

Title

Whole School Plan History

Introductory Statement and Rationale

(a) Introductory Statement

Social, environmental and scientific education (SESE) provides opportunities for the child to explore investigate and develop an understanding of the natural, human, social and cultural dimensions of local and wider environments, to learn and practise a wide range of skills and to acquire open, critical and responsible attitudes. SESE enables the child to live as an informed and caring member of local, national, European and global communities.

SESE takes place within and contributes to many areas of the curriculum. It thus contributes significantly to many aspects of the child's development. Within the curriculum, SESE is presented under three subject headings:

- History
- Geography
- Science.

Each of these areas has a distinctive role to play in enabling the child to explore and understand the natural, human, social and cultural environments in which he lives. The entire SESE curriculum begins with the child's environment. In the curriculum the environment is defined as the surroundings or external conditions with which an individual (human or other living organism) or community interacts.

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.

(b) Rationale

History is taught in our school in order to enable children 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. 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. 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

(a) Vision

Through history education we endeavour 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 and in doing so children can acquire knowledge and concepts while simultaneously developing important skills and attitudes appropriate to their individual stages of development.

As our school is based in County Wexford, an area of historical importance and interest, we will strive to open the children's minds to their rich local heritage.

(b) Aims

The aims of the history curriculum are:

- 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 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 foster a willingness to explore personal attitudes and values and
- to promote an openness to the possibility of changing one 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

Strands and Strand Units

Strands	<u>Infant classes</u> <ul style="list-style-type: none"> • Myself and my family • Story 	<u>First and Second Class</u> <ul style="list-style-type: none"> • Myself and my family • Change and continuity • Story
Strands	<u>Third and Forth Class</u> <ul style="list-style-type: none"> • Local studies • Story • Early people and ancient societies • Life, society, work and culture in the past • Continuity and change over time 	<u>Fifth and Sixth Class</u> <ul style="list-style-type: none"> • 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

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

Approaches and Methodologies

- The History Curriculum states that one of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies. We are aware of the variety of approaches and methodologies outlined as particularly suited to history and will endeavour to employ as many as we can as appropriate to our individual circumstance 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
- 1. Story
- 2. Drama and role
- 3. Oral evidence
- 4. Documentary evidence
- 5. Using ICT
- 6. Personal and family history
- 7. Using artefacts
- 8. Pictures and photographs
- 9. Use of the environment
- 10. 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

Linkage

We acknowledge that linkage and integration are recommended within the SESE curriculum. We hope to make a link between our history topics in so far as possible for the class levels. Teachers will explore possibilities for linkage across the History curriculum and develop such opportunities in their classroom.

Integration

The History curriculum states 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” (p.9). With this in mind, we will ensure to explore possibilities to integrate the SESE subjects.

When choosing our European and non-European country in Geography we will integrate them with our choices under the strand Early People and Ancient societies. For example we will integrate Aboriginal people and Australia, Transport and the History of the Bicycle, Historical Inventors and Scientific Inventors etc. In Olympic years we study the history of the games and the countries of origin. This topic is integrated and themed with Mathematics and Geography and Art.

Local studies are integrated with Geography, English and Visual Arts, Drama and Music

Multi-Grade Teaching

Ballindaggin NS often has classes that include multi grades. On a yearly basis the teachers meet to discuss how best to facilitate learning in these classes, to the best of the schools ability. Teachers discuss booklists which are devised to meet the needs of the curriculum. The school has adopted the *Lets Discover* SESE programme and in so far as possible the books are used in a biannual system. This feeds into the Book Rental scheme that is available in the school. In the event of Irregular Multi Grade Classes the teachers will discuss options and decide on the best solution to the multi grade situation at the time. Teachers will also have access to alternative History Text books for further resources and materials.

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.

Assessment is linked to the teaching and learning process and the child's progress is assessed in the context of the historical material with which he/she is familiar.

In addition Assessment in History seeks to measure and report the child's progress and achievements in all aspects of the curriculum.

We will assess the following:

- Progress in children's knowledge about the past
- Children's ability to use and understand the development of historical skills
- Development of children's attitudes, interests, critical thinking skills

The Assessment tools we will choose from are:

1. Teacher observation (pages 79,80 C.S)
2. Teacher designed tasks and tests (pages 80,81 C.S)
3. Work samples, portfolios and projects (pages 82,83 C.S.)
4. Feedback from pupils and parents
5. Self-assessment

Assessments may include but are not limited to:

- Telling and re-telling of events and stories
- Oral, written and pictorial accounts and descriptions of sites visited or people interviewed
- Construction of timelines
- Work cards or activity sheets
- History trails
- Maps of historical sites
- Role play, hot seating or dramatising a conversation or event
- Speculating on the feelings and emotions of others so as to create a spoken or written account
- Model making
- Drawings
- Compilation of a work on a particular historical topic or the presentation of project work using information and communication technologies
- Projects completed on historical themes
- ICT resources and quizzes
- Results of the child's independent historical research

- Teacher-designed revision test on a unit of work
- Oral presentation of work

Children with Different Needs

- Teachers support and ensure the participation of children with additional needs by differentiation of text, language used, assignment and expected outcome.
- Teachers will use a variety of teaching methodologies and ensure opportunities for hands on and practical activities when appropriate
- 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 will be encouraged and supported by differentiation of text, language used, assignment and expected outcome.
- A mixture of co-operative learning activities will be employed, such as focused group work, paired work and grouping children in mixed ability groups
- Opportunities are provided for children to communicate information in a variety of ways, whether through; report, creative writing, project work, drama, PowerPoint presentation or voice recording/video
- 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.

