

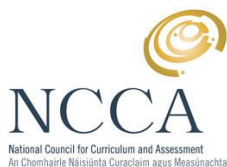


**Primary Curriculum  
Support Programme**  
*foghlaim agus forbairt*



**School Development  
Planning Support**

**Talbot S.N.S.**  
**Whole School Plan for**  
**History**



National Council for Curriculum and Assessment  
An Chomhairle Náisiúnta Curaclaim agus Measúnachta



**AN ROINN DEPARTMENT  
OIDEACHAIS OF  
AGUS EDUCATION  
EOLAÍOCHTA AND  
SCIENCE**

**H/01/06**

## Policy on History for Talbot Senior National School.

### ■ Introductory Statement and Rationale

#### (a) Introductory Statement

The staff of Talbot Senior National School formulated this plan at a school development-planning day, following in-service training.

#### (b) Rationale

This plan is a record of our decisions regarding History and it reflects the Primary School Curriculum, 1999. It is intended to guide teachers in their individual planning for History.

### ■ Vision and Aims

#### (a) Vision

We seek to assist the 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.

#### (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 development stages of the child.
- To allow the child to encounter and use a range of historical evidence systematically and critically.
- To allow 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, examine and have an understanding of 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 form local, national and global contexts.

### ■ Curriculum Planning

#### 1. Strands and Strand Units

Teachers are familiar with the strands & strand units for the relevant class levels and collaborate in selecting strand units for each class. This ensures continuity and progression in the history curriculum from class to class, and gaps and undue repetition between classes are avoided. We include a broad and balanced range of topics from each of the curriculum strands. To familiarise teachers with the history of the local area an audit of local history has been completed and a balance is maintained between local, national and international contexts.

