

# Newport Convent Primary School



Roll number:04067F

History Policy

## **Introductory Statement and Rationale**

### **(a) Introductory Statement**

The staff of Newport Convent Primary School have collaboratively drawn up and reviewed this whole school plan in History. This plan is for the information of the teachers, others who work in the school, the Board of Management, Department of Education and Science and other interested parties in the community. We aim through this plan, drawn up in accordance with the history curriculum, to set out our approaches to the teaching and learning of history. It will form the basis for teachers' long and short-term planning. It will also inform new and temporary teachers of the approaches and methodologies used in our school. The plan was developed in the 2024/2025 school year by school staff.

### **(b) Rationale**

We recognise History as an integral element of Social, Environmental and Scientific education. We recognise the distinct role History has to play in enabling the child to explore and understand the natural, human, social and cultural environments in which he/she lives. We hope that historical education in our school will enable the child 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. We believe that 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. We view history as having a distinct but complementary role together with geography and science within SESE and as a contributor to the wider child centered curriculum.

## **Vision and Aims**

### (a) Vision:

It is the ethos of our school to enable every child to reach his/ her full potential. We are aware of the contribution SESE makes to the harmonious development of the child. We hope that by creating opportunities for children to experience a rounded historical education that is not exclusively focused on the transmission of a body of knowledge but that allows children to work as historians children will help children to understand more fully the world in which they live, how events and personalities have shaped the home, locality and wider environments in which they exist. It is our vision that history in our school will enable children to understand the present by exploring the past before they begin to look towards the future. We believe that history can help them to respect and empathise with people from all traditions and cultures.

### (b) Aims:

We endorse the aims of Social, Environmental and Scientific Education as outlined on

page 5 of the SESE History Curriculum Statement.

We endorse the aims of the SESE History Curriculum:

- 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 P. 12)

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

Resources:

1. We will review our resources relevant to topics, selected by class teachers, with a view to building up a collection of artefacts.
2. We will use IT resources to research, report and make presentations for history.

Local Studies:

3. Senior classes will take a local history tour with local historian.
4. We will invite local people with knowledge of Newport in the past such as farmers, teachers, craftspeople, local historians etc. (when Guidelines permit)

Planning

5. As part of our annual tours, we try to incorporate a visit to an historical site in line with the topics being studied that year.
6. We will try to place less emphasis on textbooks and more on the themes and methodologies suggested in the curriculum.

## Curriculum Planning

### Strands and Strand Units:

(See Appendix 1 – Strands and Strand Units)

Each teacher is familiar with the strands, strand units and content objectives for his/her relevant class level. In our yearly planning we have considered the following:

- All strands and strand units will be covered on a yearly basis from infants to second.
- We are aware of the requirements of the “menu curriculum” as outlined in the Curriculum Statement regarding the number of Strand Units from each Strand that must be covered in each school year for the middle and senior classes.
- We recognise that the curriculum recommends that in each year one strand unit in local history and one strand unit in national or world history is studied in more depth over a longer period by the middle and senior classes.
- Equal emphasis is given to each strand and strand unit.
- There is continuity and progression in the History curriculum from class to class. This is shown in the individual class content schemes (included in the Appendix of this plan). Textbooks and resources which are applicable to the class level are used.
- Content is selected based on the strands and strand units in the curriculum. Teachers choose local, national and international contexts appropriate to the class level and try to ensure that there is a balance in their schemes between same.
- Many of the strands selected are relevant to the local environment and the locality of the school, in particular ‘Local Studies’ – homes, schools and buildings/ruins in the locality and ‘Story’ – stories from the lives of people in the locality in the past.

Strands and Strand Units	Junior Infants	Senior Infants
Myself and my family		
Myself	<ul style="list-style-type: none"> <li>• Me</li> <li>• My First Day at School</li> <li>• Toys: Then and Now</li> <li>• Clothes: Then and now</li> </ul>	<ul style="list-style-type: none"> <li>• All About Me</li> <li>• I Am Growing</li> <li>• Toy Timelines</li> <li>• Clothes: Old and Modern</li> </ul>
My family	<ul style="list-style-type: none"> <li>• My Family and I</li> </ul>	<ul style="list-style-type: none"> <li>• All About Me</li> </ul>
Story		
Stories	<ul style="list-style-type: none"> <li>• Homes:                             <ul style="list-style-type: none"> <li>-The Three Little Pigs</li> </ul> </li> <li>• Weather and Space:                             <ul style="list-style-type: none"> <li>-Jack’s Day</li> <li>-My Day</li> </ul> </li> <li>• People at Work:                             <ul style="list-style-type: none"> <li>-The Story of a Letter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Homes:                             <ul style="list-style-type: none"> <li>-Hansel and Gretal</li> </ul> </li> <li>• Weather and Space:                             <ul style="list-style-type: none"> <li>-Neil Armstrong</li> </ul> </li> <li>• People at Work:                             <ul style="list-style-type: none"> <li>-From Farm to Fridge</li> </ul> </li> <li>• Plants:</li> </ul>

