



History

Introductory Statement

This policy was formulated following a consultation process which took place between staff, parents and the Board of Management of Lumclon National School. The class teachers, resource and learning support teachers were involved in drafting this policy in 2012.

Rationale

This policy was devised to :

- To benefit teaching and learning in our school
- To conform to principles outlined in the primary curriculum
- To provide a plan for history in light of the 1999 Primary

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, time and chronology, appropriate to the development 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 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 may become historically significant
- To enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts

Broad objectives

- When due account is taken of intrinsic abilities and varying circumstances, 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 an 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 language 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 attitudes and behaviour 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 a 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.

This 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 different 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

Myself and my family: Content for Junior & Senior Infants

Myself	My family or The family of a person known to me
<ul style="list-style-type: none"> • explore and record significant personal events and dates • collect and examine simple evidence • compare photographs, clothes worn or toys used at different ages, noting development and things which have stayed the same. 	<ul style="list-style-type: none"> • become aware of and identify the members of the family • compare relative ages: old/older, young/younger • collect simple evidence • explore and discuss how family members care for each other • discuss developments in the life of the family and things which have stayed the same

Myself and my family: Methodologies for Junior & Senior Infants

<ul style="list-style-type: none"> • my age • when I was born • when I took my first steps • as I grew up • first day at school • places where I have lived • photographs of oneself when younger, first toys • photographs of family members • living in the same home • getting a new car • trees growing in the garden
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Myself and my family: Content for 1st & 2nd Classes

Myself	My family or The family of a person known to me	When my grandparents were young	Games in the past	Feasts and festivals in the past
<ul style="list-style-type: none"> • explore and record significant personal dates and events • collect, discuss and compare simple items of evidence from own past • construct simple personal timeline or storyline. 	<ul style="list-style-type: none"> • explore and record significant features, events and dates in the past of the child's family and extended family • compare ages of family members: old/older, young/younger • discuss and record significant family events • collect, explore and discuss a range of simple evidence, noting changes and developments and items which have stayed the same • compile simple family tree, scrapbook or timeline. 	<ul style="list-style-type: none"> • explore and record aspects of the lives of people when his/her grandparents were young • listen to adults talking about their own past • collect and/or examine simple evidence in school or in a local museum • compare lives of people in the past with the lives of people today, noting differences and similarities • learn songs and dances, or play games from the past • record material on appropriate timeline. 	<ul style="list-style-type: none"> • explore and record traditional non-formal games, especially those common in the locality and those known to parents or grandparents • collect information on rules, traditions, songs or rhymes associated with the games • handle, collect or reconstruct articles used in such games, where possible. 	<ul style="list-style-type: none"> • explore and discuss the origins and traditions of some common festivals • listen to, discuss, explore and record associated stories, legends, games and songs.



Myself and my family: Methodologies for 1st & 2nd Classes

- birthdays
- how I changed as I grew up
- first visits on holidays
- when my brother or sister was born
- when I moved home
- when we got a new caravan or trailer
- first day at school or in this class
- describe location and features of play spaces
- discuss, and record simply, journeys to and from play spaces.
- photographs of myself or my home
- items of clothing, toys
- first reading book or copybooks
- births, moving home, holidays
- photographs of family members and events
- simple mementoes or memorabilia
- items used by parent(s) or guardian(s) when they were young
- where grandparents lived, their homes
- work they did, their clothes and food
- how they travelled
- their games, hobbies, toys, dances and songs
- household tools and equipment
- some farm tools
- packages or boxes, toys or games
- newspapers or magazines, letters or postcards
- street games, local games, house games
- Halloween games, May Day games,
- Christmas games
- Christmas, Halloween
- local feasts and festivals celebrated by various members of the school community



Local studies: Content for 3rd & 4th Classes

Two strand units should be selected from this strand during each year.