<b>Strands</b>	<b>Strand Units 3<sup>rd</sup> / 4<sup>th</sup></b>	<b>Strand Units 5<sup>th</sup> / 6<sup>th</sup></b>
<b>Local Studies</b>  (2 strand units each year)	<ul style="list-style-type: none"> <li>• My family</li> <li>• Homes</li> <li>• My school</li> <li>• Games &amp; pastimes in the past</li> <li>• Feasts &amp; festivals in the past</li> <li>• Building, sites or ruins in my locality</li> <li>• My locality through the ages</li> </ul>	<ul style="list-style-type: none"> <li>• Homes</li> <li>• Schools</li> <li>• Games &amp; pastimes in the past</li> <li>• Feasts &amp; festivals in the past</li> <li>• Building, sites or ruins in my locality</li> <li>• My locality through the ages</li> </ul>
<b>Story</b> (Selection of stories each year)	<ul style="list-style-type: none"> <li>• Stories from the lives of people in the past</li> <li>• Myths &amp; legends</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from the lives of people in the past</li> <li>• Myths &amp; legends</li> </ul>
<b>Early people &amp; Ancient Societies</b>  (2 strand units each year)	<ul style="list-style-type: none"> <li>• Stone Age peoples</li> <li>• Bronze Age peoples</li> <li>• Early societies of the Tigris &amp; Euphrates valleys</li> <li>• Egyptians</li> <li>• Greeks</li> <li>• Romans</li> <li>• Celts</li> <li>• Early Christian Ireland</li> <li>• Vikings</li> <li>• Central &amp; South American peoples</li> <li>• Asian peoples</li> <li>• African peoples</li> <li>• North American peoples</li> <li>• Australasian peoples</li> </ul>	<ul style="list-style-type: none"> <li>• Stone Age peoples</li> <li>• Bronze Age peoples</li> <li>• Early societies of the Tigris &amp; Euphrates valleys</li> <li>• Egyptians</li> <li>• Greeks</li> <li>• Romans</li> <li>• Celts</li> <li>• Early Christian Ireland</li> <li>• Vikings</li> <li>• Central &amp; South American peoples</li> <li>• Asian peoples</li> <li>• African peoples</li> <li>• North American peoples</li> </ul> <p>Australasian peoples</p>
<b>Life, society, work &amp; culture in the past</b>  2 strand units each year. (1 unit for 5 <sup>th</sup> / 6 <sup>th</sup> )	<ul style="list-style-type: none"> <li>• Life in Norman Ireland</li> <li>• Life in medieval towns &amp; countryside in Ireland &amp; Europe</li> <li>• Life in 18<sup>th</sup> Century</li> <li>• Life in 19<sup>th</sup> century</li> <li>• Life during WW2</li> <li>• Life in Ireland since 1950s</li> </ul>	<ul style="list-style-type: none"> <li>• Life in Norman Ireland</li> <li>• Life in medieval towns &amp; countryside in Ireland &amp; Europe</li> <li>• Life in 18<sup>th</sup> Century</li> <li>• Life in 19<sup>th</sup> century</li> <li>• Language &amp; culture in late 19<sup>th</sup> &amp; early 20<sup>th</sup> century Ireland</li> <li>• Life during WW2</li> <li>• Life in Ireland since 1950s</li> </ul>
<b>Continuity &amp; change over time</b>  (2 strand units each year)	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Food &amp; farming</li> <li>• Clothes</li> <li>• Homes &amp; houses</li> <li>• Transport</li> <li>• Communications</li> <li>• Shops &amp; fairs</li> <li>• Schools &amp; education</li> <li>• Caring for the sick</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Homes, housing &amp; urban developments</li> <li>• Nomadism</li> <li>• Food &amp; farming</li> <li>• Clothes</li> <li>• Transport</li> <li>• Communications</li> <li>• Energy &amp; power</li> <li>• Workshops &amp; factories</li> <li>• Schools &amp; education</li> <li>• Literature, art, crafts &amp; culture</li> <li>• Caring for the sick</li> <li>• Barter, trade &amp; money</li> </ul>
<b>Eras of change &amp; Conflict</b>  (2 strand units each year)		<ul style="list-style-type: none"> <li>• The Renaissance</li> <li>• The Reformation</li> <li>• Traders, explorers &amp; colonisers from Europe</li> <li>• The Great Famine</li> <li>• The Industrial Revolution</li> <li>• Changing land ownership in 19<sup>th</sup> century Ireland</li> <li>• Changing roles of women in the 19<sup>th</sup> &amp; 20<sup>th</sup> centuries</li> <li>• World War 1</li> <li>• Modern Ireland</li> </ul>
<b>Politics, conflict &amp; society</b>  2 strand units each year		<ul style="list-style-type: none"> <li>• 16<sup>th</sup> &amp; 17<sup>th</sup> century Ireland</li> <li>• Revolution &amp; change in America, France &amp; Ireland</li> <li>• O'Connell &amp; Catholic Emancipation</li> <li>• 1916 &amp; the foundation of the state</li> <li>• Northern Ireland</li> <li>• Ireland, Europe &amp; the world, 1960 to present</li> </ul>

## 2. Skills and Concepts Development

To develop the child's ability to work as a young historian the skills and concepts that are developed

are -

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

To ensure that there is a balance between skills development and the acquisition of knowledge, research and project work are undertaken. Timelines and I.T. are also used. We aim to empower our pupils with the acquisition of skills.

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

The following approaches and methodologies are currently being implemented in our school:

- Story
- Personal and family history
- Using evidence – documentary/oral/artefacts
- Pictures and photographs
- Using the environment
- Using I.C.T
- Drama/Role play
- Praise small successes (DEIS 2018 – 2021 Attendance Strategy)

### **4. Linkage and Integration**

We plan for integrated learning both within history and between other curricular areas. We use opportunities to link activities and concepts between the strand units of the history curriculum. In planning our Science and Geography curriculum, we have integrated them with our History choices. Theme-based activities that integrate history, geography and science are chosen by class groupings or by individual teachers.