	<ul style="list-style-type: none"> <li>-The Postman</li> <li>• Plants:</li> <li>• -The Enormous Turnip</li> <li>• Water:</li> <li>-Georgie Badiel</li> <li>• Animals:</li> <li>-Dr Jane Goodall</li> </ul>	<ul style="list-style-type: none"> <li>-Jack and the Beanstalk</li> <li>• Water:</li> <li>-The Children of Lir</li> <li>• Animals:</li> <li>-Éanna Ní Lamhna</li> </ul>
Strand and Strand Units:	First Class	Second Class
Myself and my family		
Myself	<ul style="list-style-type: none"> <li>• Who Am I?</li> <li>• What were my firsts?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a family tree?</li> <li>• Who is in my family tree?</li> </ul>
My family	<ul style="list-style-type: none"> <li>• Who Am I?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a family tree?</li> <li>• Who is in my family tree?</li> </ul>
When my grandparents were young	<ul style="list-style-type: none"> <li>• What did people wear in the past?</li> <li>• How have clothes changed?</li> <li>• What were homes like in the past?</li> <li>• What were classrooms like in the past?</li> <li>• What was school life like in the past?</li> </ul>	<ul style="list-style-type: none"> <li>• How were clothes made in the past?</li> </ul>
Games in the past	<ul style="list-style-type: none"> <li>• What did children play with in the past?</li> <li>• How have toys changed?</li> </ul>	<ul style="list-style-type: none"> <li>• What games did people play in the past?</li> </ul>
Feasts and festivals in the past	<ul style="list-style-type: none"> <li>• What is Halloween?</li> <li>• What is Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>• Easter in Ireland</li> <li>• May Day in Ireland</li> </ul>
Change and continuity		
Continuity and change in the local	<ul style="list-style-type: none"> <li>• How have homes changed?</li> </ul>	<ul style="list-style-type: none"> <li>• School: How do I work as an</li> </ul>

environment		<p>historian?</p> <ul style="list-style-type: none"> <li>• Are the games our grandparents played still played today?</li> <li>• How has the way clothes are made changed?</li> </ul>
Story		
Stories	<ul style="list-style-type: none"> <li>• Weather and Space: <ul style="list-style-type: none"> <li>-Who was Francis Beaufort?</li> <li>-Who was Anders Celsius?</li> </ul> </li> <li>• People At Work: <ul style="list-style-type: none"> <li>-Who was Aleen Cust?</li> </ul> </li> <li>• Plants: <ul style="list-style-type: none"> <li>-Why is the shamrock a symbol of Ireland?</li> <li>-Do plants have special powers?</li> </ul> </li> <li>• Spring: <ul style="list-style-type: none"> <li>-Who was St. Brigid?</li> </ul> </li> <li>• Water: <ul style="list-style-type: none"> <li>Who was the Salmon of Knowledge?</li> </ul> </li> <li>• Animals: <ul style="list-style-type: none"> <li>-Who was Mary Anning?</li> <li>-How are animal fossils formed?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What was school like long ago?</li> <li>• Oisín goes to Tír na nÓg</li> <li>• Oisín Returns to Ireland</li> <li>• The Origins of Thunder and Lightning</li> <li>• What do old sayings tell us?</li> <li>• What is it like to be a famous footballer?</li> <li>• How did the narcissus get its name?</li> <li>• The Tale of Lutey and the Mermaid</li> <li>• How did Cúchulainn get his name?</li> </ul>
Strands and Strand Units	Third Class	Fourth Class
Local Studies (2)		
My family	My Story	<ul style="list-style-type: none"> <li>• Timeline of my family</li> </ul>
Homes		
My School		

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Games and pastimes in the past		
Feasts and festivals in the past	<ul style="list-style-type: none"> <li>• Santa Claus</li> </ul>	<ul style="list-style-type: none"> <li>• Hunting the Wren</li> </ul>
Buildings, sites or ruins in my locality		
My locality through the ages	<ul style="list-style-type: none"> <li>• Changes in Newport</li> </ul>	
<b>Story</b>		
Stories from the lives of people in the past	<ul style="list-style-type: none"> <li>• Christopher Columbus</li> <li>• Martin Luther King: I Have a Dream</li> <li>• Tom Crean</li> </ul>	<ul style="list-style-type: none"> <li>• Marco Polo</li> <li>• Hannibal Across the Alps</li> <li>• Nano Nagle</li> </ul>
Myths and legends	<ul style="list-style-type: none"> <li>• The Salmon of Knowledge</li> <li>• Androcles and the Lion</li> <li>• Helen of Troy</li> </ul>	<ul style="list-style-type: none"> <li>• Oisín in Tír na nÓg</li> <li>• Setanta</li> </ul>
<b>Early people and ancient societies</b>		
(2)	<ul style="list-style-type: none"> <li>• Vikings</li> <li>• Egyptians: The Story of the Pyramids</li> <li>• Australasian peoples: The Māori</li> <li>• Early Christian Ireland: The Island of Saints and Scholars</li> </ul>	<ul style="list-style-type: none"> <li>• North American People: The Sioux</li> <li>• Stone Age Peoples</li> </ul>
<b>Life, society, work and culture in the past</b>		
	<ul style="list-style-type: none"> <li>• Life during World War II: Life in Ireland during World War II</li> <li>• Life in the 19<sup>th</sup> Century: Irish Emigrant Ships</li> </ul>	<ul style="list-style-type: none"> <li>• Life in Ireland since the 1950s</li> <li>• Life in Norman Times</li> <li>• Life in Norman Ireland-Changes the Normans brought</li> </ul>
<b>Continuity and change over time</b>		
(2)	<ul style="list-style-type: none"> <li>• Food and Farming: The Changing Story of Milk</li> <li>• Transport:</li> </ul>	<ul style="list-style-type: none"> <li>• Schools and Education: Schools Then and Now</li> <li>• Shops in the</li> </ul>

	Transport through the ages	past: Shops Then and Now
Strand and Strand Units:	Fifth Class	Sixth Class
Local Studies (2)		
Homes		
Schools		
Games and pastimes in the past		
Feasts and festivals in the past	<ul style="list-style-type: none"> <li>• Winter Festivals</li> </ul>	
Buildings, sites or ruins in my locality	<ul style="list-style-type: none"> <li>• Learning from Ancient Sites</li> </ul>	<ul style="list-style-type: none"> <li>• History Walk of Newport</li> </ul>
My locality through the ages		<ul style="list-style-type: none"> <li>• History Museums</li> </ul>
Story		
Stories from the lives of people in the past	<ul style="list-style-type: none"> <li>• Malala Yousafzai</li> <li>• Irish Inventors</li> <li>• Mona Lisa</li> </ul>	<ul style="list-style-type: none"> <li>• Kitty Wilkinson</li> <li>• Young People Changing the World</li> </ul>
Myths and legends	<ul style="list-style-type: none"> <li>• The Shepherd and the Daughters of the Sun</li> </ul>	<ul style="list-style-type: none"> <li>• The Epic of Sunjata</li> </ul>
Early people and ancient societies (2)		
	<ul style="list-style-type: none"> <li>• Celts</li> <li>• Central and South American peoples: The Incas</li> </ul>	<ul style="list-style-type: none"> <li>• Early societies of the Tigris and Euphrates valleys: By the Rivers of Babylon</li> <li>• Asian Peoples</li> </ul>
Life, society, work and culture in the past (1)		
	<ul style="list-style-type: none"> <li>• Language and culture in Ireland in the late 19<sup>th</sup> and early 20<sup>th</sup>-century Ireland: Irish Literature: The Golden Age</li> </ul>	<ul style="list-style-type: none"> <li>• Life During World War II</li> </ul>
Eras of change and conflict (2)		
	<ul style="list-style-type: none"> <li>• The Renaissance</li> <li>• Discovering the New World:</li> </ul>	<ul style="list-style-type: none"> <li>• Changing roles of women in the 19<sup>th</sup> and 20<sup>th</sup></li> </ul>



