



Whole school plan for

History

St. Ronan's National School - Cloonloo

Introductory Statement and Rationale

Introductory Statement:

This plan was created by the staff of St. Ronan's N.S.

Rationale

The importance of history in our school is to facilitate the children to act as an historian, to understand how civilization has developed over time.

We in St. Ronan's N.S. strive to improve on what we do constantly and in line with this it was decided to update existing practices so as

- To benefit teaching and learning in our school
- To conform to principles outlined in the primary curriculum
- To review the existing plan for history

Vision and Aims

Vision

The mission statement of St. Ronan's N.S. states that every effort is made to assist the children to develop at a personal and academic level. The history curriculum provides opportunities for the child to explore, investigate and develop an understanding of life in the past and their interpretation of it. The children's interpretation of life in the past is a central theme of our history curriculum. Our history curriculum provides opportunities for the child to acquire a broad and balanced understanding of local, national and international history through the study of a range of peoples, events and periods. It is our vision that history in our school will enable children to understand the present by exploring the past before they look towards the future. It is envisaged that the historical themes and topics covered will support the development of empathy with other people and a deeper understanding of past and current social, political and economic interactions.

Aims

We endorse the aims of Social, Environmental and Scientific Education as outlined on Page 4 of the SESE History 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.

(SESE History Curriculum Statement Page 12)

Curriculum Planning

Strands & Strand Units

The curriculum is delineated at four levels - infant classes, first and second classes, third and fourth classes, and fifth and sixth classes. It is the aim of St. Ronan's N.S. to teach all strand and strand units of the curriculum over a four-year period due the multi-grade nature of the classrooms. See attached a grid table for each room.

- Certain topics are revisited in more depth as the child progresses through the school.
- There is continuity and progression in the history curriculum from class to class and room to room. Checks are made to avoid gaps and undue repetition between classes.
- When selecting content, there is balance between local, national and international contexts.
- Strands are selected that are relevant to the local environment and the history of the local area.
- Aspects of the local environment are used to illustrate national and international history.

Junior Infants to Second Class

Skills and concepts development	
Working as an historian	<ul style="list-style-type: none"> • Time and chronology • Using evidence • Communication • Change and continuity (1st/2nd) • Cause and effect (1st/2nd) • Synthesis and communication (1st/2nd) • Empathy (1st/2nd)
Strand	Strand Unit
Myself and my family	<ul style="list-style-type: none"> • Myself • My family • When my grandparents were young (1st/2nd) • Games in the past (1st/2nd) • Feasts and festivals in the past (1st/2nd)
Change and continuity	<ul style="list-style-type: none"> • Continuity and change in the local environment (1st/2nd)
Story	<ul style="list-style-type: none"> • Stories

Skills and concepts development

Third Class - Sixth Class

Working as an historian	<ul style="list-style-type: none"> • Time and chronology • Change and continuity • Cause and effect • Using evidence • Synthesis and communication • Empathy
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Third Class - Sixth Class

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Strand	Strand Unit - Third Class to Sixth Class	Additional Strand Units - Fifth and Sixth
Local Studies (At least 2 strand units should be selected)	<ul style="list-style-type: none"> • My family • Homes • Feasts and festivals in the past • My school • Games and pastimes in the past • Buildings, sites or ruins in my locality • My locality through the ages 	<ul style="list-style-type: none"> • Schools
Story	<ul style="list-style-type: none"> • Stories from the lives of people in the past • Myths and legends 	
Early people and ancient societies (At least 2 strand units should be selected)	<ul style="list-style-type: none"> • Stone Age peoples • Bronze Age peoples • Australasian peoples e.g. Maori • Egyptians • Early societies of the Tigris and Euphrates valleys • Greeks • Romans • African peoples e.g. Benin peoples • Celts • Early Christian Ireland • Central and South American peoples e.g. Aztecs • Vikings • North American peoples e.g. Native American peoples • Asian peoples e.g. peoples of the Indus valley, Ch'in and Han empires of China 	
Life, society, work and culture in the past (2 strand units should be selected)	<ul style="list-style-type: none"> • Life in the 19th century • Life in Ireland since the 1950s • Life in Norman Ireland • Life in medieval towns and countryside in Ireland and Europe • Life in the 18th century • Life in the 19th century 	<ul style="list-style-type: none"> • Language and culture in late 19th and early 20th century Ireland

