

Whole School Plan for History

Presentation Senior School

Introductory Statement and Rationale

Introductory Statement

This plan was written by the principal and staff of Presentation Senior School following a review of the current History plan.

Rationale

In keeping with the guidelines laid down by the DES (1999), we focussed on this area of planning to ensure that the NCCA prescribed curriculum for History was delivered in our school in a well-planned and organised manner. This plan will benefit teaching and learning within our school. It will be made available in the school plan (staffsnr.presentationmullingar.ie) in electronic form for all new and existing members of staff.

Vision and Aims

Vision

We endeavour to enable the children to:

- study a range of people and events in the past in order to develop a balanced understanding of family, local, national and world history
- learn about the people, events, issues and cultural experiences which have helped to shape the local community and the environment
- develop an understanding of chronology, in order to place people, events and topics studied in a broad historical sequence
- acquire some understanding of change and continuity, including an awareness of factors which may have caused or prevented change, and come to appreciate that events may have a number of causes and outcomes
- examine and use a range of historical evidence systematically and critically, and appreciate the fact that evidence can be interpreted in different ways
- use imagination and evidence to reconstruct elements of the past
- communicate historical understanding in a variety of ways, using appropriate language and other techniques or media
- develop an appreciation of the perspectives and motives of people in the past and accept that individuals and events should be understood in their historical context

- be aware that the attitudes and behaviour of people may be influenced by their understanding of the past and by their past experiences
- respect and value a range of opinions and acquire open, questioning attitudes to the beliefs, values and motivations of others
- develop tolerance towards minorities in society and appreciate the contribution of various ethnic, cultural, religious and social groups to the evolution of modern Ireland
- develop a sense of personal, local, national, European and wider identities through studying the history and cultural inheritance of local and other communities
- develop a sense of responsibility for, and a willingness to participate in, the preservation of heritage.

Aims

We fully endorse the aims of the History curriculum as outlined on Page 12 of the NCCA 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.

(History Curriculum Statement Page 12)

Short-term Aims:

We have made the following decisions to promote and develop the teaching and learning of history in our school:

- We will ensure there are timelines in each class and encourage the use of artefacts in each room
- We will focus on helping the children to think and work as historians and become active in their learning.
- Samples of work completed in history lessons will self-assessed by the children and kept in the children's assessment folders.

■ Curriculum Planning

Strands and Strand Units

The agreed strand units chosen by teachers from the menu curriculum for each class standard are shown in appendix 1 of this document. We are aware that we have to carry out two in-depth studies each year from third class to sixth class level, one local and one national/international. Equal emphasis is given to each strand and strand unit. When selecting content the teachers will ensure there is a balance between local, national and international topics. In relation to the study of local topics, strand units are selected to reflect topics within our immediate locality. All teachers are encouraged to familiarise themselves with the history of the local environment.

Skills and Concepts Development

Each teacher is aware that the curriculum provides for the development of a growing range of historical skills and concepts. The skills of the history curriculum are taught in conjunction with curricular content. Each teacher is aware of the aspects of **Working as a Historian** that apply at each class level.

Third – Sixth Classes (Refer pg's 26, 40, 60 Curriculum)

- Time and Chronology
- Change and Continuity
- Cause and Effect
- Using Evidence
- Empathy
- Communication and Synthesis

Depending on the class level, the following strategies may be used for developing the skills of Working as an Historian

- Sequencing of stories

- Use of timelines
- Communicating findings through different mediums e.g. photos, ICT
- Using documentary evidence e.g. Bealoideas collection, old maps, roll books, transcript of interviews
- Listening to oral evidence on video of local people
- Invite grandparents for Grandparents' day and/or listening to local people recounting life in the past.
- Use of artefacts and class museums
- Developing empathy through the use of the novel in the senior classes
- Visits to local ruins/settlements and look at change and continuity in the local area.

Approaches and Methodologies

We note that there are common approaches and methodologies underpinning all curricular areas which include:

- Active Learning
- Collaborative/Co-operative Learning
- Talk and Discussion
- Problem Solving
- Use of the Environment
- Skills through content

We are aware of the range and variety of approaches and methodologies outlined in the NCCA's History – Teacher Guidelines.