	Traders, explorers and colonisers from Europe	centuries: -Paving the Way -Marie Curie • The Industrial Revolution
<b>Politics, conflict and society (2)</b>		
	<ul style="list-style-type: none"> <li>• Ireland, Europe and the world, 1960 to present: Ireland and the EU</li> <li>• Revolution and change in America, France and Ireland: Revolution in America and France</li> <li>• Revolution and change in America, France and Ireland: The 1798 Rebellion</li> </ul>	<ul style="list-style-type: none"> <li>• The Second World War</li> <li>• O'Connell and Catholic Emancipation Daniel O'Connell</li> <li>• 1916 and the Foundation of the State</li> </ul>
<b>Continuity and change over time (2)</b>		
	<ul style="list-style-type: none"> <li>• Medicine through the Ages-Caring for the sick</li> <li>• Energy and Power: Energy in Ireland</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops and factories: Harland and Wolff</li> <li>• Literature, art, crafts and culture: The G.A.A.</li> </ul>

**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 to each class level.

Skills of working as a historian are:

Infants:

- Time and Chronology
- Using Evidence
- Communication

### First – Sixth Class

- Time and Chronology
- Change and Continuity
- Cause and Effect
- Using Evidence
- Synthesis and Communication
- Empathy

### **Approaches and Methodologies:**

Our History Curriculum asserts that one of the keys to successful history teaching is the use of a broad range of classroom 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 (P. 65 – 71, TG)
- Personal and family history (P. 72 -75. TG)
- Using Artefacts (P. 81 – 86, TG)
- Drama and Role Play (P. 109 – 113, TG)
- Using pictures and photographs (P. 87 – 98, TG)
- Use of the environment (P. 99 – 103, TG)
- Oral evidence (P. 77 – 80, TG)
- Documentary Evidence (P. 104 – 108, TG)
- Use of ICT (P. 114, TG)

### **Linkage and Integration:**

#### **Linkage:**

In order make learning more meaningful for the child and to ensure the simultaneous development of historical skills and to provide for the application of these skills teachers will explore possibilities for linkage across the History curriculum and will consider and note such opportunities in their classroom planning.

#### **Integration:**

We agree with the assertion made in the Curriculum Statement, (Page 9), 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 all possibilities to

integrate the SESE subjects. Using integrated themes or topics will be one way to do this. We will also exploit all meaningful possibilities where History could be integrated with other curricular areas.

We will endeavour not only to seek out opportunities to integrate content, but also be mindful of opportunities for transferral and application of skills.

We also acknowledge the scope that exists to integrate history with other subject areas.

- Oral Language – Discussion of historical events and use of story with emphasis on language of time
- Literacy – Reading and writing of stories, myths, legends, and records.
- Visual Arts – Analysis of paintings as evidence, work of famous artists and aesthetic changes in the environment over time, looking and responding using pictures and photographs
- Topics in History will be integrated with Geography using setting and location.
- History themes will provide the fictional lens in Drama; drama and drama strategies will also be used as methodologies for the teaching of History,
- Use of historical novels will be part of English and History education.
- Work on time and chronology will integrate with maths throughout the school.
- SPHE will be integrated under all its strands, in areas such as personal and family history, citizenship, development education, as well as in the development of the skill of empathy.
- Irish culture, music, poetry etc. will be promoted through the History curriculum.
- Traditional games will be taught as part of the History curriculum.

### **Assessment and record-keeping**

The primary purpose underlying assessment in history is to enhance the learning experiences of the child while ensuring that he/she is accessing all areas of the History curriculum. Assessment in History must seek to measure and report on the child's progress and achievements in all aspects of the curriculum. The curriculum is constructed on the premise that history can make a valuable contribution to the education of the child if it involves the simultaneous acquisition knowledge and aspects of the past, the development of historical skills and the cultivation of important attitudes. We believe that the assessment of children's progress in history must reflect this approach to the subject. Assessment techniques which we will seek to assess:

- Progress in children's knowledge of the past
- Ability to use historical skills
- Development of attitudes

As a staff we have discussed the purpose of assessment in history and reached a shared understanding of the assessment tools we will use. These will include:

- Teacher observation (pages 79,80 C.S.)
  - Children's enjoyment
  - Responses pupils make to teachers' questions and suggestions
  - The ways in which pupils react to and use historical evidence
  - Participation of pupils in class and group discussion
  
- Teacher designed tasks and tests such as:
  - 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
  - Map of historical sites
  - Role play or dramatizing 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, multimedia computer programs which enable children to explore historical topics
  - Results of the child's independent historical research
  - Teacher-designed revision of 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 (pages 82,83 C.S.) including pupils' drawings and displays
- Pupil feedback

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. Information gained from the assessments is used to guide future learning and reinforcement where necessary. End of year results are passed on to the next teacher and to parents. A written report is given to parents of all children in the summer.

### **Children with Different Needs**

As previously stated, we are cognisant of the distinct role history can play in the harmonious development of each and every child. As such 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:

- Using a mixture of whole class teaching, paired, group and individual work
- Planning topics so that opportunities are provided for further investigation work for the more able or less able
- Choosing more accessible or more demanding evidence
- Using a range of questions and providing a range of tasks.
- Planning for the use of a wide range of communication skills
  
- Using a variety of teaching methodologies
- Offering a variety of recording methods e.g. drawing, photographs, use of ICT etc.
- Providing opportunities for co-operative learning
- Facilitating individual research and project work for the more able pupils
- Utilising skills of SNAs where appropriate

We are familiar with the NCCA Draft Guidelines for Teachers of Students with General Learning Disabilities and NCCA Draft Guidelines for Exceptionally Able Students and will consult these guidelines as appropriate.

We endorse the emphasis this curriculum places on the exploration of personal and family history at all levels, but we are conscious of the sensitivities some aspects of these topics may require. In cases 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.

## **Equality and Access**

All children will have equal access to a rounded historical education. History is for all pupils regardless of age, gender, background or ability. By incorporating a range of approaches and methodologies we hope to make history accessible to as many children as possible. In planning our history curriculum, we will endeavour to ensure that the children encounter a broad and balanced curriculum that:

- Includes studies from local, national and international contexts
- Explores the past from a range of perspectives
- Explores the contribution of different ethnic and cultural groups, social classes and religious traditions with particular reference to and sensitivity towards the diverse groups within our school
- Includes a range of historical periods
- Allows for the use of wide of evidence
- Includes a balance between the broad sweep of history and more intensive study of limited periods

- Fosters the child's sense of local, national and European identity

## Organisational Planning

### Timetable

In keeping with the recommendations in the Primary School Curriculum Introduction (pg 70), a minimum of 2 ¼ hours will be allocated to S.E.S.E. in the Infant classes and 3 hours will be allocated to S.E.S.E. from First to Sixth classes per week. These time frames are divided equally between the S.E.S.E subjects, giving 1 hour per week to history in 1st – 6th classes and 45 minutes each week in junior classes. History learning is also developed through integrated activities and a thematic cross-curricular approach. Individual teachers may include History as part of their discretionary curriculum time. History can also be incorporated into Aistear in the junior classes. On occasions, time will be blocked as appropriate. This might occur when:

- using a thematic approach
- working on a project
- exploring the local environment

Teachers will consider the use of discretionary curriculum time for S.E.S.E. where appropriate.

### Resources

Each teacher will be responsible for his/her own resources for class specific topics and will continue to build up a bank of History resources which can be used, including

- Pictures and photographs
- Artefacts
- Documents
- Maps
- Packs for topics
- IT resources

### ICT

IT will be used extensively to provide History resources. We will make extensive use of:

- Ask About Ireland
- Scoilnet – including archives
- Census Ireland
- Timeline websites
- Topic specific websites
- BBC educational websites
- Google Maps (historical content)

When using the Internet to supplement the teaching of history in our school, teachers will adhere to the school's Acceptable Use Policy.

Digital cameras, visualiser, iPad will be used for field work. Lap-tops and iPad will be used for project work.

## Health and Safety

We have a Health and Safety policy in place in our school and we will consult this in relation to undertaking fieldwork in history or when necessary.