My family or The family of a person known to me	<ul style="list-style-type: none"> • explore aspects of personal family history or the family history of a person known to him/her • birth dates of brothers and sisters • examine changes and examples of continuity in the lives of parents and grandparents • collect and use a range of simple historical evidence • present findings using a variety of media and appropriate timelines.
Homes	<ul style="list-style-type: none"> • explore changes which have taken place in the home and other homes in the area • discuss with older people items which have changed and those which have remained the same • collect and/or examine old artefacts • present findings using a variety of media and appropriate timelines.
My school	<ul style="list-style-type: none"> • investigate the development of present buildings and the history of earlier school buildings • become familiar with the story of the school's founder(s) • attempt to reconstruct a school day in the past using a range of simple evidence • compare school furniture and equipment of the past and the appearance of the classroom with those of today • examine old roll books or other records; if possible old handwriting copybooks • refer to or use appropriate timelines.
Games and pastimes in the past	<ul style="list-style-type: none"> • become familiar with some games and pastimes enjoyed in the locality • explore and discuss games and pastimes enjoyed by parents and grandparents in the past • become familiar with some games and pastimes enjoyed in the locality • explore and discuss games and pastimes enjoyed by parents and grandparents in the past
Feasts and festivals in the past	<ul style="list-style-type: none"> • become familiar with the origins and traditions associated with some common festivals in Ireland and other countries • explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals.
Buildings, sites or ruins in my locality	<ul style="list-style-type: none"> • actively explore some features of the local environment • investigate various aspects of these sites • present findings using a variety of media and appropriate timelines.
My locality through the ages	<ul style="list-style-type: none"> • study a period or periods in the history of the local village, town, city area, townland, parish or county • become familiar with important events in the history of the locality, referring to the wider national context where relevant; • collect related local ballads, stories and traditions.



Local studies: Methodologies for 3rd & 4th Classes

<ul style="list-style-type: none"> • birth dates of parents and grandparents • life-spans of great-grandparents if possible • the occasions of births, deaths and other family events in the past • when my home was built or when my family came to live here • significant dates in the life of the family (e.g. when father, mother or other relative started work, changed job, when a member of the family emigrated or migrated) • in clothes, foods • in books, games and leisure activities • in communication, roads, transport • in built and natural environment • oral history • photographs • family memorabilia • old newspapers • reference books • varying designs and materials in homes of different ages and types, including houses, caravans, flats, cottages, trailers • changes to the structure • changes in services (e.g. when electricity came to the home) • changes in furniture and appliances used • memories of former pupils • old textbooks, handwriting copies and pens • photographs of schoolchildren • folk memories, oral history • local feasts and festivals • feasts and festivals celebrated by various members of the school and local community, including Christian, Hindu, Jewish, Muslim and other celebrations where appropriate • festivals associated with agricultural practices • festivals celebrated in ancient times 	<ul style="list-style-type: none"> • • local church • old house or houses • estate farmyard • street (or section of a street) • bridge or old road • mill • hospital • shop front or other building façades • castle or towerhouse • origins and location • their appearance now and formerly • purpose of construction • elements which have changed • elements which have remained unchanged • what it was like for people to live, work, worship or die in this place • stories of people who lived, worked, worshipped or died in this place <p>My locality through the ages</p> <ul style="list-style-type: none"> • ancient settlements in rath or dún • ancient burials • foundation of village, town or city • erection of particular buildings, bridges • events in locality associated with the Great Famine • changing farming practices • opening and/or closing of local hospital or factories
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Local studies: Content for 5th & 6th Classes

Two strand units should be selected from this strand during each year.

Homes	<ul style="list-style-type: none"> • compare and classify a range of homes in the area (ideally homes from a variety of periods) • investigate links between the age of houses and their location • collect, study and classify domestic artefacts.
Schools	<ul style="list-style-type: none"> • study the development of the school over a period • relate the history of the school to the history of education in the parish or local area • explore the history of the school in the wider context of educational development in Ireland • use documentary and other sources
Games and pastimes in the past	<ul style="list-style-type: none"> • become familiar with aspects of the history of games in the locality • explore aspects of the leisure interests and games of local people in the past
Feasts and festivals in the past	<ul style="list-style-type: none"> • become familiar with the origins and traditions associated with a range of festivals in Ireland and other countries • explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals.
Buildings, sites or ruins in my locality	<ul style="list-style-type: none"> • actively explore some features of the local environment; • investigate various aspects of these sites • identify opportunities to become involved in enhancing and protecting the environmental features • present findings using a variety of media and appropriate timelines.
My locality through the ages	<ul style="list-style-type: none"> • study a period or periods in the history of the local village, town, city area, townland, parish or county; in fifth and sixth classes children should study periods not already covered in third and fourth classes • become familiar with important events in the history of the locality, setting local figures or events in the national and international context where relevant. In addition to the developments suggested for this unit in third and fourth classes • use evidence which is more diverse and more complex than heretofore • collect local ballads, stories and traditions relating to these events.



