

History Policy V 1.0

Rationale

This policy was devised in the school year 2023/2024. The initial draft was put forward for whole staff consideration and input. The plan was also circulated to the parents/guardians of St. Mary's Primary School for consideration and comment. History is one of the Social and Environmental Education subjects (S.E.S.E.) and S.E.S.E. provides opportunities for the child to explore and investigate and develop an understanding of the natural, human, scientific, historical, social and cultural environment in which they live.

Vision

We seek to assist the children in St. Mary's Primary School in achieving their individual potential and as a member of a local, national, and international community. Our school celebrates social, cultural, and national diversities and we are committed to providing the children with enriched opportunities to develop a respect and interest in their Human Environments, their Natural Environments, and their man-made Environments. We promote learning activities that foster the pupil's curiosity and enjoyment so that they will develop a lasting interest in history.

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 and time and chronology.
- 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 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 to promote 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.
- The aims above will be linked and integrated with the aims of S.E.S.E which are:
- To enable the child to acquire knowledge, skills, and attitudes so as to develop an informed and critical understanding of social, environmental and scientific issues.
- To reinforce and stimulate curiosity and imagination about local and wider environments.
- To enable the child to play a responsible role as an individual, as a family member, and as member of local, regional, national, European, and global communities.
- To foster an understanding of, and concern for, the interdependence of all humans, all living things and the earth on which we live.
- To foster in the child a sense of responsibility for the long-term care of the environment and a commitment to promote the sustainable use of the earth's resources through his/her personal lifestyle and participation in collective environmental decision making.
- To cultivate humane and responsible attitudes and an appreciation of the world in accordance with beliefs and values.

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. Please see Appendix 1.

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 & Methodologies

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

Assessment

A variety of approaches will be used in assessing the children's progress in history. Assessment of and for learning will take place. Children will be encouraged to self-assess where appropriate.

The following assessment tools will be used:

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

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, Gaelge, 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.

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

Differentiation

Teachers will differentiate within their class for all children to ensure that objectives are attainable

for every child. We believe in equality of participation and access. The History programme in St. Mary's Primary School is inclusive of everyone and every effort will be made to meet the needs of all the children in the school. We view the History programme as playing a key role in ensuring equality of opportunity for all children.

This will be achieved by teachers varying the pace, content and methodologies to ensure learning for all pupils. This will be recorded in the teacher's yearly notes. The requirements of children with additional needs will be taken into account when planning class lessons and related activities. It is imperative that children with additional needs are given additional opportunities to develop the skills to read maps and to develop a strong sense of place, space and people. Additional language support will be given to children who are just beginning to learn the English language so that they may participate fully in this curricular area that provides so many opportunities for such children to celebrate and share their sense of place, their traditions and their people.

Organisational Planning

Timetable

Our teachers work in keeping with the recommendations in the Primary School Curriculum for S.E.S.E., i.e. a minimum of two and a quarter hour in Infant years, with three hours for First to Sixth class per week. On occasion, time will be blocked as appropriate.

Health and Safety

As per Health and Safety Statement and Supervision Policy, school field trips must have adequate supervision and content and skill development to be recorded by the class teacher in notes. Trips are arranged in consultation with the Principal. No child should ever be brought on a school outing without permission from parents. (Permission for school outings should be sought using Google Forms, Google Forms to be shared with the Principal).

Individual Teachers Planning and Reporting

Teachers write long term plans for each SESE subject using the Curriculum guidelines. We also produce a fortnightly plan that will include History.. The Cuntas Míósúil (monthly progress reports) are sent to: cuntasmiosuil@stmarysmullingar.ie and are stored in the relevant year folder. Teachers will base their yearly and short-term plan on the approaches set out in the whole school plan for History

Community Links/People

Local people with expertise in S.E.S.E. topics related to History will be invited into our school to share their experiences and knowledge with the pupils. **Implementation of the Primary**

Curriculum Framework 2025/2026

The Primary Curriculum Framework was launched by the Minister on the 9th of March 2023. This Framework is for all primary and special schools and will guide teachers and school leaders in their work to enhance learning, teaching, and assessment for all children. In the Primary Curriculum Framework the curricular area of History will be included under the curriculum area- Social and Environmental Education. Stage 1-Junior and Senior Infants monthly allocation for Social and Environmental Education is 6 hours. Stage 2- First- and Second-class monthly allocation for Social and Environmental Education is 9 hours. Stage 3 and 4- Third to Sixth class monthly allocation for Social and Environmental Education is 8 hours.

Roles and Responsibilities:

Each teacher has responsibility for implementing this school plan within their classroom. The principal is responsible for ensuring all teachers are aware of the plan and use it within their classrooms. Each class History plan must include an up-to-date list of resources being used.

The plan will be supported, developed and implemented by:

The Board of Management of St. Mary's Primary School

- The Principal of St. Mary's Primary School
- The parents/guardians of St. Mary's Primary School
- The Post Holder for History
- The teachers and staff of St Mary's Primary School

Ratification and Review:

This policy was ratified by the Board of Management on 28th February 2024 and will be reviewed every three years.