### **5. Assessment and Record Keeping**

Assessment in History is concerned with children's acquisition of knowledge and the balance of that with the development of skills. Consequently a broad range of assessment tools and approaches are necessary. The following are among the assessment tools found useful –

- Teacher observation
- Teacher designed tasks and tests
- Work samples, portfolios and projects
- Curriculum profiles
- Retelling of learning, events etc. (DEIS Literacy 2018-2021)
- Two stars and a wish on written work to provide developmental feedback to pupils.

### **6. Children with Different Needs**

In keeping with the ethos of our school each individual is helped to develop to his/her potential. This will be achieved by teachers varying the pace, content and methodologies to try to ensure learning and success for all children.

### **7. Equality of Participation and Access**

All the children in our school will participate in all aspects of the history curriculum. Boys and girls are provided with equal opportunities. Every effort will be made to simplify the terminology and language so that children whose first language is not English can fully participate in the History class. At all class levels we include the lives of men, women and children from different social, cultural, ethnic and religious backgrounds. We have a selection of big books relating to different religions. We will consult the Intercultural Guidelines (NCCA) for guidance here.

### **■ Organisational Planning**

#### **8. Timetable**

All classes will have a minimum of three hours per week allocated to S.E.S.E. One hour of this will be spent on History. On occasions time can be blocked for history if a thematic approach is being used or if the children are working on a SESE project.

#### **9. Resources and ICT**

An inventory of the history resources available in the school is on the school network. Contact between the school and the local history librarian has been informative and constructive. With his help the school has obtained information and photographs of all the important local historical monuments. The interactive whiteboard is an ICT resource in all mainstream classes. Teachers may do history during timetabled computer room time.

#### **10. Health and Safety**

Teachers will at all times be mindful of the school's Health and Safety Policy. Children will be encouraged to safeguard their own well-being by following classroom and out of class rules. The school Excursion policy 2017 will apply to all field trips or tours.

#### **11. Individual Teachers' Planning and Reporting**

Teachers will base their yearly and short term plans on the History development plan. Work covered will be outlined in the Cuntas Miosúla, and will be used to review the school's progress in implementing the history curriculum.

#### **12. Staff Development**

The post holder will notify the staff of any opportunities for further professional development through participation in courses by the Education Centre and other organisations. The skills and expertise of the school will be shared in History as in other curricular areas, through input at staff meetings, as well as in an informal basis. The school will endeavour to access the services of the S.E.S.E. cuiditheoir.

#### **13. Parental Involvement**

Parents and grandparents co-operate in gathering information for family trees and the history of Bawnogue. **There may be participation by parents in homework. (DEIS 2018-2021 Partnership with Parents)**

#### **14. Community Links**

Links are made with third parties when information is required through interview or when seeking information on the local area. We have established a link with Clondalkin Round Tower Heritage group. (DEIS 2018-2021 Partnership with outside agencies).

#### **15. Places of historic interest**

Places of historic interest, both local and national are incorporated into school tours. We also have a trail for a guided walk in Clondalkin. We also have a picture gallery of places of historical interest at our school entrance, on our network and among our resources.

#### **■ Success Criteria**

The success of this plan will be measured by the following criteria

- Teachers preparation based on this plan
- Procedures outlined in this plan consistently followed
- Feedback from teachers/pupils/parents/inspectors

#### **■ Implementation**

##### **(a) Roles and Responsibilities**

Class teachers are responsible for the implementation of the history curriculum. The post holder with responsibility for History supports the implementation of the History curriculum and is responsible for the purchase, distribution and monitoring of resources.

## ■ Review

### (a) Roles and Responsibilities

This policy was reviewed in December 2018 by the post-holder (Brenda Cahill) in consultation with the staff, and will be ratified by the staff and Board of Management.

### (b) Timeframe

This policy will be reviewed again in 2021 or as deemed necessary in the meantime.

## ■ Ratification and Communication

This policy was ratified by the Board of Management at a meeting on 21<sup>st</sup> January 2019 and will be available on the school website and the school network.