

# St Enda's National School

## History Policy

### Introductory Statement

This plan was devised by the teaching staff of St Enda's National School in 2006 for use throughout the school. This policy is reviewed every three years.

History is an attempt to reconstruct and interpret the past. Through exploring the past children can acquire knowledge and concepts while at the same time developing important skills and attitudes appropriate to their age. It, along with geography and science, is an integral part of the SESE programme.

### Rationale

It was decided to focus on History for development in order to review the plan in light of the current Primary School Curriculum, thus benefiting teaching and learning in our school. This plan is also intended to guide teachers in their individual planning for history to ensure appropriate coverage of all aspects of the curriculum from infants to sixth class.

### Vision and Aims

#### **Vision:**

The study of History in our school is concerned with the reconstruction and interpretation of the past. We seek to assist the children to become familiar with and learn to value, the local environment and to appreciate the elements of the past, which have given them and their locality a sense of identity.

We promote learning activities that foster the pupil's curiosity and enjoyment so that they will develop a lasting interest in history. Practical activities focusing on the child working as an historian are included as an important part of history lessons.

**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

**Strands and Strand Units**

Teachers from junior infants to second class and third to sixth, have collaborated in selecting strand units to be covered for each year. The strand units have been selected to expose all classes to a variety of topics and to ensure that there is a balance between local, national and international themes. We have ensured that there is continuity and progression from class to class.

Strand	Strand Units		
	Junior/Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
Myself and My Family	<ul style="list-style-type: none"> <li>• Myself</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• Myself</li> <li>• My Family</li> <li>• When my grandparents were young</li> <li>• Games in the past</li> <li>• Feasts and Festivals in the past</li> <li>- Christmas Traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Myself</li> <li>• My Family</li> <li>• When my grandparents were young</li> <li>• Games in the past</li> <li>• Feasts and Festivals in the past</li> <li>- The History of Halloween</li> <li>- Diwali- Festival of lights</li> </ul>
Story	<ul style="list-style-type: none"> <li>• Stories</li> </ul>	<ul style="list-style-type: none"> <li>• Stories</li> <li>- Ernest Shackleton</li> <li>- Windmills</li> <li>- Hot Air Balloons</li> <li>- Icarus</li> <li>- The Titanic</li> <li>- The Olympics</li> </ul>	<ul style="list-style-type: none"> <li>• Stories</li> <li>- The Moon Landing 1969</li> <li>- Florence Nightengale</li> <li>- St. Brigid</li> <li>- The Giant's Causeway</li> </ul>
Change and Continuity		<ul style="list-style-type: none"> <li>• Continuity and change in the local environment</li> <li>- My school</li> <li>- Clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity and change in the local environment</li> <li>- My town</li> <li>- The History of Electrical Objects</li> <li>- My school</li> </ul>

Strand	Strand Units			
	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
Local Studies	<ul style="list-style-type: none"> <li>• My Family</li> <li>• Games and Pastimes</li> </ul>	<ul style="list-style-type: none"> <li>• My locality through the ages</li> </ul>	<ul style="list-style-type: none"> <li>• Feasts and festivals</li> <li>• Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Buildings, sites and Ruins</li> </ul>

		<ul style="list-style-type: none"> <li>• Homes</li> </ul>		<ul style="list-style-type: none"> <li>• My locality through the ages</li> </ul>
Story	<ul style="list-style-type: none"> <li>• Stories from the lives of people in the past <ul style="list-style-type: none"> <li>- Christopher Columbus</li> <li>- Tom Crean</li> </ul> </li> <li>• Myths and legends <ul style="list-style-type: none"> <li>- Fionn and the Fianna</li> <li>- Setanta</li> <li>- Saint Brendan</li> <li>- The Wooden Horse of Troy</li> <li>- King Arthur and Excalibur</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stories from the lives of people in the past <ul style="list-style-type: none"> <li>- Saint Colmcille</li> <li>- The Saga of Leif Erikson</li> <li>- Great Irish Musical Maestros</li> <li>- Amelia Earhart</li> </ul> </li> <li>• Myths and legends <ul style="list-style-type: none"> <li>- The Children of Lir</li> <li>- Tuatha Dé Dnann</li> <li>- Princess Hase of Japan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stories from the lives of people in the past <ul style="list-style-type: none"> <li>- Leonardo da Vinci</li> <li>- Granuaile</li> <li>- Daniel O' Connell</li> </ul> </li> <li>• Myths and legends <ul style="list-style-type: none"> <li>- Diarmuid and Gráinne</li> <li>- The Salmon of Knowledge</li> <li>- King Midas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stories from the lives of people in the past <ul style="list-style-type: none"> <li>- The Titanic</li> <li>- Mahatma Gandhi</li> <li>- Mary Robinson</li> </ul> </li> <li>• Myths and legends <ul style="list-style-type: none"> <li>- Deirdre and Naoise</li> <li>- Oisín and Tír na Óg</li> <li>- Zeus and Hera</li> </ul> </li> </ul>
Early People and Ancient Societies	<ul style="list-style-type: none"> <li>• Egyptians</li> <li>• Stone Age peoples</li> </ul>	<ul style="list-style-type: none"> <li>• Vikings</li> <li>• Celts</li> </ul>	<ul style="list-style-type: none"> <li>• Australasian people (The Maya)</li> <li>• Greeks</li> </ul>	<ul style="list-style-type: none"> <li>• Asian peoples (Empires of China)</li> <li>• Bronze Age peoples</li> </ul>
Life, Society, Work and Culture in the Past	<ul style="list-style-type: none"> <li>• Life in Norman Ireland</li> <li>• Life in Medieval Towns and Countryside (Ireland)</li> </ul>	<ul style="list-style-type: none"> <li>• Life in medieval Towns and Countryside (Europe)</li> <li>• Life in the Eighteenth Century</li> </ul>	<ul style="list-style-type: none"> <li>• The Great Famine (Life in the 19<sup>th</sup> Century)</li> </ul>	<ul style="list-style-type: none"> <li>• Life during World War II</li> <li>• Life in the 19<sup>th</sup> Century</li> </ul>

