

Year Plan 3rd class to 6th class:

3rd Class:

- **Local Studies:** Games & Pastimes; Halloween Customs; Christmas customs; Homes
- **Story:** The story of Setanta; The story of St Patrick; The Wooden Horse of Troy;
- **Early People and Ancient Societies:** The Stone Age; The first farmers; The Bronze Age;
- **Life, Society, Work and Culture in the past:** Famine Times; Life in Norman Ireland;
- **Continuity and Change over time:** Food & farming; Schools and education;

4th Class:

- **Local Studies:** Feasts & Festivals; My School;
- **Story:** Brother MacCudda: Fionn and the salmon of knowledge/Fionn and the beggar; St Bridgid; St Patrick; The Race is on; Ann Frank;
- **Early People and Ancient Societies:** Early Christian Ireland; Bjorn the King; Viking Raids on Ireland; Native Americans; The Romans; Aborigines;
- **Life, Society, Work and Culture in the Past:** The Famine; Life in the Middle Ages; The Industrial Revolution;
- **Continuity and Change over Time:** Keeping in Touch; Going shopping; The food we eat;

5th Class:

- **Local Studies:** Games & pastimes in the past; Buildings, sites, ruins in the locality;
- **Story:** Aborigines – dreamtimes & songlines; St Brendan;
- **Early People & Ancient Societies:** Romans; Egyptians;
- **Life, Society, Work and Culture in the Past:** Life in Norman Irelands/Medieval towns in Europe; Life during WW2.
- **Eras of Change and conflict:** Traders, explorers, colonies,(Capt. Cook); The Famine;
- **Politics, conflict and society:** 16th C. Ireland;17th C. Ireland Daniel O’Connell: Catholic Emancipation;
- **Continuity and Change over time:** Barter, trade & money; Clothes;

6th Class:

- **Local Studies:** Going to School; Local Buildings;
- **Story:** Fionn; St Colmcille; The Odyssey;
- **Early People & Ancient Societies:** Ancient Egypt; Aztecs
- **Life, Society, Work and Culture in the Past:** 19th C Ireland; 1900 Ireland; Industrial Revolution; A soldier in Ireland; Women in History; WW2 + Pacific;
- **Continuity and Change over time:** Nomads; Transport;
- **Politics, conflict and society:** American Revolution; French Revolution; 1916; Civil War; Northern Ireland;

Polar Exploration; World Poverty

Scoil Mháirtín

History Plan

Introductory Statement and Rationale

(a) Introductory Statement:

Scoil Mháirtín is a 16 teacher school – 11 class teachers and 4 support teachers. This plan was formulated by staff members in 2013 following discussion and consultation.

(b) Rationale

Historical education enables 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.

Vision and Aims

(a) Vision

To enable children to acquire a broad and balanced understanding of local, Irish and international history through the study of a range of peoples, events and periods, while developing and practising historical investigation skills concerned with time and chronology, cause and effect, change and continuity, the use of evidence, synthesis, communication and empathy.

(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 about 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
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a variety of ways.

- To foster sensitivity to the impact of conservation and change within local and wider communities.
 - 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 prompt 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.
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Curriculum Planning

1. Strands and Strand Units

Junior & Senior Infants:

Strands: Myself and my Family
 Story

First & Second Classes:

Strands: Myself and my Family
 Story

 Change and Continuity.

Third & Fourth Classes:

Strands: Local Studies
 Story
 Early people and ancient societies
 Life, society, work and culture in the past.
 Continuity and change over time.

Fifth & Sixth Classes:

Strands: Local Studies
 Story
 Early people and ancient societies
 Life, society, work and culture in the past.
 Continuity and change over time.
 Eras of change and conflict
 Politics, conflict and society.

- Teachers from 3rd to 6th class will collaborate on yearly basis in selecting strand units for each class, so that children from 3rd to 6th are exposed to a variety of strand units.
 - These strand units can be found in the Primary School Curriculum:
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Infant classes Pg. 15

1st & 2nd Pg. 23

3rd & 4th Pg 34-35

5th & 6th Pg. 60-61.