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	<ul style="list-style-type: none"> • Life during WW2 	
<p>Continuity and change over time (At least 2 strand units should be selected)</p>	<ul style="list-style-type: none"> • Food and farming • Homes and houses • Transport • Communications • Clothes • Shops and fairs • Schools and education • Caring for the sick 	<ul style="list-style-type: none"> • Homes, housing and urban development • Nomadism • Energy and Power • Workshops and factories • Literature, art, crafts and culture • Barter, trade and money
<p>Eras of change and conflict (At least 2 strand units should be selected)</p>		<ul style="list-style-type: none"> • The Reformation • The Great Famine • The Industrial Revolution • Changing land ownership in 19th century Ireland • World War 1 • The Renaissance • Traders, explorers and colonisers from Europe • Changing roles of women in the 19th and 20th centuries • Modern Ireland
<p>Politics, conflict and society (At least 2 strand units should be selected)</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Northern Ireland • 1916 and the foundation of the State • Ireland, Europe and the world, 1960 to present • 16th and 17th century Ireland • Revolution and change in America, France and Ireland • O'Connell and Catholic Emancipation • 1916 and the foundation of the State

Approaches and Methodologies

The following approaches and methodologies are currently being implemented:

- Active Learning
- Aistear in Infant Classes
- Talk and discussion
- Co-operative learning
- Problem solving
- Developing skills through content
- Using timelines for context
- Using an enquiry approach with the children
- Story
- Personal and family history
- Working as a historian
- Group research and feedback
- Using and locating artefacts
- Pictures and photographs
- Drama and role play
- Integrating history in other subjects across the curriculum
- Use of the environment.
- Annual visit to local historical site(s)
- Oral evidence
- Documentary evidence
- Use of ICT
- Project work
- Timelines may be used and displayed in classes throughout the school.

Linkage and Integration

At each class level, the teachers will seek to integrate one strand with another strand in the History curriculum as well as integrating History with other curricular areas. Aspects of History will be dealt within the context of English, *Gaeilge*, SESE, Visual Arts and Drama. Teachers will make provision for this linkage in their short-term planning. In particular, in Junior and Senior Infants the teaching of SESE subjects are integrated into the monthly aistear theme, where possible.

Multi-Grade Teaching

St. Ronan's N.S. is a two teacher rural DEIS school. We use a thematic approach occasionally in the study of SESE throughout our classes, however we also teach the subjects individually. Most strand units are taught together to the four classes. We will differentiate the work for the different ages by expecting the older children to cover more ground in depth and content and presentation. Textbooks are selected after consultation with staff and are a whole staff decision. Textbooks are used as a resource.

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 seek to 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.

Methods we will use:

- Teacher observation of the children's learning as the geography curriculum is implemented
- Teacher designed tasks and tests at the end of units of work.
- Work samples and portfolios e.g. finished projects and investigations.
- Project group work and classroom displays of pupils work
- Feedback from pupils

Teachers use information gained from assessment to inform future classroom planning and teaching. Teachers share this information with parents at parent teacher meetings and informally during the year.

In line with our school's policy on assessment, the primary purpose underlying assessment in history is to enhance the learning experiences of the child.

Children with different needs

This History programme aims to meet the needs of all the children in the school. This will be achieved by teachers varying the pace, content, resources and methodologies to ensure learning for all pupils. In some cases, a differentiated text is provided for children with learning difficulties which is prepared with the SET. The requirements of children with special needs will be taken into account when planning class lessons and related activities. The S.N.A. supports particular children and groups as directed by the class teacher.

Equality of Participation and Access

We view the History programme as playing a key role in ensuring equality of opportunity for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We recognise that stereotyped expectations of gender roles can inhibit children's educational achievements so where possible we try to show adults in non-stereotypical roles e.g. female engineers, male nurses etc. Children with special needs will be included in all activities.

