for potential danger ie: sharp edges. Artefacts with small parts will not be used with infants.

11. Individual Teachers’ Planning and Reporting

- Teachers will consult this whole school plan and the curriculum documents for History when they are drawing up their long and short term plans.
- Each teacher will have a long term plan for the year. From this teachers will tailor them according to the individual needs of their own classes.
- From infants to second class all stands and strand units will be covered every year as outlined in the documents. Each content objective within each strand unit will be covered.
- In third and fourth classes two strand units will be selected from each strand along with a selection of stories. We will ensure that two of these strand units chosen will be in depth studies each year. One of these in depth studies will have a local focus and the other will have a national/international focus.
- In fifth and sixth class we will select two strand units from each strand with the exception of ‘Life, society, work and culture in the past’ from which we will only select one strand unit. We will ensure that two of these strand units chosen will be in depth studies each year. One of these in depth studies will have a local focus and the other will have a national/international focus. We will also cover a selection of stories for fifth and sixth.
- Where it is meaningful and suitable history will be taught in a thematic way to integrate with the other SESE subjects
- Cuntas miosuil will assist in recording work covered in evaluation progress in history and in informing future teaching
- Parents are informed of children’s progress in history at parent teacher meetings and in end of year report cards.

12. Staff Development

- Teacher will have access to reference books, resource materials and websites dealing with history
- Staff will be encouraged to research and try out new approaches and methodologies
- Teachers will be encouraged to attend in service workshops and courses in history. They will up skill other staff members in what they have learned at staff meetings.
- Our school has a culture where teachers share their expertise, good experience and practice with others.

13. Parental Involvement

- We will encourage parents to talk to their children about their personal and family history, this will also involve sourcing family photographs, lending artefacts for display and taking children to see historic places.
- Parents and grandparents will be encouraged to come into the school to share their historical experiences with the children.

14. Community Links

- 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 and mobile library will be a source of historical knowledge for the children ie. Documentary evidence, maps.
- The work of some national agencies relates to aspects of the history programme and we would welcome visits by speakers from these organisations, Duchais, The Heritage Council, Local County Council, Archaeological survey of Ireland, National Roads Authority
- Children will be brought on visits to different places of local interest and as they progress through the primary school

■ Success Criteria

We will review this whole school plan under the following headings

- Are individual teachers preparing planning and teaching according to this plan?
- Are we using a variety of methodologies?
- How are the children's historical skills progressing?
- How well is historical knowledge being learned by the children?
- Are we adhering to the menu curriculum in history as outlined in this plan?
- Are we assessing our history as outlined in the plan?
- Have we acquired the resources we needed?

Ways of assessing this plan will be

- Revisiting the plan as a staff
- Teacher feedback
- Parental feedback
- Children's feedback
- Inspectors reports and suggestions

■ Implementation

(a) Roles and Responsibilities

The plan will be supported, developed and implemented by all staff members.

Purchases, maintenance and storage of resources

Leading the prioritised methodologies

The development of ICT as a tool for teaching and learning in History and the vetting of websites.

Community links.

(b) **Timeframe** for implementation: three years beginning September

■ Review

- It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum. We aim to review this plan in 2025.
- We will refer to the tasks here in our action plan and check that they have been completed in accordance with the agreed timeframe.
- Those involved in the review will be the principal of the School.

■ Ratification and Communication

This plan was ratified by the Board of Management on 18/10/2022

Paul Walsh