- The Strands **Myself and My family and Story**, will be revisited in more depth as the child progresses through the school.
 - When selecting content, there will be a balance between local, national and international contexts.
 - Strands that are relevant to the local environment and the locality of the school will be selected.
 - Teachers are familiar with the local environment and the history of the local area.
 - Audit of local history is to be completed.
 - Aspects of the local environment that can be used to illustrate national and international history.
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2. Skills and Concepts Development

Strategies that will be used to develop the child's skills to work as a young historian include:

- Time and chronology
- Using evidence
- Communication

1st to 6th will also use:

- Change and continuity
- Cause and effect
- Using evidence
- Synthesis
- Empathy

3. Approaches and Methodologies

The following approaches and methodologies are currently being implemented:

- Story:
 - Story can act as a stimulus for the introduction of a unit of work.
 - Stories may be used as part of a wider piece of work on a historical theme in the middle and senior classes particularly, the study of a period can be greatly enriched by the simultaneous telling or reading of a story set in the period.
 - Eye witness accounts and fictional stories woven around historical events and characters (real or imagined) can help children to make the imaginative jump from the present to the context of the historical period in question.
 - Stories can foster the development of important values and attitudes. Including stories from a range of perspectives, including those of a various religious and ethnic groups and can encourage the child to foster attitudes of tolerance and mutual respect.
 - Myths and legends are an important vehicle for the transmission of cultural heritage.
- Drama & role play:
 - Drama is an ideal methodology for teaching history as it involves the children in role-playing which means they will emphasise with characters in the past.
 - The pupil is personally affected by the experience and motivates knowledge and understanding.
 - Drama helps children to assimilate different points of view.
 - In younger classes the talk-through method is most effective. In senior classes the role-play method is most effective.
- Oral evidence
 - Oral evidence is a vivid and immediate historical source.
 - It makes incidents and aspects of the past real for children and gives us access to

~~memories and information which are almost impossible to obtain elsewhere~~

4. Linkage and Integration

Linkage:

Project work will be used to link strands and strand units.

Integration:

Many elements from the history, science and geography curricula may be explored concurrently, and much of the work involved will contribute to the development of oral language, literacy, numeracy, aesthetic awareness, creative expression and communication skills.

Integration can be done through thematic approach. (Teacher Guidelines pg. 57-61)

5. Multi-grade teaching:

Scoil Mháirtín is not present in a multi-grade situation. If this changes at a future date, this plan will be reviewed and modified to meet the needs of the multi-class challenge.

6. Assessment and Record Keeping

A number of techniques will be used in collecting and recording information about pupil progress in history. These include:

- Teacher Observation
- Teacher designed tasks and tests
- Work samples, copies and projects.

Teachers will assess progress in children's knowledge of the past, ability to use historical skills and the development of the child's attitudes.

Information gained will:

- Show that particular objectives have been achieved.
- It can indicate a weakness or a gap in a child's knowledge and skills.
- Provide information to help the children to learn more effectively.

This information will form part of class and school planning.

Records of the children's work can be seen in the child's copy. Report cards will also show a record of the child's progress in history.

Teachers will share information with children when work is returned, and with parents through notes, parent teacher meetings and through end of year reports.

7. Children with Different Needs

Teachers will support and ensure the participation of children with special needs by adapting and modifying activities through the use of themes and group work.

A number of techniques will be used to provide a range of learning activities appropriate to the individual needs of pupils:

- **Using a mixture of whole class teaching and focused group work.**
- **Setting tasks of varying complexity.**
- **Planning topics so that opportunities are provided for further investigation work for the more or less able.**
- **Choosing more accessible or more demanding evidence eg. artefacts or pictorial evidence.**
- **Teachers' questioning in oral discussion should use a range of skills from simple recall to more complex and analytical skills.**
- **Opportunities will be provided for children to record and tell about their historical findings in oral presentations, debates, drawing, role-playing, modelling, computer aided work etc.**

With regard to personal history, teachers will be sensitive to differing family situations, and will support this through SPHE.