The range includes:

- Story (pgs 65-71, TG)
- Personal and family history (pgs 72-75, TG)
- Using Artefacts (pgs 81-86, TG)
- Drama and role play (pgs 109-113, TG)
- Using pictures and photographs (pgs 87-98, TG)
- Use of the environment (pgs 99-103, TG)
- Oral evidence (pgs 77-80, TG)
- Documentary evidence (pgs 104-108, TG)
- Use of ICT (pg 114, TG)

Linkage and Integration

Linkage:

We acknowledge that linkage and integration are recommended within the SESE curriculum.

There are opportunities to link strands and strand units across the history curriculum e.g.

When my Grandparents were young – Story

Local Studies: Schools – Change and Continuity: Schools and Education

Local Studies: Buildings, sites and ruins (e.g. Presentation Convent, Railway Station, Harbour, Military Barracks, Old Workhouse, Cholera Graveyard, Hill of Uisneach, Famine Graveyard)

Where strands are linked using a thematic approach, this will be reflected in individual teacher planning.

Integration:

History integrates with the other SESE subjects. Examples include:

- History: Myself integrates with Science/SPHE: Myself
- History: Ancient Civilisations integrate with study of countries in Geography
- History: Ancient Civilisations integrate with Science through materials, study of inventors/scientists, study of women in science, forces.
- History integrates with Art
- History integrates with English through the study of the Novel i.e. Under the Hawthorn Tree, War Horse, the Twelfth of July

Assessment

Refer to School Policy on Assessment.

Assessment in History must seek to measure and report the child's progress and achievements in all aspects of the curriculum. We seek to assess the following:

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

As a staff we have discussed the purposes of assessment in history and reached a shared understanding of the assessment tools we will use. These will include:

- Teacher observation
- Teacher designed tasks and tests
- Work samples included in the children's assessment portfolios
- Feedback from pupils and parents.

This information will form part of teachers' classroom and school planning. Teachers share this information with parents/guardians at parent teacher meetings.

Children with Different Needs

Refer to Learning Support/Resource policy.

All teachers are familiar with the NCCA guidelines for Teachers of Students with General Learning Disabilities and the guidelines for Exceptionally Able Students. These documents are available in our school plan – staffsnr.presentationmullingar.ie.

We endeavour to provide for individual difference and we strive to make the history curriculum accessible to all children in the school. In order to do this we will consider:

- Using a mixture of whole class teaching, focused group work or paired work, grouping children appropriately to maximise the learning opportunities provided;
- Choosing more accessible/more demanding pieces of evidence for different children;
- Using 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;
- The exceptionally able 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.

We endorse the emphasis this curriculum places on the exploration of **personal and family history** at all levels and are very conscious of the sensitivities some aspects of these topics may require. In instances where it would be insensitive to explore a child's own personal and family history, we will consider the substitution of the personal and family history of another person. The curriculum allows for this within the strand unit My family (or a family of a person known to me).

Equality of Participation and Access

- Equal opportunity will be given to boys and girls to experience all strands and strand units of the history curriculum and participate in all class activities;
- History in our school will place equal emphasis on the lives of ordinary people of the past;
- At all class levels we include the lives of men, women and children from different social, cultural, ethnic and religious backgrounds.

■ Organisational Planning

Timetable

In keeping with the recommendations in the Primary School Curriculum Introduction (page 70) a minimum of three hours will be allocated to SESE per week, from third class to sixth. History integrates effectively with literacy through the development of oral language, use of story, use of different writing genres etc.

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

- working on a project
- exploring the local environment
- devising and undertaking a local trail

Resources and ICT

Each teacher will be responsible for organising their own teaching resources.

Teachers are encouraged to share resources by adding them to the school plan (staffsnr.presentationmullingar.ie). Electronic resources may be emailed to the office for inclusion in the school plan.

Some history resources are also available in the school library.

Student laptops may be used during History lessons. Teachers are required to adhere to the timetable for laptops. Times may be swapped by agreement between teachers.

Teachers are encouraged to use their Google Apps for Education accounts to share resources.

Health and Safety

Please refer to our School's Health and Safety statement.

Before use in the classroom, artefacts will be examined by the teacher and checked for potential danger i.e. sharp edges. Artefacts with small parts will not be used with children in the special class for children with Autism.

Individual Teachers' Planning and Reporting

All teachers are responsible for completing the following planning documents:

- Yearly Scheme

- Fortnightly Scheme
- Monthly Report

Teachers are required to upload these documents to the appropriate Google Drive folder which is synchronised with the computer in the secretary's office. This facilitates the easy sharing of planning documents with substitute and temporary teachers.

Staff Development

- Teachers are strongly encouraged to engage in professional development. All courses provided by the local education centres are advertised on the staff notice board;
- Teachers who have a particular expertise in an area are encouraged to share this with other members of staff;
- Teachers are advised to use the best practice guidelines suggested on the website of the Professional Development Service for Teachers (PDST).

Parental Involvement

All teachers are encouraged to involve parents/guardians in the children's learning of history.

Strategies such as the following are encouraged:

- Ask parents/guardians to help their child with history homework;
- Ask parents/guardians to work collaboratively with their child on a history project;
- Invite parents/guardians into the classroom to view history projects completed by the children;
- Invite parents/guardians to Grandparents' Day and give them an opportunity to share some history related experiences with the children;
- Invite parents/guardians to participate in History Field Trips organised by the class-teacher;
- Encourage parents/guardians to loan history artefacts or photographs to the school.

Community Links

All teachers are encouraged to engage with individuals and organisations in the local community to support the children's learning of history. Strategies such as the following are encouraged:

- Use of the local library e.g. documentary evidence, maps etc;
- Use of local historians for historical tours of the town e.g. Ruth Illingworth;
- Invite older members of the community to share history related experience with the children.

Success Criteria

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

- Teachers' preparation is based on this plan.

- Children’s feedback
- Teachers’ feedback
- Inspectors’ suggestions/feedback
- School Self Evaluation framework

We will consider if the plan has promoted the key considerations of 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 skills and content
- The child has the opportunity to work effectively as a young historian
- The curriculum is spiral and developmental in structure
- The child engages in studies from local, national and international history
- History is integrated across the curriculum from infants to sixth class.

Implementation

All class teachers are responsible for the implementation of the history curriculum in their own classrooms.

Review

This plan will be reviewed after two years. This will occur during staff meetings/other planning sessions. All members of the teaching staff will be involved in the review process.

■ Ratification and Communication

This plan will be presented to the Board of Management and ratified on

Appendix 1 - History Planning

3 rd	4 th	5 th	6 th
Myself and My Family/Local Studies			
Games and Past-Times in the past	Myself	*Homes	Feasts and Festivals in the Past
Buildings, Sites or Ruins in my Locality – *Railway	My family or the family of a person known to me		Buildings, sites or ruins in my locality – *Mullingar Cathedral
	Buildings, sites or ruins in my locality – *Belvedere House		
Story			
Tom Crean	Nano Nagle	Nelson Mandela	Martin Luther King
Fionn and na Fianna	Marco Polo	CúChulainn	Marie Curie
	Tír na nÓG Setanta	Mother Teresa	
Change and Continuity			
Food and Farming	Clothes	Housing and Urban Development	Food and farming
Transport	Caring for the Sick	Communications	Barter, trade and money
Schools and Education			
Early People and Ancient Societies			
Stone Age People	Romans	North American Peoples – The Aztecs	Celts
Egyptians	North American Peoples: The Sioux People	Greeks	Australasian Peoples - Aborigines
Life, Society, Work and Culture in the Past			
Life in Norman Ireland	Life in Norman Ireland	Life in the 18 th Century	Language and culture in late 19 th and early 20 th century Ireland – Gaelic Revival
Life in Mediaeval towns and countryside in Ireland and Europe	Life in the Ireland since the 1950s		Life during World War 2
Eras of Change and Conflict			
		World War 1	The Great Famine
		Changing Roles of women in 19 th and 20 th Century	Changing roles of women in the 19 th and 20 th centuries (Marie Curie)
Politics, Conflict and Society			
		Revolution and change in America, France and Ireland	16 th and 17 th century Ireland – Plantations
			1916 and the foundation of the state

***In-depth local study**

****In-depth National/International Study**