Local studies: Methodologies for 5th & 6th Classes

<ul style="list-style-type: none"> • size and layout, construction materials • decoration, furniture and fittings • heat, light, sewerage, water supplies • environs (e.g. street, flat complex, estate, garden, fields, trees, woods, play spaces) • investigate local and/or regional variations or similarities in building styles and materials • bardic schools • schools in the penal era of the early 18th century • payschools (hedge schools) of 18th and 19th centuries • modern schools • national school system • work of religious orders • curriculum content and school equipment • records in school (e.g. rollbooks, punishment books, inspectors' reports) • oral history from former pupils and staff school photographs • letters, bills, receipts, diaries • parish records (these can have valuable references to schools) • local newspaper reports (of school opening or extensions) • official printed reports (especially 19th century government reports on education in Ireland). • games and sports in ancient times • development of hurling, camogie, Gaelic football • introduction of international sports such as tennis, hockey, soccer, rugby, golf • board games, card games, street games • house visiting and story-telling • music and dancing • cinema, radio and television • local feasts and festivals • feasts and festivals celebrated by various members of the school and local community, including Christian, Muslim, Jewish, Hindu and other celebrations where appropriate • feasts and festivals of major world religions 	<p>Buildings, sites or ruins in my locality</p> <ul style="list-style-type: none"> • suitable items or places might include: <ul style="list-style-type: none"> ○ streetscape (including building styles and features, street furniture) ○ area of a town or village ○ industrial site (e.g. factories, mills) ○ local canal, bridges, road patterns, railways ○ ruined building (e.g. towerhouse) ○ site of an old monastery, graveyard, Mass path, Mass rock, holy well ○ prehistoric site (e.g. rath, portal tomb) ○ farmyard, field and farm patterns ○ landlord's house, houses of tenants ○ ice house, sweat house ○ battle sites ○ local rights of way • origins and location • maps of site then and now • appearance of site now and formerly • purpose of construction • elements which have changed and the reasons for change • elements which have remained unchanged • lives of people in this place over time <p>My locality through the ages</p> <ul style="list-style-type: none"> • suitable subjects might include: • origins of place-names • local battle • changes in land settlement or use • changing farming practices • significant events in the economic life of the area, such as the founding of factories, mills, or co-operatives • impact of changes in services and sanitation • patterns of relationships between towns and their surrounding areas
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- feasts and festivals in ancient times





Story: Content for Junior & Senior Infants

Stories

- listen to, discuss, retell and record through pictures and other simple writing activities some stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries in a variety of ways
- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of 'ordinary' as well as 'more famous' people
- listen to local people telling stories about their past
- discuss the chronology of events (beginning, middle, end) in a story
- express or record stories through art work, drama, music, mime and movement and using information and communication technologies
- display storyline pictures showing episodes in sequence.



Story: Content for 1st & 2nd Classes

Stories

- listen to, discuss, retell and record some simply told stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments
- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of 'ordinary' as well as 'more famous' people
- listen to local people telling stories about their past
- listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries
- distinguish between fictional accounts in stories, myths and legends and real people and events in the past
- discuss chronology of events (beginning, middle, end) in a story
- discuss the actions and feelings of characters
- express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies
- display storyline pictures showing episodes in sequence
- use appropriate timelines.



Story: Content for 3rd & 4th Classes

A selection of stories should be explored in each year.

Stories from the lives of people in the past	Myths and legends
<ul style="list-style-type: none"> • listen to, discuss, retell and record a range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments • become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of 'ordinary' as well as 'more famous' people • listen to local people telling stories about their past • discuss chronology of events (beginning, middle, end) in a story • examine and begin to make deductions from some simple relevant evidence • discuss the actions and feelings of characters • discuss the attitudes and motivations of characters • express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies • use appropriate timelines. 	<ul style="list-style-type: none"> • listen to, discuss, retell and record a range of myths and legends from various cultural, ethnic and religious backgrounds in Ireland and other countries • discuss the chronology of events in the stories • discuss the actions and feelings of characters • distinguish between fictional accounts in stories, myths and legends and real people and events in the past • express or record stories through oral and written forms, art work, drama, mime, movement and information and communication technologies.



Story: Content for 5th & 6th Classes

A selection of stories should be explored in each year.

Stories from the lives of people in the past	Myths and legends
<ul style="list-style-type: none"> • listen to, discuss, retell and record a range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments • become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of 'ordinary' as well as 'more famous' people • listen to local people telling stories about their past • discuss chronology of events (beginning, middle, end) in a story • examine and begin to make deductions from some simple relevant evidence • discuss the actions and feelings of characters • discuss the attitudes and motivations of characters • express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies • use appropriate timelines. 	<ul style="list-style-type: none"> • listen to, discuss, retell and record a range of myths and legends from various cultural, ethnic and religious backgrounds in Ireland and other countries • discuss the chronology of events in the stories • discuss the actions and feelings of characters • relate the myths and legends to the beliefs, values and traditions of the peoples from which they came • discuss the forms of expression and conventions used in myths and their retelling <ul style="list-style-type: none"> ○ exaggeration, repetition, fantasy, caricature • explore and discuss common themes and features which are to be found in the myths and legends of different peoples • express or record stories through oral and written forms, art work, drama, mime, movement and information and communication technologies.



Change and continuity: Content for 1st & 2nd Classes

Continuity and change in the local environment

- visit, explore and become aware of elements in the local environment which show continuity and change
- listen to and record memories of older people about such places
- compare photographs, drawings and simple accounts of the site in the past with the site now
- use simple work directives, work cards or trail leaflets
- record findings through drawing and other art work, modelling, photographs, information and communication technologies
- use appropriate timelines.

Change and continuity: Methodologies for 1st & 2nd Classes

- my home-when built, when and why it was changed
- street scene now and then
- a local building (e.g. house, church, barn or farmyard, railway station, school, castle, old wall, estate garden, mill)
- a factory-product in the past, product now



Continuity and change over time: Content for 3rd & 4th Classes

Two strand units should be selected from this strand during each year.

<p>Possible units may include:</p>	
<ul style="list-style-type: none"> • Food and farming • Clothes • Homes and houses • Transport • Communications • Shops and fairs • Schools and education • Caring for the sick 	<ul style="list-style-type: none"> • study aspects of social, artistic, technological and scientific developments over long periods • identify items of change and continuity in the 'line of development' • identify some of the factors which have caused or prevented change • refer to or use appropriate timelines.

Continuity and change over time: Content for 5th & 6th Classes

Two strand units should be selected from this strand during each year.

<p>Possible units may include:</p>	
<ul style="list-style-type: none"> • Homes, housing and urban developments • Nomadism • Food and farming • Clothes • Transport • Communications • Energy and power • Workshops and factories • Schools and education • Literature, art, crafts and culture • Caring for the sick • Barter, trade and money 	<ul style="list-style-type: none"> • study aspects of social, artistic, technological and scientific developments over long periods • identify examples of change and continuity in the 'line of development' • identify the factors which may have caused or prevented change • refer to or use appropriate timelines.



Early people and ancient societies: Content for 3rd & 4th Classes

Two strand units should be selected from this strand during each year.

A selection from:	and a selection from:	
<ul style="list-style-type: none"> • Stone Age peoples • Bronze Age peoples • Early societies of the Tigris and Euphrates valleys • Egyptians • Greeks • Romans • Celts • Early Christian Ireland • Vikings 	<ul style="list-style-type: none"> • Central and South American peoples e.g. Aztecs • Asian peoples e.g. peoples of the Indus valley, Ch'in and Han empires of China • African peoples e.g. Benin peoples • North American peoples e.g. Native American peoples • Australasian peoples e.g. Maori 	<ul style="list-style-type: none"> • become familiar with aspects of the lives of these peoples <ul style="list-style-type: none"> ○ origins ○ homelands ○ homes of people ○ food and cooking ○ clothes ○ work and technologies, weapons ○ cultural or artistic achievements ○ myths and stories ○ faith and beliefs ○ leisure and pastimes ○ burial practices ○ links these people had with Ireland or Europe (as appropriate) ○ arrival, settlement and life of these people in Ireland (as appropriate) • examine and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally • record the place of these peoples on appropriate timelines.



Continuity and change over time: Content for 5th & 6th Classes

Two strand units should be selected from this strand during each year.