8. Equality of Participation and Access

SESE seeks to generate an appreciation of cultural and historical inheritance and cultivates an atmosphere of equality and opportunity where gender, cultural diversity, minorities and special needs are respected and valued.

- Equal opportunities will be given to boys and girls to participate in classroom activities.
- Boys and girls will have opportunities to experience all strands.
- The class is used as an opportunity to integrate the culture of all pupils.
- Specific cultural issues will be addressed through investigation as it becomes relevant to the class.
- Gender issues will be considered in the teaching of History.
- Children with disadvantages will be supported as necessary.
- Children whose first language is not English will be provided with extra support.

Organisational Planning

9. Timetable

- 45 minutes for infant classes
- 1hr for 1st to 6th classes.
- Discretionary time is occasionally used for SESE.
- Time is occasionally blocked for history.

10. Resources and ICT

- Inventory of resources available for history is in working progress.
- List of websites, CD-ROMS and other resources are available.
- Resources are purchased both centrally and by individual teachers in consultation.

11. Health and Safety

In preparing for fieldtrip teachers will:

- Explore and get to know the environment thoroughly.
 - Identify and note potential hazards.
 - Consult principal and see health and safety policy, and other teachers.
 - Choose and prepare for activities in which children will engage.
 - Prepare work directives.
 - Consult safety guidelines.
 - Prepare the pupils
 - Plan and complete preparatory classroom work.
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- Discuss forthcoming work with children and their behaviour and attitudes in the environment.
- Inform parents and obtain parental consent.
- Organise what the teacher and pupils should bring.
- Ensure adequate supervision.

12. Individual Teachers' Planning and Reporting

- The whole-school plan and curriculum documents for history will provide information and guidance to individual teachers for their long and short term planning.
 - Teachers plan using strand and strand units, as well as a thematic approach.
 - The Cuntas Míosúil will serve to review and develop individual preparation and whole school planning for following years.
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13. Staff Development

- Teachers have access to reference books, resource materials, and websites dealing with history. Post of Responsibility yet to be assigned.
- Teachers are made aware of history courses during the summer, and/or throughout the year.
- Teachers are encouraged to share their expertise acquired at these courses, through informal discussion and the sharing of material.
- As issues arise, time can be allocated at staff meetings to discuss aspects of the curriculum.

14. Parental Involvement

- Parents and grandparents are encouraged to contribute their memories, stories and skills to support the history curriculum.
- Parents can be involved in the *Local Studies, Story, Continuity and Change, Myself and My Family, Life society work and culture in the past* areas of the curriculum.

Parents can become involved by:

- Telling their own stories about their past.
- Discussing changes in the local environment
- Sharing personal artefacts
- Help the school to identify historical places of interest and artefacts.
- Coming along on fieldtrips.

15. Community Links

- Local members of the community and members of local history groups will be invited to share their expertise.
- Children can be brought to local places of interest as part of the history curriculum.

16. Places of historic interest

Places of historical interest are incorporated into school tours.

Fieldtrips and trails are organised to support the teaching of local and national history.

■ Success Criteria

The criteria for measuring the success of the plan will include:

- Children's own work.
- Cuntas Míosúil.
- Teacher Observation.

This plan is to be monitored and discussed at staff meetings.

Teacher will base their preparation from the plan.

We will follow procedures outlined in the plan, and will follow a spiral curriculum.

We will assess the outcomes of the plan through teacher/parent feedback; children's feedback; inspector suggestions.

Implementation

(a) Roles and Responsibilities:

Plan will be supported, developed and implemented by each member of staff. The principal has overall responsibility.

The plan will be monitored and evaluated each year.

(b) Timeframe

Every strand will be covered every year, and strand units over a period of 2 years. Each class will participate in a field trip, a local field trip for junior class, and a local and museum for older classes.

This plan will be implemented from September 2013

Review

(c) Roles and Responsibilities

Those involved in the review will include:

- Principal (will co-ordinate the review.)
- Teachers

(d) Timeframe

This plan will be reviewed in June 2015

■ Ratification and Communication

This plan was ratified by the Board of Management on:

Signed: _____ Chairperson

Date:

