

Donabate-Portrane



Educate Together

## History Policy

### Introductory Statement & Rationale

The original school policy on History was formulated in line with the Revised Curriculum 1999. This current review took place in November 2016 to reflect latest best practice in the teaching of History. This policy will be implemented with immediate effect.

In D.P.E.T.N.S., we acknowledge that a sense of history is important in our pupils' education. We recognise that history encompasses two inseparable aspects – the interpretation of what are considered to be significant human activities in the past and the process by which these activities are selected, investigated and analysed (TG pg 2-3). We understand that the History curriculum provides the opportunity for the child to acquire a broad and balanced understanding of local, Irish and international history and at the same time, to develop and practise investigation skills. We appreciate that this policy will benefit the teaching and learning of History in our school, conform to the principles outlined in the primary curriculum and act as a coherent review of the school policy for history, in line with the Revised Curriculum 1999.

### Vision

D.P.E.T.N.S. is a double stream, co-educational, vertical primary school with 16 Mainstream classes and two classes for children with autism. Our school is based on the following principles:

- Equality based
- Child centred
- Democratically run
- Co-educational

As a staff, we are committed to the holistic development of all pupils in our care. We strive to ensure that all children's experience of school will be positive, supportive and challenging. Through the skills gained and the information learned the children will be enabled to reach their full potential so that they, in turn, may play a fulfilling role in their community and society in general.

### Aims

- 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 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 stages of the child's development
- 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 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 become historically significant
- To enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts

### **The History Plan will be addressed under the following headings:**

#### Curriculum Planning

1. Strands and Strand Units
2. Skills and concepts development
3. Approaches and methodologies
4. Linkage and integration
5. Multi-grade teaching
6. Assessment and record keeping
7. Children with special needs
8. Equality of participation and access

#### Organisational Planning

9. Timetable
10. Resources and ICT
11. Health and safety
12. Individual Teachers' planning and reporting
13. Staff Development
14. Parental Involvement
15. Community Links
16. Places of Historic interest

### **Curriculum Planning**

#### **1. Strands and Strand Units**

The strands and strand units for each class group are set out in the curriculum document. Teachers should refer to the document prior to commencing planning and regularly throughout the year.

#### **Junior Infants to 2<sup>nd</sup> Class**

From Junior Infants to 2<sup>nd</sup> Class, the strands and strand units will be covered as outlined in the History Curriculum. In addition, these classes will also cover the topics outlined in the menu curriculum, under the heading of local history and change and continuity. (See Appendix 1) Teachers will also record any additional stories covered throughout the year. (See Appendix 2)

### **3<sup>rd</sup> to 6<sup>th</sup> Class**

The Menu Curriculum comes into force in 3rd class and continues to 6<sup>th</sup> (See Appendix 1). The teachers must complete the topics as shown on the menu curriculum. The teachers of these classes complete the relevant menu curriculum form. Each year teachers must choose **two** topics from the menu curriculum which must be covered in depth, one local and one national/international. Each class will retain a copy of the history menu curriculum on their class file and the teacher must record what has been completed. Teachers will also record any additional stories covered throughout the year. (See Appendix 2). These are completed and returned to the Principal's office by the 30<sup>th</sup> of June each year, and are kept on file with the class file.

The purpose of the menu curriculum is to ensure that the strands and strand units are taught in a systematic way, avoiding repetition and ensuring continuity and progression in the teaching of the curriculum. There is a balance between local, national and international elements in the menu curriculum. As the child progresses up the school it is envisaged that there is progression in the skills and concepts, content and delivery of each strand.

## **2. Skills and Concepts development**

Teachers will seek to develop the following skills in order to enable the child to work fully as a young historian:

- Junior Infants and Senior Infants
  - Time and chronology
  - Using Evidence
  - Communication
  
- First to Sixth Classes
  - Time and chronology
  - Change and Continuity
  - Cause and effect
  - Using evidence
  - Synthesis and communication
  - Empathy

To ensure the balance between the development of these skills and the acquisition of knowledge, we will

- encourage the use of hands-on evidence, for example, a first shoe, family treasures, local pieces of interest
- strive to make the focus of each lesson to be on evidence, backed up with content

## **3. Approaches and Methodologies**

DPETNS encourages the use of the following approaches and methodologies

- Story
- Drama and role play
- Oral evidence
- Documentary evidence
- Use of ICT
- Personal and family History
- Using artefacts

- Pictures and photographs
- Use of the environment

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

At DPETNS, teachers are encouraged to link strands within the curriculum as well as strands and strand units (teacher guidelines p46-55), for example

- Stories and Local studies
- Stories, Myself and my family
- Local stories and continuity and change over time

At DPETNS, we further encourage the integration of history with other subjects - all other curricular areas can be integrated with History in a number of ways, and we refer to the curriculum p 4-5, 17, 25, 38, 58 and Teacher Guidelines p 56-61 in this regard.

#### **5. Multi-Grade Teaching**

At the moment we do not have any multi-grade classes in DPETNS. However, in these circumstances, the following areas must be taken into account:

- Using a thematic approach
- Integration with other subjects in SESE, SPHE, Language programme, Music and Drama (teacher guidelines p58-61)
- Selection of textbooks
- Classroom organisation

#### **6. Assessment and Record-keeping**

Assessment in History seeks to measure and report on the child's progress and achievements in all aspects of the History Curriculum.

Teachers assess:

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

Assessment tools are used to gather information about a child's progress:

- Teacher observation
- Teacher designed tasks and tests
- Written and oral activities using textbook/worksheets
- Work samples, SALF and projects

Information gained from the assessments is used to assess pupils' knowledge of the topics and to inform the next class teacher of their level of knowledge. On-going teacher observations will provide opportunities to assess the children's learning and may lead to modifications in the approaches used in future History lessons.

Topics covered over the year are recorded in the menu curriculum. The Menu curricula are kept in the class file and remain there as the class moves up the school.

Parents are informed of their child's performance at the parent teacher meetings once a year and also on the end of year written report, which are sent home in June each year. Parents are given the opportunity to discuss the report with the child's teacher by appointment.

### **7. Children with special needs**

Children with emotional and behavioural difficulties; children with learning difficulties; children with physical disabilities; those with exceptional ability are catered for in the following ways:

- Use of differentiation in the planning and carrying out of lessons
- Teachers are mindful of pupils with physical disabilities and every effort is made to consider these pupils when planning class work, fieldwork and trips.
- Teachers will encourage and support children of a higher ability through the use of worksheets and tasks, project work and research activities
- Teachers are encouraged to partake in team teaching.

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

- Care will be taken when presenting the curriculum to students that both roles of men and women are highlighted equally.
- Invited speakers and guests should comprise of both men and women and where possible, children.
- Equal opportunities are afforded to boys and girls to participate in all classes and activities and all strands of the History curriculum.
- The History class presents an ideal opportunity to integrate the culture of all pupils and this practise is strongly encouraged
- Specific festivals and religious celebrations shall be addresses through the integration of the History and Learn Together curriculums.
- Provision should always be made for children who experience any form of disadvantage or for whom English is not their first language

## **Organisational Planning**

### **9. Timetable**

- History timetables are constructed in accordance with the DES regulations. Teachers allocate on average one hour per week for Senior Classes or forty five minutes for Infant Classes.
- Teachers will utilise their time in different ways, depending on the area/ concept/skill being taught. Teachers may choose to:
  - Use block time, for example, field trips
  - Use discretionary time

### **10. Resources and ICT**

- The textbooks being used in the school are:
  - *What a Wonderful World* (Junior Infants to First Class)
  - *History Quest* (Second Class to Sixth Class)
- Additional Resources are sourced by the teachers themselves. Teachers are asked to speak to the Principal before purchasing resources.
- There is a selection of technologies available in the school, for example interactive whiteboards, video camera, digital camera, printers, computers and Wifi access.
- ICT is an integral part of the children's learning and teachers are encouraged to

incorporate the use of suitable websites, videos and DVDs in their teaching.

- Children are encouraged to do some of their project work using programs such as MS Word, MS PowerPoint and MS Publisher.
- All software is stored on the Teacher's Drive on the school network.
- The school has an Acceptable Usage Policy in relation to the use of the internet in school. All teachers are expected to refer to this before using the internet in their classroom

#### **11. Health and Safety**

- Teachers are required to be mindful of all health and safety issues that may arise during the teaching of History. Examples of these issues may be - the use of water, road-crossing, use of public areas/toilets/footpaths.
- Furthermore, children are taught to respect property and ancient ruins, sites and artefacts that they may attend or handle.
- Acceptable Use Policy – must be signed and returned to the school before the internet is used.

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

- Teachers will use the local history and menu curriculum templates as a basis for their History planning.
- Teachers are guided by the approaches and methodologies of the primary school curriculum and the school plan.
- Teachers have autonomy to use a thematic approach where appropriate or may choose to plan using the strand and strand units specific to the class being taught.
- Teachers are encouraged to refer to their Cuntas Míósúil to ensure all relevant strands and strand units have been adequately covered. Furthermore the use of the menu curriculum template will ensure that planning across a two-year menu curriculum will build on work already completed and avoid unnecessary repetition.

#### **13. Staff Development**

- Teachers in our school have access to a growing number of reference books, interactive resources, websites and materials for the teaching of History. There is also a list of recommended websites which may be of benefit to teachers. Staff members are encouraged to contribute to this bank of resources by sharing resources and experiences, regarding particular lessons or topics as the potential arise.
- History courses are advertised and staff members are encouraged to attend as the need and opportunity arises.
- Teachers who have attended courses are given time at staff meetings to share new knowledge and methodologies.

#### **14. Parental Involvement**

- Parents and grandparents are involved in supporting the History curriculum through personal history projects, classroom visits and storytelling. Parents are encouraged to volunteer their knowledge and expertise in History by supporting the child's learning at home and by sharing their own stories and experiences which relate to the theme or strand. Parents and grandparents are invited into our school so they may share their knowledge or experiences with the class.

The following areas in the History curriculum provide teachers with opportunities to invite family members into the classroom

- Myself (gathering artefacts and sharing personal stories).
- My family or the family of a person known to me (helping with construction of

- family trees).
- o When my grandparents were young (sharing stories and experiences of the past).
- o My Locality through the ages.
- o Life in Ireland since the 1950s.

### **15. Community Links**

- Invite local historians to our school to share their knowledge of local history.
- Field trips and village trails are encouraged in the local community. For example, classes might choose to visit Newbridge House, St. Ita's hospital, the Martello Towers at Portrane and Donabate beaches.
- Teachers are encouraged to use email and IT to contact other schools, museums and groups of historical interest.

### **16. Places of Historic Interest**

- Class teachers are encouraged to include one trip to a place of historical interest, either locally or nationally, in each school year.
- Local history is taught in all classes of the school according to the History Menu Curriculum.

### **Success Criteria**

The success of this school plan will be assessed based on the following success criteria:

- Teacher's preparation has been based on this plan.
- Procedures outlined in this plan have been consistently followed.

The success of this plan in achieving its aims will be assessed by:

- Teacher feedback
- Children's feedback
- Inspectors' suggestions and reports
- Board of Management feedback

### **Implementation**

The principal will co-ordinate the progress of the plan. Feedback will be sought on implementation of the plan and the findings of this feedback will be reported back to the staff at staff meetings.

### **Timeframe**

The revised plan will be implemented on ratification by the staff and the Board of Management.

### **Review**

This plan will be reviewed by staff and pupils in \_\_\_\_\_  
The Principal will conduct the review and lead the curricular team in implementing any changes. All changes will be ratified by the BOM and the staff.

### **Ratification and Communication**

On ratification of this plan by the staff and the BOM, this plan will be communicated to all teachers through distribution and will become part of the Plean Scoile.

This plan was ratified by the BOM on \_\_\_\_\_

### **Reference Section**

- Primary School Curriculum: History (1999)
- Primary School Curriculum. You child's Learning: Guidelines for Parents
- The What, Why and How Of Children's Learning In Primary School, NCCA DVD (2006)

### **Useful Websites:**

National Archives	<a href="http://www.nationalarchives.ie">www.nationalarchives.ie</a>
National Museum	<a href="http://www.museum.ie">www.museum.ie</a>
National Library of Ireland	<a href="http://www.nli.ie">www.nli.ie</a>
Heritage Council	<a href="http://www.heritagecouncil.ie">www.heritagecouncil.ie</a>
An Comhairle Leabharlanna	<a href="http://www.askaboutireland.ie">www.askaboutireland.ie</a>
Primary School Support Programme	<a href="http://www.pcsp.ie">www.pcsp.ie</a>
School Development Planning Support	<a href="http://www.sdps.ie">www.sdps.ie</a>
National Council for Curriculum Assessment	<a href="http://www.ncca.ie">www.ncca.ie</a>
ENFO	<a href="http://www.enfo.ie">www.enfo.ie</a>
TeachNet Ireland	<a href="http://www.teachnet.ie">www.teachnet.ie</a>
Scoilnet	<a href="http://www.scoilnet.ie">www.scoilnet.ie</a>
BBC Schools	<a href="http://www.bbc.co.uk/history/forkids">www.bbc.co.uk/history/forkids</a>

### **Appendix Section:**

In this section there is a history menu curriculum relevant to the history plan.



