**History Plan**

**Introductory Statement and Rationale**

(a) Introductory Statement

This plan was formulated by a group of teachers and then it was brought to the rest of the staff for consultation and amendments

(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.

**1. Strands and strand units**

* Teachers are familiar with the strands/strand units/content objectives for the relevant class levels.
* Teachers from Junior Infants to Second class have allocated specific strand units to each class.

**Refer to Curriculum**

* Infant classes pp. 15-20
* First and Second classes pp. 23-31.
* Teachers from 3rd to 6th classes collaborate on a yearly basis in selecting strand units for each class.
* Children from 3rd to 6th classes are exposed to a variety of strand units.

**Refer to Curriculum**

* Third and Fourth classes pp. 34-35
* Fifth and Sixth classes pp. 54-55.

Certain topics are selected from the menu curriculum, studied in depth by middle classes and senior classes.

* Certain topics are revisited in more depth as the child progresses through the school.
* There is continuity and progression in the history curriculum from class to class.  Checks are made to avoid gaps and undue repetition between classes
* When selecting content, there is balance between local, national and international contexts.
* Strands are selected that are relevant to the local environment and the locality of the school.
* Teachers are familiar with the local environment and the history of the local area.
* An audit of local history been completed
* Aspects of the local environment are used to illustrate national and international history; for example famine works, the local castle etc.

**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**

* The following approaches and methodologies are currently being implemented.
* 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

There are certain methodologies that the teachers will prioritise year on year. To make this happen we need to amass a collection of artefacts and documents, a variety of texts, a bank of web-sites/ I.C.T. resources.  – based on assessment teachers will annually choose a new focus in staff meeting- see individual teachers plans for this.

* Time lines are used and displayed in classes throughout the school. This could be developed by putting a time-line in the corridor space in the school so that all children including those in special needs classes have at least visual access to it. Refer to Teacher Guidelines p.8 and  pp. 25 -54 Archaeology in the Classroom

**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**

(Refer to school’s Assessment & Record Keeping Policies; Curriculum pp. 76-8; Teacher Guidelines pp. 30-32, 115-119)

* Teachers assess (See p. 76 Teacher Guidelines)
* Progress in children’s knowledge of the past
* Ability to use historical skills
* Development of attitudes
* Teacher observation
* Teacher-designed tasks and tests
* Work samples, portfolios and projects (consider  use of ICT, pictures, paintings, models, story board)
* Curriculum profiles
* Assessment tools used to gather information about a child’s progress are
* Information gained from these assessments informs future class and school planning.
* Records kept as per school’s Policy on Record Keeping. (Refer to school’s Policy on Record Keeping)
* Teachers share information with children/parents as test results, school reports and in parent teacher meetings.

**7. Children with different needs**

(Children with emotional and behavioural difficulties; children with learning difficulties; children with

physical disabilities; those with exceptional ability – Refer to Teacher Guidelines p. 43)

This follows normal procedures in our school where we have a significant number of children with special needs.

* Teachers support and ensure the participation of children with special needs by differentiation of text, language used, assignment and expected outcome. (Refer to the NCCA Draft Guidelines for Teachers of Students with General Learning Disabilities)
* 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**

(Refer to school’s Equality Policy and Curriculum p. 4)

* 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.
* Provision is made, as and where necessary, for inclusion of the following
* Children experiencing any form of disadvantage through the fact that we no longer use S.E.S.E. text books and the fair and equitable sharing of all roles whether in drama or practical-= i.e. giving out sheets.

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 Literacy and Numeracy Strategy

**10. Resources and ICT**

* There is, at times a class/school museum, whenever it is appropriate for each class to make one. Artefacts are displayed in a safe manner.
* 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)

* There is a selection of technologies available in the school e.g. tape recorder, video camera, digital camera, computer.
* 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, Interwise interactive whiteboard programs, “Interact” history based CD-roms, etc.
* Software stored either loaded onto teacher’s laptops and/interactive whiteboards or in the resource room and is easily accessible.
* 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 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” or video camera to provide a new dynamic and a record of what the children have done.

**11. Health and safety**

(Refer to school’s Health & Safety Policy and Preparing for fieldwork, Geography Teacher Guidelines pp.74-78)

* School health and safety policy is followed for fieldtrips & handling equipment etc. in activities connected with the geography 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**

* Teachers have access to reference books, resource materials, and websites dealing with history. Each teacher is  responsible for keeping these resources up to date.
* School personnel research new approaches and methodologies. At times they arrange for opportunities to try out resources on a pilot basis and assess whether or not they should be purchased.
* At times there may be  appropriate history courses available. Teachers are encouraged to attend.
* Teachers are encouraged to share the expertise acquired at these courses. This is organised at staff meetings.
* Time may be allocated at staff meetings to discuss aspects of the history curriculum.
* Schools in the locality may collaborate on specific topics or projects  where appropriate e.g. local history trails, sharing artefacts, coming together for guest speakers, …

**14. Parental involvement**

* Parents and grandparents  may be involved in supporting the history curriculum, through helping with local and family history projects, acting as expert witnesses to particular eras in time, provision of historical artefacts for class museums, etc. (See Exemplar 10 p. 78 Teacher Guidelines)
* Opportunities for parental engagement exist in almost all strands, particularly with reference to anything that may have happened in the local are or within living memory.
* Parents help at Special events  e.g. tours of the school museum, display of project work, pageants …

**15. Community links**

* Links may at times be made with local services to access resources, e.g. local radio and newspapers
* There are local places of interest where the children are sometimes brought as part of the history curriculum.
* E-mail can be used to contact other schools, groups, museums.

**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 that will indicate success.

**We will know that the plan has been implemented through:**

* Teachers’ preparation based on this plan
* Procedures outlined in this plan consistently being followed
* **The plan has achieved its aims, through these indicators?**

Means of assessing the outcomes of the plan include

* Teacher/parent feedback
* Children’s feedback
* Inspectors’ suggestions/reports
* Second level feedback
* Assessment
* **The plan has promoted the key considerations when implementing the history curriculum.**
* That history is defined as an attempt to reconstruct and interpret the past rather than the past itself
* That there is a balance between the process (how the child learns) and content (what the child learns)
* That the child must acquire skills and concepts to work effectively as a young historian
* That the curriculum is spiral and developmental in its structure
* That the child engages in studies ranging from personal to local, national and international history
* That history is integrated across the curriculum from Infants to Sixth Class.

**Implementation**

(a) Roles and Responsibilities

*The whole staff is responsible for the implementation of the plan. It will be evaluated at  a  whole school staff level at a staff meeting in 2014-15.*