Signed Barbara Anne
Chairperson BOM

J Callaghan
Bernie McWeigh
Principal + Secretary to
BOM

Date 28/2/2024

Appendix 1

Junior and Senior Infants

Strand: Myself and my family

Strand units	Junior Infants	Senior Infants
Myself and my family	<p>Myself and my home When I was a baby Then and now Growing and changing Members of my family</p> <p>School How school has changed over time When our parents were at school Similarities and differences Games played long ago Oral history-listen to an account of school in Ireland in the 1950/60s</p> <p>Holidays-Travel & Airport Timeline of our year in school Discuss developments in the life of the family since September Summer holidays and how we spent them last year Developments in life-new car How transport has changed over time. How our Grandparents got around</p>	<p>When I was a baby</p> <p>Toys – then and now</p> <p>Growing and changing - changes in school life and home life</p> <p>New baby</p> <p>Lives in the past – school life and home life then and now</p> <p>End of year passport – changes during the year</p>

Strand: Story

Strand unit	Junior Infants	Senior Infants
Story	<p>Autumn/Weather-The campsite Story of autumn Story of “The Little Acorn”</p> <p>People at Work Listen to the stories of various people in the community, talking about their jobs.</p>	<p>Town mouse and country mouse</p> <p>Little red hen</p> <p>Ugly Duckling</p> <p>Story of wool – how a woolly jumper is made</p>

	<p>Doctor/Garda/Fireman/Dentist</p> <p>Post Office- Winter Discuss chronology of events and sequence storyline of a journey(Postman, Mary & Joseph and Santa)</p> <p>The Farm and Spring Sequencing the story of jobs on the farm “Grandad’s Farm” Recognising farm equipment from long ago- then and now</p> <p>Supermarket History of shopping long ago Enquiry frame through photographs of shops from the 1900s Sequencing and retelling the story of St. Patrick</p> <p>Cafe Recall and sequence the events of the spring walk Retell the story acting as scribe for the class</p> <p>Vet Sequencing the story of “The Very Hungry Caterpillar” Order and retell the story of “The Zoo Vet”</p>	
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First and Second Class

Strand: Myself and my family

Strand Units	First Class	Second Class
Myself	• Myself – timeline (oral)	• Myself timeline (create)
My family	• Family tree (immediate family starting from grandparents linear)	• Family tree (including relatives -uncles, aunts)
When my grandparents were young	• Grandparents (when they were young)	• Grandparents – Life in my grandparent’s time
Games in the past		
Feasts and festivals in the past		

Strand: Change and Continuity

Strand Units	First Class	Second Class
Continuity and change in the local community	<ul style="list-style-type: none"> • History of farming • History of Communication – Hieroglyphs, cave writing, • Christmas traditions 	<ul style="list-style-type: none"> • History of toys • Shop fronts and shop windows • Homes (heating)
	Weather lore Hobbies in the past old v new	Easter history History of Halloween History during the time of the Titanic

Strand: Story

Strand Units	First Class	Second Class
Stories	<ul style="list-style-type: none"> • Irish Legends – (Children of Lir & Cú Chulainn) • Guest speaker – talking about their past • St Patrick • St Brigid 	<ul style="list-style-type: none"> • Oisín in Tír na Nóg • Gráinne Mhaile • Giant’s Causeway • The Story of Mullingar • Hill of Uisneach • Sporting Hero • Anansi – African fable

Third and Fourth Class

Strand: Local studies

Strand Units-Third Class	Strand Units-Fourth Class
Homes	My Locality through the ages
Games and Pastimes	Feasts and Festivals

Strand: Story

Strand Units	Third Class	Fourth Class
Stories from the lives of people in the past	Pizarro, Anne Frank, Picasso	Marco Polo, Eric the Red, Van Gogh
Myths and legends	Irish Myths and Legends	International Myths and Legends

Strand: Early people and ancient societies

Strand Units- Third Class	Strand Units- Fourth Class
Incas	Vikings
Stone age people	Bronze age
Greece	Egypt

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

Strand Units- Third Class	Strand Units- Fourth Class
Life During World War II	Life in the 19 th Century
Life in Norman Ireland	Life in the 1950's Ireland

Strand: Continuity and change over time

Strand Units-Third Class	Strand Units-Fourth Class
Clothes Transport	School and education Communications

Fifth and Sixth Class

Strand: Local studies

Strand Units- Fifth Class	Strand Units- Sixth Class
Buildings, sites or ruins in my locality My locality through the ages	Feast and Festivals of the past History of the GAA Buildings, sites or ruins in my locality investigate various aspects of these sites. Actively explore some features of the local environment.

Strand: Story

Strand Units	Fifth Class	Sixth Class
Stories from the lives of people in the past	Nelson Mandela Florence Nightingale (Caring for the Sick)	Anne Frank – WWII Martin Luther King
Myths and legends	Fionn Mac Cumhail and The Giant's Causeway	Romulus and Remus

Strand: Early people and ancient societies

Strand Units -Fifth Class	Strand Units -Sixth Class
The Aztecs Native Indians	Aboriginal People Normans Romans

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

Strand Units -Fifth Class	Strand Units -Sixth Class
Medieval Life in Ireland Medieval Life in Europe (compare the two)	Life during World War II

Strand: Eras of change and conflict

Strand Units -Fifth Class	Strand Units -Sixth Class
Changing Role of Women The Famine	World War I World War II

Strand: Politics, conflict, and society

Strand Units -Fifth Class	Strand Units -Sixth Class
American Revolution French Revolution	Industrial Revolution 1916 Rising and the foundation of the state.

Strand: Continuity and change over time

Strand Units -Fifth Class	Strand Units -Sixth Class
Caring for sick Food and Farming Barter, Trade and Money	School and Education Energy and Power