Equality of Participation and Access

History will be accessible to all children within the school regardless of their age, gender or ability. We will place an equal emphasis on the role of women in history, looking at the contribution of women from a local, national and international perspective. In our school we recognise the contribution of ordinary people to history and we will place emphasis on the roles of everyday people in history.

For those children experiencing any form of disadvantage we will adapt the teaching and learning to meet their needs. The work will suit their ability, and we will use alternative resources, ICT and visual aids where deemed necessary.

Organisational Planning

Timetable

In keeping with the recommendations in the Primary School Curriculum Introduction (p70) a minimum of three hours will be allocated to SESE per week, from first class to sixth, (1 hour per

week allocated to History) and two and a quarter hours with Infant Classes (45mins per week to History).

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

- Working on a project
- Exploring the local environment
- Having persons in to speak to the class
- Going on trails.

Teachers will consider the use of discretionary curriculum time for SESE when appropriate.

Resources and ICT

Besides our adopted programme, Teachers have compiled resources in their relevant classes to support the teaching of the Strand units at each class level. There is a variety of textbooks to support the teachers in preparing for topics.

Safe internet practices may be carried out by children in relation to history projects and research.

Teacher will use interactive boards and power point displays when teaching history

Children's response to history may also be recorded in multiple ways such as but not limited to printing, video, photographs

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.

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. Teachers will include all the strands and strand units every year and will select objectives within the strand units each year Where it is meaningful and suitable History will be taught in a thematic way to integrate with the other SESE subjects of Science and Geography. Cúntais Míósúil will assist in recording work covered, in evaluating progress in History and informing future teaching.

Staff Development

Teachers will be encouraged to attend in-service workshops and courses on History in order to enhance their understanding and teaching of the subject. They will up skill other staff in what they have learned by sharing the expertise acquired at these courses. 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.

Parental Involvement

We encourage parental involvement in the formation of our school policies. Draft policies are provided to the Parent's Association so parents are given the opportunity to contribute. The Board of Management and the Parents Association are given draft copies of our policies and plans and bring them to the attention of the wider community. We encourage parental involvement particularly when a parent has a skill or interest they wish to share. We ask them to share their own personal memories of when they were young. We have invited and will continue to invite some parents and grandparents to talk to the children. Parents send in photographs and artefacts and help with other aspects of the history curriculum when they are asked to do so.

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.

Places of historic interest

Ballindaggin NS is located to the North of Co Wexford on the foothills of the Blackstairs Mountains.

Due to our location we are in the vicinity of many historical places of interest:

Ferns Castle

Enniscorthy Castle

St Aidans Cathedral

Vinegar Hill

Oulart Hill

New Ross Tapestry

National Heritage Park

Dunbrody Famine Ship

Kennedy Homestead

Tintern Abby

Duncannon Fort

Hook Lighthouse

Selskar Abbey

There are also many local areas of historical interest including but not limited to; Templeshambo Church and Graveyard, the 1798 monument, the local Church, the old weigh scales in the village.

Success Criteria

We will use the following criteria to assess the success of this plan

- Evidence that pupils are engaging in studies from personal to local, national and international history at an age-appropriate level.
- That history is defined as an attempt to reconstruct and interpret the past as well as the past itself
- Our yearly and classroom planning is based on the Whole School Plan
- There is a balance between skills and content
- Development of historical skills throughout the classes
- Integrated themes are being developed, on occasion, across the school, using a whole school approach.
- Use of timelines in classes.
- That the curriculum is spiral and developmental in its structure
- Classes are engaged in outdoor observation and trails of the local environment
- Photographs, displays and use of artefacts are evident in classes
- Procedures outlined in this plan are consistently followed throughout the school
- Children's feedback
- Teacher and Parent feedback
- Inspectors' suggestions and/or feedback

Implementation

(a) 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.
- Parent are responsible for supporting their childrens learning
- The principal is responsible for leading the monitoring and evaluating of the plan

Review

Roles and Responsibilities

The following people will be involved in the review of the History plan:

- The Board of Management of Ballindaggin National School
- The principal
- The teachers
- The pupils
- The parents/guardians of Ballindaggin National School

Timeframe

Review will be carried out on a biannual basis

Ratification and Communication

The Board of Management ratified this policy on the _____ of _____ 20__

Signed: _____ , (Chairperson, BOM)

The policy is available to view on the school website or a hard copy can be requested via the school office.