



## **History**

# History

## ■ Title: Whole School plan for History

### ■ Introductory Statement and Rationale:

#### (a) Introductory Statement

The history plan for Lucan Educate Together N.S. emanated from the collaborative discussion and decision making engaged in by the staff and our experience of teaching history in the classroom.

Our history programme involves helping children develop historical ideas, knowledge and understanding which will enable them to explore and investigate all aspects of their world.

History involves acquiring a broad balanced understanding of history – locally, internationally and in Ireland. Children will be enabled to develop and practice historical investigation skills regarding chronology and time, change and continuity, use of evidence and developing empathy.

The promotion of curiosity and enjoyment are at the heart of the history curriculum – alongside geography and science, within the broader subject area of S.E.S.E.

As an ‘Educate Together’ school, we incorporate the fundamental principles of child-centred, democracy, multi denomination and co –education in the provision of our history programme. The ultimate rationale for our history plan is that our children will have positive attitudes to history and an appreciation for both events and historical figures that have helped shape our environment and society today.

#### (b) Rationale

Part of our rationale is to:

- Provide an overview of the history programme throughout the school as well as providing a framework to facilitate more specific planning. (SESE)
- Provide a coherent approach to the teaching of history throughout the school.
- This will often involve a thematic approach, often interlinking science, geography, history, english and ICT.
- Ensure the plan will benefit all staff members as well as being a source of information for parents and other education partners in the school and community.
- Inform new/temporary staff of the history curriculum content in addition to the approaches and methodologies used in our school.

### ■ Vision and Aims

#### (a) Vision:

The history program aims to help children to work as an historian by involving them in the wide ranges of skills that include understanding of; time and chronology, change and continuity , cause and effect , using evidence and synthesis and communication.

These skills will be taught together rather than in isolation. Our history curriculum is structured so that children can experience all these elements in creative, stimulating and safe environments.

#### (b) Aims:

We endorse the aims of Social, Environmental and Scientific Education as outlined on page 12 of the SESE History Curriculum:

- To develop an interest in and a 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 foster a willingness to explore personal attitudes and values and to promote an openness to the possibility to one’s own point of view.
- 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 the 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 enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts.

(SESE History Curriculum Statement Page 12)

### Short-term Aims:

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

- To continue to collect artefacts for use in the school.
- To develop SESE trails around our school and the Lucan area.
- To continue to add to appropriate resource boxes for each topic to aid the teaching and learning of history in our school.
- To support and encourage parental participation in the delivery of the history curriculum – story telling, sharing artefacts et cetera.

## ■ Curriculum Planning:

### 1. Strands and Strand Units

Each teacher is familiar with the strands, strand units and content objectives for his/her relevant classes. We are aware that infant classes to second class have to cover all strands and strand units and content objectives. From third to sixth class there is a menu curriculum from which we have chosen strand units. 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. Certain strand units are revisited throughout the school and covered in depth as the children progress; these strand units are recorded in the teachers' planning. Equal emphasis is given to each strand and strand unit. A full range of objectives will be covered during each year.

We have picked themes per year to use in a theme-based approach to SESE. (see attached plan)

### 2. Skills and Concepts Development:

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. See overview of skills below.

Strategies that we will use in each classroom to develop the History skills include the following:

**Infants: Page 15 C.S.** SESE History Curriculum Statement - we are aware of the skills at infant level.

- Time and Chronology
- Using Evidence
- Communication

At infant level strategies we may 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 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.

**First and Second Classes page 23 C.S** – we are aware of the skills and concepts that children 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 may use to develop the child's ability to work as a young historian 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 and Fourth Classes: Page 34 C.S**

We are aware of the skills and concepts that children 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 may use to develop the child's abilities to **Work as Historian** 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 for children to use evidence and imagination to reconstruct elements of the past and communicate this understanding in a variety of ways.

### **Fifth and Sixth Classes: Page 54 C.S**

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

- Use of 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 develop some skills in the location and selection 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.

### **3. Approaches and Methodologies:**

Our 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.

**The range will include:**

- Story  
(pgs 65-71 **History Teacher Guidelines**)
- Personal and family history  
(pgs 72-75 **History Teacher Guidelines**)
- Using artefacts-visitors bringing artefacts e.g. butter churn  
(pgs 81-86 **History Teacher Guidelines**)
- Drama and role-play  
(pgs 109-113 **History Teacher Guidelines**)
- Using pictures and photographs-Lucan Gazette, Lucan Historical Society Book (pgs 87 -98 **History Teacher Guidelines**)
- Use of the environment – School developed Lucan Trail  
(pgs 104-108 **History Teacher Guidelines**)
- Oral evidence-questionnaires, interview, special visitors  
(pgs 77-80 **History Teacher Guidelines**)
- Documentary evidence  
(pgs 104-108 **History Teacher Guidelines**)
- Use of ICT  
(pg 114 **History Teacher Guidelines**)

At present, due to the location of our school, we actively use our local environment. We will continue to make further use of this immediate resource by developing SESE trails for use with each class grouping. We will continue to build up resources and artefacts for other strands of the curriculum. Using artefacts, pictures and photographs are other methodologies we hope to prioritise.

**4. Linkage and Integration:**

**Linkage**

We acknowledge that linkage and integration are recommended within the SESE curriculum. We endeavour to make many link between our history topics and other curricular areas such as English, drama, art and music, geography and science. Teachers will explore possibilities for linkage across the History curriculum and will note such opportunities in their plans.

**Integration**

We agree with the statement made on page 9 of the history curriculum 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 explore possibilities to integrate the SESE subjects. For example, New Zealand and it's geography, Captain James Cook and his travels to New Zealand, Maori legends, the Haka tribal war dance and looking at and responding to Maori masks is a cross curricular example of activities suitable for a 5<sup>th</sup> class level using the integrated approach.

**5. Multi-Grade Teaching:**

Lucan Educate Together National School is a two stream primary school with two outreach classes for children on the Autistic spectrum of disorders.

At present we have no multi grade classes in the mainstream.

**In order to make the curriculum accessible for children in the Outreach unit, teachers adapt the history curriculum to suit the children's needs whilst ensuring they are meeting the aims set out in the History curriculum statement (P 12 CS).**

**6. Assessment and Record Keeping:**

Assessment in History must seek 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 the development of 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 (pgs 79,80 C.S)
- Teacher designed tasks and tests (pgs 80,81 C.S)

- Telling and re-telling of events and stories
- Oral, written and pictorial accounts and descriptions of sites visited or people interviewed
- Construction of timelines varying from simple episodes in a story, lines to more complex lines of historical periods
- Work cards or activity sheets
- Trail booklets which help the child to examine the evidence of the past in the environment or in an exhibition
- Maps of historical sites
- Role play or dramatising a conversation or event
- Speculating on the feelings and emotions of others so as to create a spoken or written account (integration with English)
- Model making
- Drawings
- Compilation of a book on a particular historical topic or the presentation of project work using information and communication technologies
- Projects completed on historical themes
- Interactive, multi-media computer programs which enable children to explore historical topics
- Results of the child's independent historical research
- Teacher-designed revision test on a unit of work

Using a range of these learning activities means that assessment is intimately linked to the teaching and learning process and that the child's progress is assessed in the context of the historical material with which he/she is familiar.

- Work samples, portfolios and projects (pgs 82,83 C.S.)
- Feedback from pupils and parents

We are aware that the primary purpose underlying assessment in history is to enhance the learning experience of the child.

#### **7. Children with Different Needs:**

We are aware of the distinct role history can play in the harmonious development of each and every child. 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:

- Making an effort to create opportunities for hands on practical activities
- Using a mixture of whole class teaching, focused group work or individual and paired work, grouping children across the classes.
- Employing a variety of methodologies in the classroom.
- More able pupils will be encouraged to carry out research in certain topic areas
- Offer a variety of recording methods.

We endorse the emphasis this curriculum places on the exploration of **personal and family histories** 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 unit allows for this within the strand unit - My family or a family of a person known to me.

#### **8. Equality of Participation and Access:**

History will be for 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 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.

If there are any children experiencing any form of disadvantage-physical/EAL or any other needs we endeavour to adapt the teaching and learning to meet their needs e.g. by use of alternative resources, ICT and visual aids.

#### **■ Organisational Planning:**

##### **9. Timetable**

In keeping with the recommendations in the Primary School Curriculum Introduction (p78) a minimum of three hours will be allocated to SESE per week, from first class to sixth, and two and a quarter hours with infant classes.

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

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

#### **10. Resources and ICT:**

We have done an audit of our historical resources and have decided to store them in the resource rooms. We have appended a copy of our resources and a copy of our environmental audit.

#### **11. Health and Safety:**

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

Please refer to our school's Health and Safety Statement.

- See geography fieldwork guidelines appended.

#### **12. Individual Teachers' Planning and Reporting:**

- Teachers will report on work completed on a Monthly Report template-Cúntas Miosúil. These are kept in individual teacher's planning folders and in a central folder on the teachers' common drive.
- Teachers will use the Whole School Plan and Yearly plans to inform their classroom planning.
- Teachers will use the History Curriculum strands and strand units when planning.
- Teachers also keep long-term and weekly/fortnightly plans.

#### **13. Staff Development:**

Staff attended the History in service day and have met with the PCSP cuiditheoir to organise planning. A number of our staff have taken part in a local heritage walk around Lucan. Teachers are encouraged to participate in history courses running locally. Teachers are encouraged to try out/pilot different teaching methodologies and to share this with peers. Teachers have access to reference books and materials to further their knowledge.

#### **14. Parental Involvement:**

We encourage parental involvement in the formation of our school policies. Draft policies are available and parents are given the opportunity to contribute. We have a parent and grandparent skills audit in the school where we can access specialist skills in our community. We encourage parental involvement particularly when a parent has a skill or interest in a particular area. We encourage parents to come on trips and to share their own personal memories of when they were young. We have and plan to continue to invite some parents and grandparents in 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.

#### **15. Community Links:**

We have identified a number of individuals, groups and agencies in our local community who may be able to support our history programme.

The local community supports the history curriculum in many ways such as:

oral accounts of childhood, lending artefacts, support on class trips to places of local historical interest.

#### **16. Places of historic interest:**

Our local area is of immense historical value, linking with our history curriculum, we have appended our history environmental audit. We are very fortunate that our school is located beside the village of Lucan, so we can actively explore our local environment. Places of historic interest around Lucan:

- The oldest bridge in Ireland.
- Photographs from the Lucan newsletter.
- Lucan Spa.
- Famine feeding hole.
- Shackleton's mills.
- Mill bank houses.
- Esker Cemetery.
- Lucan demesne.

- The line of the Lucan tram.
- The churches of Lucan
- Murder in Lucan – Rev James McCarten.
- People of note in Lucan – James Gandon, John Collins, Archbishop Lynch, Jane Wigham Shackleton, John Francis Norton.

■ **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.
- 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 across the school, using a whole school approach. e.g. History of our local area-
- Use of timelines throughout the school.
- That the curriculum is spiral and developmental in its structure.
- Classes engaged in outdoor observation and trails of the local environment.
- Photographs, displays, use of artefacts and evidence in classes.
- Procedures outlined in this plan consistently followed throughout the school.
- Children’s feedback.
- Teacher/parent feedback.
- Inspectors’ suggestions/feedback.

■ **Implementation Roles and Responsibilities:**

**(a) Roles and Responsibilities**

All the teachers are responsible for the implementation of the history curriculum in their own classrooms. Teachers will be encouraged to present feedback during staff meetings and during reviews of our history plan.

**(b) Timeframe**

We have begun to implement our reviewed history plan and we will review it again in 2018.

■ **Review:**

**(a) Roles and Responsibilities**

- Board of Management will support the implementation of this policy by providing on going professional development and funding for resources.
- The principal will oversee the day to day implementation of the history plan in the classroom.
- The SESE post holder will provide information, materials, resource books and opportunities for sharing ideas on current practice.
- The class teacher will plan for and facilitate the child’s learning and progress.
- The learning support team in conjunction with the class teacher will reiterate and support the child’s learning.
- Where applicable the SNA will support the child according to guidance from the teacher.

**(b) Timeframe**

This reviewed plan will be implemented in September 2018.



■ **Ratification and Communication:**

- This plan will be ratified by the Board of Management in 2018/2019.

Ratified by the Board of Management

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Tina Stallard

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Date

For and on behalf of the Board of Management Lucan Educate Together N.S.

Plan for 3<sup>rd</sup> to 6<sup>th</sup> Classes

S.E.S.E. THEMES FOR 3<sup>RD</sup> TO 6<sup>TH</sup> CLASSES

<b>CLASS:</b>	<b>THEMES:</b>
3 <sup>rd</sup>	Environment, Water, Health & Medicine
4 <sup>th</sup>	Houses, Clothes, Food
5 <sup>th</sup>	Communication, Transport, Energy & Power, Change
6 <sup>th</sup>	Education, Trade, Myths & Legends

**GEOGRAPHY**

<b>CLASS LEVEL:</b>	<b>COUNTRIES TO STUDY:</b>
3 <sup>rd</sup>	Holland/ Kenya
4 <sup>th</sup>	Italy/ Brazil
5 <sup>th</sup>	Britain/ New Zealand/ North America
6 <sup>th</sup>	South America/ The Mediterranean/ Asia

**HISTORY**

<b>CLASS LEVEL:</b>	<b>LOCAL STUDIES</b>
3 <sup>rd</sup>	My family/ Feasts and festivals in the past
4 <sup>th</sup>	Homes and settlements/ Buildings, sites or ruins in my locality
5 <sup>th</sup>	My locality through the ages/ Buildings, sites or ruins in my locality
6 <sup>th</sup>	My school/ Games and pastimes in the past

<b>CLASS LEVEL:</b>	<b>EARLY PEOPLES/ ANCIENT SOCIETIES:</b>
3 <sup>rd</sup>	Ancient Greeks/ Vikings and Early Christian Ireland/ African People
4 <sup>th</sup>	Egyptians /Celts/ Romans
5 <sup>th</sup>	Neolithic peoples/ Native Americans/Maori
6 <sup>th</sup>	Bronze Age/ Asian Peoples e.g. Ming Dynasty

<b>CLASS LEVEL:</b>	<b>LIFE, SOCIETY, WORK &amp; CULTURE</b>
3 <sup>rd</sup>	Life in Norman Ireland/ Life in 19 <sup>th</sup> Century
4 <sup>th</sup>	Life in Mediaeval Ireland/ Life in 1950s
5 <sup>th</sup>	Life in 1800s
6 <sup>th</sup>	World War 11

<b>CLASS LEVEL:</b>	<b>ERAS OF CHANGE OF CONFLICT</b>
5 <sup>th</sup>	Traders, explorers and colonisers from Europe/ Changing roles of women in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries
6 <sup>th</sup>	Changing land ownership in 19 <sup>th</sup> -century Ireland/ The Great Famine

<b>CLASS LEVEL:</b>	<b>POLITICS, CONFLICT AND SOCIETY</b>
5 <sup>th</sup>	Revolution and change in America, France and Ireland/ 1916 and the foundation of the state.
6 <sup>th</sup>	O'Connell and Catholic Emancipation/ Ireland, Europe and the world, 1960 to the present

<b>CLASS LEVEL:</b>	<b>SCIENCE</b>
	Living Things (Suggested animals to study)
3 <sup>rd</sup>	African animals (link to Kenya)
4 <sup>th</sup>	Animals of the Rainforest (link to Brazil)
5 <sup>th</sup>	Bison (link to N. America), kiwi (New Zealand), shark
6 <sup>th</sup>	Tiger, panda (link to Asia), crocodile



# THEME: Houses & Settlements

Strand: Local Studies  
Strand Unit: Homes  
Objectives:

- Explore changes that have taken place in the home and other homes in the area.
- Present findings using a variety of media and appropriate timelines.

Strand: Continuity and change over time

Strand unit: Homes and Houses  
Objectives:

- Study aspects of social, artistic, technological and scientific developments over long periods.
- Identify items of change and continuity in the 'line of development' and factors which caused or prevented change.
- Refer to appropriate timelines.

Strand: Early peoples and ancient societies.

Strand units: Egyptians, Neolithic People (New Stone Age), Romans, Aztecs

Strand: Human Environments  
Strand Unit: People living and working in the local area and in a contrasting part of Ireland  
Objectives:

- Explore simple plans, maps and models
- Investigate buildings and human features, their location and uses.
- Explore variety of homes in the area.

Strand: Natural Environments

Strand Unit: The local natural environment

Objectives:

- Investigate ways in which these features have been used by humans and changes that have occurred as a result: settlements.

Strand: Environmental awareness and care

Strand Unit: Environmental awareness

Objectives:

- Identify, discuss and record aspects of local

Strand: Materials  
Strand Unit: Properties & characteristics of materials  
Objectives:

- Identify and investigate a range of common materials in the building of houses.
- Group materials according to their properties e.g. flexibility, transparency, insulation (undertake experiment on insulation).
- Investigate how materials may be used in construction (compare homes in Brazil and Ireland and the construction materials they use).
- Designing and making: build their own home from suitable materials.

Strand: Environmental awareness & care

Strand Unit: Caring for the environment

Objectives:

- Identify and discuss new building materials to make homes more

## HISTORY

## GEOGRAPHY

## SCIENCE

Objectives:

- Identify and explore the homes and settlements of the above ancient societies.

Strand: Life, society, work and culture in the past

Strand Unit: Life in Mediaeval towns and countryside in Ireland and Europe, Life in Ireland since the 1950s

Objectives:

- Identify and explore homes and settlements in the above societies.

natural and human environments that are considered attractive or unattractive.

- Recognise how the actions of people have an impact on environments.

environmentally friendly e.g. solar panels, newspaper insulation.

- Examine a number of ways in which the local environment could be improved or enhanced (link to school garden and home garden).