Teachers act in locus parentis and as in any school trip teachers will take the upmost care to ensure the safety of all children visiting areas of historical significance e.g. handling artefacts, going on trails, visits to museums, ruins, archaeological sites. The following Health and Safety guidelines will be adhered to in preparing for fieldwork:

- explore and get to know the environment thoroughly
- identify and note potential hazards
- consult with Principal
- choose and prepare for activities in which children will engage - prepare work directives
- consult safety guidelines for science which are relevant in relation to handling artefacts/field trips
- prepare the pupils: discuss forthcoming work with children and their behaviour at such places e.g. Archaeological sites
- ensure adequate supervision
- organize what the teacher and pupils should bring in relation to 'Health & Safety' e.g. teacher – mobile phone, first aid kit, contact numbers for doctors, gardaí, school, parents
- check list of pupils' names and safety instructions for helpers.

## Individual Teachers' Planning and Reporting

Individual teachers take the programmes of work for their individual classes and will go into more detail re content, skills, resources needed, methodologies, recording of work and assessment in their own short-term planning.

- Teachers will use the History curriculum strands and strand units when planning.
- Skills development will form a key part of planning.
- Teachers will use the Whole School Plan and Yearly Plans to inform their classroom planning.
- As far as possible, planning for History will form part of a thematic approach.
- Teachers will report on work completed on a Monthly Report template – Cúntas Míósúil.
- Cúntas Míósúil will assist in evaluating progress in History and inform future teaching.
- Parents are informed of children's progress at History at Parent Teacher meetings and end of year reports.

## Staff Development

Teachers have access to reference books, resource materials and websites dealing with history. Opportunities for school personnel to research resources on a pilot basis are arranged when available. Information regarding history courses available is shared among staff members, staff meetings and informal meetings provide opportunities for

teachers to discuss aspects of the history curriculum as they arise. External expertise to inform and up skill the school community in the area of history are availed of where possible.

### **Parental Involvement**

- Parents will be informed, through parent/teacher meetings and communication between school and home of how they can support their child's learning in history by fostering an interest in personal, local, national and international history.
- Parents/grandparents will be asked to engage in the collection of personal photographs and artefacts in support of the strand on Myself and My Family.
- Parents and grandparents will be invited to speak or be interviewed by the children from time to time.

The involvement and support of parents and grandparents in the history curriculum is very important for success. As personal and family history is such an integral element of the history curriculum, parents and grandparents have an important role to play in developing the child's sense of his/her own personal past and in nurturing a sense of the value of this past. Informing parents of the aims of the local history work being developed in the school will help to foster parental support. Parents also play a very useful role in helping to identify places and events of interest in the locality and in providing relevant information to teachers. The unique story of the local area is another aspect of the history curriculum where parents and grandparents can make an important contribution. We recognise the wonderful resource that parents and grandparents provide in the area of Oral evidence and are at all times conscious of the need to involve parents and grandparents in the history curriculum.

### **Community Links**

We have discussed people in the local community who may be willing to visit the school and talk to the children about the past, to bring artefacts to show the children, to share some of their knowledge about the local environment both with the teachers and the children.

### **Places of historic interest**

We intend to explore our local area with the children and to consider visiting other places of historic interest in the context of our annual school tour and other field-trips.

We have identified the following local places as being suitable to support the teaching of local and national history:

- Our school
- The Convent
- Local churches such as St. John's Catholic Church
- Graveyards
- The Bridewell Centre
- Old buildings in the town such as the Freigh Inn and the old mill.



### **Success Criteria**

The following will indicate the degree of implementation and success of this plan.

- Teachers' preparation will be based on this plan
- Procedures outlines will be consistently followed
- That history is defined as an attempt to reconstruct and interpret the past rather than the past itself
- That there is a balance between the process (how the children learn) and content (what the child learns)
- That the children must acquire skills and concepts to work effectively as a young historian
- That the curriculum is spiral and developmental in its structure
- That the children engage in studies ranging from personal to local, national and international history
- That history is integrated across the curriculum from Infants to Sixth Class
- Monthly reports will reflect this plan

The following are the indicators for the achievement of the plan's aims:

- Feedback from teachers/parents/pupils/community
- Inspectors' suggestions and reports

This history plan has promoted the key considerations for implementing the history curriculum.

### **Roles and Responsibilities:**

All classes are responsible for the implementation of the history curriculum in their own classrooms. Teachers will be encouraged to present feedback during staff meetings on a review of history.

### **Implementation/Ratification and Review**

The History Policy will be reviewed in 2026 by teachers, post-holders and BOM. This updated policy will be ratified by the BOM at its meeting in October 2024.

