

## **Reporting.**

- Reporting is in line with the school's policy. Full reports to parents take place once a year and will include reference to work in **History** (S.E.S.E.).

## **Role of the Co-ordinator.**

The co-ordinator for **History** has a fundamental role and is responsible for:

- Co-ordinating the production, monitoring, revision of school History Policy
- Liaison with support agencies and outside sources
- Availability of essential resources e.g. Historical Manuals/Books/Artifacts/compilation of sources – projects
- Arranging visits by Historical Theatre Company, Museum visits, video/D.V.D collection reviewed and up-dated
- In-class support and dialogue with class teacher/supplying class teachers with documents/school tours
- Any information relevant e.g. courses etc. in Staff Room.

# HISTORY CURRICULUM.

## A. Introductory Statement.

The plan was formulated by the school staff after due consultation with relevant document and attendance at relevant in-service and other relevant courses.

## B. Rationale.

- To benefit both teachers and pupils alike in our school
- To create a common understanding among staff of the purpose of the subject and how it will be implemented in the school
- To foster an appreciation in the child in all things historical i.e. Local/National etc.
- To develop historical skills in our children as well as knowledge and attitudes
- To review the existing plan for History.

## C. Vision.

The school's plan on History makes a unique and vital contribution to the harmonious development of all children in truly child-centered education, thus becoming a confident, informed, critical, and responsible adult member of society.

## D. Aims.

The aims of the history curriculum are

- 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, 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 recognize and examine the influences of the past on the attitudes and behavior 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 recognize 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.

## **E. Broad Objectives.**

When due account of intrinsic abilities and varying circumstance, the history curriculum should enable the child to

- study a range of people and events in the past in order to develop a balanced understanding of family, local, national and world history
- learn about the people, events, issues and cultural experiences which have helped to shape the local community and the environment
- develop an understanding of chronology, in order to place people, events and topics studied in a broad historical sequence
- acquire some understanding of change and continuity, including and awareness of factors which may have caused or prevented change, and come to appreciate that events may have a number of causes and outcomes.
- examine and use a range of historical evidence systematically and critically, and appreciate the fact that evidence can be interpreted in different ways
- use imagination and evidence to reconstruct elements of the past
- Communicate historical understanding in a variety of ways, using appropriate languages and other techniques or media
- develop an appreciation of the perspectives and motives of people in the past and accept that individuals and events should be understood in their historical context
- be aware that the attitude and behavior of people may be influenced by their understanding of the past and by their past experiences
- respect and value a range of opinions and acquire open, questioning attitudes to the beliefs, values and motivations of others
- develop tolerance towards minorities in society and appreciate the contribution of various ethnic, cultural, religious and social groups to the evolution of modern Ireland

- develop an sense of personal, local, national, European and wider identities through studying the history and cultural inheritance of local and other communities
- develop a sense of responsibility for, and a willingness to participate in, the preservation of heritage.

## **Special Needs.**

All children have a right to access to the highest quality education appropriate to their needs. This includes children whose disabilities for circumstance inhibit their effective participation in the education that is normally provided for children of their age, or for whom the provision of education in mainstream classes any not be sufficiently challenging. It is important that provision in the subject area (History) is flexible enough to cater for the special needs of individual children. At their various stages of development leading to:

## **Assessment Tools in History.**

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

## **Resources used.**

- The contribution of parents and other relatives of children
- Lending of artifacts/Historical items/maps/book etc.
- Invitation to parents/grandparents or a. n. other who are willing to talk to children about their memories
- The local Library
- The local Museum/Heritage Centre
- Local History Societies
- Planning section of the Local Authority – the provision of maps etc.
- Publications, Library Books, text books, computers software, school resource Library.
- Class-room charts
- Radio, Television, Video
- The National Archive/Museum/Library/Gallery.
- National organizations eg. Dúchas/Dept. Of the Environment and Local Government/An Taisce/E.S.B./Tourism Boards etc.
- Education centers and other in service providers
- Parent volunteers willing to help with historical tours/visits etc.

## **Approaches and Methodologies.**

- Project work
- Use of maps
- Story telling
- Using evidence
- Oral evidence
- Using artifacts e.g. oil-lamps/old ink-well/old desks/ old nibs etc in school
- Pictures and photographs
- Paintings and drawings
- Using the environment –locally
- Choosing and using documentary evidence
- Drama and role-play (integration/Linkage)
- Using information and communication technologies
- Children's own work
- Manuscripts sources e.g. school Roll Books/Registers/Commissioners of National Ed./The National School System 1831-1824: Facsimile Documents (Dublin Stationery Office 1984)/Church Record.

Junior/Senior Infants.

Strand.

Myself and my family.

Strand Unit.

Myself.

- Explore and record significant personal events and dates e.g.
  - a. 'All about me' – little book contains photo, hand/foot, birthday cake etc.
  - b. Baby needs.
- Collect and examine simple evidence
  - a. Stages of growing up, baby, toddler.
- Compare photos, clothes worn or toys used at different ages.
  - old v new items, cloths, books
  - long ago V now

Myself and my family.

- Becoming aware of and identify members of the family
- Compare relative ages: old/older, young/younger, e.g. draw family in order of age.
- Collect simple evidence
- Explore and discuss how family members

First/Second.

Strand.

Myself and My Family

Strand Unit:

Myself.

- Collect, discuss and compare simple items of evidence from own past
- Construct simple personal timeline or storyline
- Exploring events old/new
- Using artifacts e.g. photographs etc., baptismal candle, baby items.

Strand Unit:

My Family or the Family of a person known to me.

- DEVELOP AND UNDERSTANDING TIMELINES BY:
  - a) Recording (scrapbook photographs).
  - b) Writing.
  - c) Drawing(family tree).
  - d) Oral Language: e.g. children discuss and note changes etc.  
Developments, items which have stayed the same.
  - e) Comparisons – Maths, e.g. Chronology.

## **History Resource available in Resource Library.**

- Myths – Legends – Saints
- Computers – C.D. Roms

## **Linkage – Integration**

- Opportunities at each class level to LINK and INTEGRATE activities/concepts to and with other subject/curriculum areas e.g. Myths and Legends – oral language, writing, drama. How can I make the Link?
- From this children are given an opportunity both in-class and outside to share ideas, communicate, and maybe display some aspect of the History Programme through project work, findings from a History Trip e.g. Trip to 'Milk Hill' – integrating Geography/History etc. This Linkage – integration is apparent in the contents section of Earthlink/What a Wonderful World.

## **Timetable.**

Devise in accordance with curriculum Guidelines, involving discretionary time – pupils withdrawing for supplementary teaching will be included for as much of the History programme as possible.