**Appendix 1**

**History Menu Curriculum**

	<b>Local Studies</b>	<b>Continuity and change over time</b>	<b>Early People and Ancient Societies</b>	<b>Life, Society, Work and Culture in the past</b>	<b>Eras of Change and conflict</b>	<b>Politics, Conflict and Society</b>
<b>Jun Inf</b>	Homes	N/A	N/A	N/A	N/A	N/A
<b>Sen Inf</b>	Shops	N/A	N/A	N/A	N/A	N/A
<b>1<sup>st</sup></b>	My School	Examining how our school has changed and grown	N/A	N/A	N/A	N/A
<b>2<sup>nd</sup></b>	Old and modern photographs of the local environment	Comparing the life of people in the past with the life of people today	N/A	N/A	N/A	N/A
<b>3<sup>rd</sup></b>	<b>1)</b> Buildings, sites or ruins in my locality <i>* St. Ita's Round Tower or Martello Tower, Portane</i> <b>2)</b> Games and pastimes in the past	<b>1)</b> Clothes <b>2)</b> Food and Farming	<b>1)</b> Vikings <b>2)</b> Australasian Peoples e.g. Maori	<b>1)</b> Life in the 19 <sup>th</sup> Century <b>2)</b> Life in Ireland since the 1950's	N/A	N/A
<b>4<sup>th</sup></b>	<b>1)</b> Homes <b>2)</b> Buildings, sites or ruins in my locality <i>* Lanistown Castle</i>	<b>1)</b> Homes and Houses <b>2)</b> Shops and Fairs	<b>1)</b> Egyptians <b>2)</b> North American Peoples e.g. Native American peoples	<b>1)</b> Life in Norman Ireland <b>2)</b> Life in medieval towns & countryside in Ireland & Europe	N/A	N/A
<b>5<sup>th</sup></b>	<b>1)</b> Schools <i>* focus on local schools</i> <b>2)</b> Buildings, sites or ruins in my locality <i>* Newbridge House and the Cobbe Family</i>	<b>1)</b> Workshops and Factories <b>2)</b> Transport	<b>1)</b> Romans <b>2)</b> Central & South American Peoples e.g. Aztecs	<b>1)</b> Life in the 18 <sup>th</sup> Century e.g. Penal Laws	<b>1)</b> World War1 <b>2)</b> The Industrial Revolution	<b>1)</b> 16 <sup>th</sup> and 17 <sup>th</sup> century Ireland <b>2)</b> O'Connell and Catholic Emancipation

<b>6<sup>th</sup></b>	<b>1)</b> Feasts and Festivals <b>2)</b> My locality through the ages <i>* Story of the sinking of RMS Tayleur 1854 – Memorial in Portrane</i>	<b>1)</b> Literature, arts, crafts and culture e.g The History of the Irish Language/ Irish Music etc <b>2)</b> Caring for the sick e.g. The History of Medicine	<b>1)</b> The Celts <b>2)</b> African Peoples e.g. Benin peoples	<b>1)</b> Life during World War 2	<b>1)</b> The Famine <b>2)</b> Changing roles of women in the 19 <sup>th</sup> & 20 <sup>th</sup> Century	<b>1)</b> 1916 and the foundation of the state <b>2)</b> Northern Ireland
-----------------------	--	---	---	-----------------------------------	--	--

<b>Appendix 2</b>	
<b>Story</b> (list any additional stories covered below, besides those in History Quest)	
<b>Junior Infants</b>	
<b>Senior Infants</b>	
<b>1<sup>st</sup></b>	
<b>2<sup>nd</sup></b>	
<b>3<sup>rd</sup></b>	
<b>4<sup>th</sup></b>	
<b>5<sup>th</sup></b>	
<b>6<sup>th</sup></b>	