Continuity and Change	<ul style="list-style-type: none"> <li>• Food and Farming</li> <li>• Transport</li> </ul>	<ul style="list-style-type: none"> <li>• Homes and Houses</li> <li>• Schools and Education</li> </ul>	<ul style="list-style-type: none"> <li>• Energy and Power</li> <li>• Communications</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Literature, Art, Crafts and Culture</li> <li>• Barter, Trade and Money</li> </ul>
Eras of Change and Conflict			<ul style="list-style-type: none"> <li>• The Industrial Revolution</li> <li>• Traders and Explorers</li> </ul>	<ul style="list-style-type: none"> <li>• World War I</li> <li>• Modern Ireland</li> </ul>
Politics, Conflict and Society			<ul style="list-style-type: none"> <li>• Revolution and Change in America, France and Ireland</li> <li>• 16<sup>th</sup> and 17<sup>th</sup> Century Ireland</li> </ul>	<ul style="list-style-type: none"> <li>• 1916 and the foundation of the State</li> <li>• Northern Ireland</li> </ul>

\*Teachers working in our East Wing classes will use the above strands and strand units at the appropriate level for the individual children in their classes.

### Skills and Concepts Development

The following are the skills and concepts to be developed, allowing the child to work as a young historian:

#### Junior Classes:

- Time and chronology
- Using evidence
- Communications

#### First to Sixth Classes:

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

## **Approaches and Methodologies**

A variety of classroom approaches and methodologies are currently in history lessons including –

- Story
- Drama and role-play
- Oral evidence
- Documentary evidence
- Using ICT
- Personal and family history
- Using artefacts
- Pictures and photographs
- Use of the environment

*\*See Teacher Guidelines*

## **Linkage and Integration**

### **Linkage:**

Within the history curriculum there are opportunities to link one strand with another. Strands and strand units also provide opportunities for linkage within lessons. Teachers may choose to use a thematic approach for other linkage possibilities.

### **Integration:**

Opportunities for the use of an integrated approach exist at all levels of the history curriculum. Many elements from the history, science and geography curriculum will be explored concurrently with the teacher choosing appropriate activities when doing so. History will also be integrated with other subjects including English, S.P.H.E, Gaeilge, Music, Drama Art and Religious Education.

The integration of history within S.E.S.E and with other subjects will be planned and organised by the class teacher who will take into account factors such as time, structure of topic work, continuity and progression, curriculum requirements, skills and concepts.

## **Multi grade Teaching**

When teaching in a multi grade class, the following issues will be considered:

- Use of a thematic approach
- Integration with other subjects in S.E.S.E – geography and science, S.P.H.E, Language Programme, Music, Drama
- The selection of text books
- Classroom organisation

## **Assessment and Record Keeping**

Through assessment, teachers will seek to assess progress in children's knowledge of the past, the ability to use historical skills and their development of attitudes.

Children's progress will be assessed using the following methods:

- Teacher observation
- Teacher designed tasks and tests
- Work samples, portfolios and projects
- Curriculum profiles

*\*See Teacher Guidelines*

Assessments are used to monitor individual children's progress and achievements and so the plan the contexts, strategies and content that will contribute most effectively to their future learning experiences.

Information gathered through assessment will form part of class and school planning. Results of history assessments will be recorded by the class teacher and samples of work will be kept in personal portfolio folders. Teachers will share information based on assessments with the children through discussion and feed back of their work and/or written notes on work. Assessment information will be shared with parents during Parent/Teacher meetings, reports and samples of work sent home.

## **Children with Different Needs**

A variety of techniques will be used to provide a range of learning activities appropriate to the individual needs of pupils. The following will be considered:

- Use of a mixture of whole class teaching and focused group work
- Setting different tasks of varying complexity for different pupils
- Planning topics which provide opportunities for further investigation for the more able or less able
- Use of more accessible or more demanding evidence providing a range of tasks
- Provision of intervention for individual or group tuition where needed during learning activities

- Delicate treatment of the exploration of family history and provision of information in advance about this type of work where appropriate

### **Equality of Participation and Access**

Through the history programme, teachers will seek to cultivate an atmosphere of equality and opportunity where gender, cultural diversity, minorities and special needs are respected and valued.

- The history class will provide opportunities to study the ordinary lives of women, men and children
- Equal opportunities are given to boys and girls to participate in activities
- Boys and girls have equal opportunities to experience all strands
- Provisions will be made as required for the following:
  - Children experiencing any form of disadvantage
  - Children whose first language is not English

### **Organisation Planning**

#### **Timetable**

S.E.S.E is taught formally for 3 hours per week except in Infant classes where the time allocation is 2 hours 15 minutes. These time frames are divided equally between the S.E.S.E subjects, giving 1 hour per week to history in 1<sup>st</sup> – 6<sup>th</sup> classes and 45 minutes each week in junior classes. History learning is also developed through integrated activities and a thematic cross-curricular approach. Individual teachers may include History as part of their discretionary curriculum time. History can also be incorporated into Aistear in the junior classes.

#### **Resources and ICT**

Internet access is available in all classrooms and an ICT timetable is in operation to allow each class access to our current supply of tablets and laptops each week. The school has a code of practice to ensure safe Internet usage and a chart outlining safe Internet usage is displayed in each classroom. Teachers familiarise themselves with material on websites prior to using them in the classroom. ICT can also be used to support the recording of children's responses to history. Resources available in the school for history are stored in a central location in our East Wing and are easily accessible for individual classroom use. Resources are purchased centrally.

*\*See Appendix 1 for a list of Resources currently stocked in the school*

## **Health and Safety**

A number of organisational and safety issues, good preparation and planning, well structured purposeful activities and adequate supervision will all be taken into account to help ensure successful teaching and learning in the environment. Teachers will become familiar with the places to be visited. Preliminary visits will be used to identify any potential sources of danger. Teachers will consult with the principal before engaging in activities in the environment and parents will be given advance notification of any out-of-school activities. Relevant medical and dietary details of pupils will be obtained. All teachers will consult the school's health and safety policy with regard to out-of-school tours and visits.

## **Individual Teacher's Planning and Reporting**

The school plan and curriculum documents for history will provide information and guidance for individual teachers for their long and short term planning. Individual teachers will plan using the strands and strand units and also, where appropriate will include thematic approaches in their planning. The Cuntas Míósúil reports will be used to review and further develop the whole school plan and individual planning and preparation for following years. This will be managed through professional staff meetings.

## **Staff Development**

Teachers have access to reference books, resource materials and websites dealing with history. Opportunities for school personnel to research resources on a pilot basis are arranged when available. Information regarding history courses available is shared among staff members, staff meetings and informal meetings provide opportunities for teachers to discuss aspects of the history curriculum as they arise. External expertise to inform and up skill the school community in the area of history are availed of where possible.

## **Parental Involvement**

The involvement and support of parents and grandparents in the history curriculum is very important for success. Many parents lend items, which can help to illustrate elements of their own past. Parents or grandparents may be invited to visit the school and talk about their memories. Informing parents of the aims of the local history work being developed in the school will help to foster parental support. Parents also play a very useful role in helping to identify places and events of interest in the locality and in providing relevant information to teachers.

### **Community Links**

Local places of interest may be visited by classes as part of the history curriculum. Places include:

Ballymore House

Wexford Heritage Centre

Boolavogue/ Fr Murphy Centre

Local Churches

Vinegar Hill

Ferns Castle

The House of Story

Enniscorthy 1798 Centre

### **Places of Historic Interest**

Places of historic interest are incorporated into school tours where possible. Field trips and trails may also be organised to support the teaching of local and national history.

### **Success Criteria**

The following will indicate the degree of implementation and success of this plan.

- Teachers' preparation will be based on this plan
- Procedures outlines will be consistently followed
- Monthly reports will reflect this plan

The following are the indicators for the achievement of the plan's aims:

- Feed back from teachers/parents/pupils/community
- Inspectors' suggestions and reports

This history plan has promoted the key considerations for implementing the history curriculum.

## Implementation

### Roles and Responsibilities

This policy was reviewed, revised and updated in 2018.

Mary Kirwan Doyle will insure that all teachers have a copy of the updated History Policy. History resources currently available in the school will be stored in the main storage room in the East Wing where all staff members have access.

### Implementation and Review

The History Policy as a whole will be reviewed in 2021 by teachers, post-holders and BOM.

### Ratification and Communication

This updated policy will be ratified by the BOM at its meeting in June 2018.

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Chairperson BOM

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Principal

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Date