Interculturalism

The geography class is used as an opportunity to educate children as to the culture of all people within our community. Our geography curriculum celebrates difference in addition to promoting cultural awareness.

Organisational Planning

Timetable

In keeping with the recommendations in the Primary School Curriculum Introduction S.E.S.E. will be assigned a minimum of $2 \frac{1}{4}$ hours per week in infant classes and three hours from First to Fourth. This will include one hour per week for History. The teaching of history is often integrated with other subjects and also through Aistear for younger classes.

Time may be booked on occasions where appropriate for history e.g. using a thematic approach, working on a project, gathering artefacts for a class museum, visits to local historical sites.

Resources and Digital Technologies

- There is no core SESE book used in the school, however there is access to a large resource bank of SESE materials in the shared resource presses outside classrooms.
- The teaching of SESE subjects in Junior and Senior Infants is integrated to the monthly Aistear theme where possible.
- The classroom libraries have a "history" section where children and teachers can access more information on topics they are covering in class.
- Artefacts may be displayed at times in a class museum.
- There is a selection of technologies available in the school, e.g. cameras, video camera, visualiser, interactive whiteboards, computer, laptops and iPads.
- Useful websites include:
 - www.nationalarchives.ie
 - www.museum.ie
 - www.nli.ie
 - www.heritagecouncil.ie
 - www.askaboutireland.ie
 - www.enfo.ie
 - www.scoilnet.ie
 - www.twinkl.co.uk
 - [Encyclopedia Britannica](#)

Health and Safety

The School Health and Safety policy is followed for fieldtrips and handling equipment etc. in activities connected with the History programme e.g. handling artefacts, going on trails, visits to museums, ruins, archaeological sites.

Individual teachers' planning and reporting

- Teachers will consult this whole school plan and the curriculum documents for History for the purpose of long and short term planning.
- Where appropriate History will be taught in a thematic way to integrate with other S.E.S.E. subjects.
- Long term plans will be drawn up for each classroom and from these, each teacher will tailor fortnightly/monthly short-term plans according to the individual needs of their own classes.
- In St. Ronan's, the cúntas míosúil is linked to short-term planning. Parents are informed of children's progress in history at parent-teacher meetings and in end of year report cards.

Staff Development

Teachers have access to reference books, resource materials, Aistear resources and websites dealing with history. School personnel research new approaches and methodologies. At times they arrange for opportunities to try out resources on a pilot basis and assess whether or not they should be purchased. At times there may be appropriate history courses available. Teachers are encouraged to attend. Teachers are encouraged to share the expertise acquired at these courses. This is organised at staff meetings. Times may be allocated at staff meetings to discuss aspects of the history curriculum.

Parental Involvement

Parents and grandparents may be involved in supporting the history curriculum, through helping with local and family history projects, acting as expert witnesses to particular eras in time, provision of historical artefacts for class museums etc. Opportunities for parental engagement exists in almost all strands, particularly with reference to anything that may have happened in the local area within living memory.

Community Links

Links may be made at times with local services to access resources, e.g. local radio and newspapers. There are local places of interest where the children are sometimes brought as part of the history curriculum.

Places of historic interest

Places of historic interest are often incorporated into school tours. Field trips and trails may, at times be organised to support the teaching of local and national history.

See local historical sites audit and plan attached.

Success Criteria

The success of this plan will be measured using the following criteria:

- Ongoing assessment will show that pupils are acquiring concepts taught and an ability to engage with others in a manner appropriate to their age and personality
- Implementation of the History curriculum will be evident in the children's work

Assessment of this plan will include the following:

- Revisiting plan as a staff
- Teacher-parent feedback
- Parental feedback
- Formal assessment
- Children's feedback

- Inspectorate reports and recommendations

Implementation

Roles and Responsibilities

The whole staff is responsible for the implementation of the plan. The Principal and Deputy Principal will co-ordinate the progress of the plan and will look for feedback on its implementation.

Review

This History plan was reviewed in October 2023 and will be further reviewed as necessary.

Ratification and Communication

Ratified by Board of Management on 25th October 2023

Fr. Joseph Caulfield

Chairperson

Board of Management