A selection from:	and a selection from:	
<ul style="list-style-type: none"> • Stone Age peoples • Bronze Age peoples • Early societies of the Tigris and Euphrates valleys • Egyptians • Greeks • Romans • Celts • Early Christian Ireland • Vikings 	<ul style="list-style-type: none"> • Central and South American peoples e.g. Aztecs • Asian peoples e.g. peoples of the Indus valley, Ch'in and Han empires of China • African peoples e.g. Benin peoples • North American peoples e.g. Native American peoples • Australasian peoples e.g. Maori 	<ul style="list-style-type: none"> • become familiar with some aspects of the lives of these peoples <ul style="list-style-type: none"> ○ origins ○ homelands and migrations ○ homes, settlements and urban developments ○ food and farming ○ clothes ○ work and technologies ○ tools and weapons ○ cultural or artistic achievements ○ language(s), myths and stories ○ leisure and pastimes ○ faith, beliefs and religious practices ○ burial practices ○ links these people had with Ireland or Europe (as appropriate) ○ arrival, settlement and life of these people in Ireland (as appropriate) ○ relationship of these people with other civilisations ○ long-term contribution of these people • examine critically, and become familiar with, evidence we have which tells us about these people, especially evidence of these people which may be found locally and in Ireland, where appropriate • record the place of these peoples on appropriate timelines.



Life, society, work and culture in the past: Content for 3rd & 4th Classes

Two strand units should be selected from this strand during each year.

<p>A selection from:</p>	
<ul style="list-style-type: none"> • Life in Norman Ireland • Life in mediaeval towns and countryside in Ireland and Europe • Life in the 18th century • Life in the 19th century • Life during World War II • Life in Ireland since the 1950s 	<ul style="list-style-type: none"> • become familiar with aspects of the lives of these people <ul style="list-style-type: none"> ○ homes of people ○ clothes ○ farming, foods and cooking ○ technologies which people developed and used ○ people at work ○ tools and weapons ○ language(s), culture, art and music ○ leisure and pastimes ○ stories of individuals from this era • examine and become familiar with evidence from the periods studied, especially evidence which may be found locally • record the place of peoples on timelines.



Life, society, work and culture in the past: Content for 5th & 6th Classes

One strand unit should be selected from this strand during each year.

<p>A selection from:</p>	
<ul style="list-style-type: none"> • Life in Norman Ireland • Life in mediaeval towns and countryside in Ireland and Europe • Life in the 18th century • Life in the 19th century • Language and culture in late 19th and early 20th-century Ireland • Life during World War II • Life in Ireland since the 1950s 	<ul style="list-style-type: none"> • become familiar with aspects of the lives of these people <ul style="list-style-type: none"> ○ homes of people ○ settlement patterns and urban developments ○ clothes ○ foods and farming ○ technologies which people developed and their influence on the lives of people ○ people at work ○ culture, art and music ○ language(s) and literature ○ leisure and pastimes ○ faith, beliefs and religious practices ○ migration and emigration ○ relationships of different groups of people to one another (e.g. landlord and tenant in the 19th century) ○ simple treatment of some of the social, economic, political or religious issues of the time (e.g. fear of plague in mediaeval towns, penal laws, decline in use of Irish in the 19th century, life of workers in 19th-century industrial towns) ○ long-term contribution of people and events at this time to the development of modern Ireland • examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally • record the place of peoples and events on appropriate timelines.



Politics, conflict and society: Content for 5th & 6th Classes

Two strand units should be selected from this strand during each year.

<p>A selection from:</p>	
<ul style="list-style-type: none"> • 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 • Northern Ireland • Ireland, Europe and the world, 1960 to the present 	<ul style="list-style-type: none"> • engage in simple studies of some of the more important aspects of periods in which political changes or movements have had an important influence on the lives of people in Ireland • acquire some knowledge of the major personalities, events or developments in these periods • explore, discuss, compare and develop some simple understanding of the attitudes, beliefs, motivations and actions of differing individuals and groups of people in the past • begin to develop some appreciation of the 'mind-set' of former generations <ul style="list-style-type: none"> ○ appreciate that the notion of tolerance developed over time, that the notion of equality of treatment of people had to evolve over time • acquire insights into the attitudes and actions of people in contemporary Ireland • develop a growing sense of personal, national, European and wider identities.



Eras of change and conflict: Content for 5th & 6th Classes

Two strand units should be selected from this strand during each year.

<p>A selection from:</p>	
<ul style="list-style-type: none"> • The Renaissance • The Reformation • Traders, explorers and colonisers from Europe • The Great Famine • The Industrial Revolution • Changing land ownership in 19th-century Ireland • Changing roles of women in 19th and 20th centuries • World War I • Modern Ireland 	<ul style="list-style-type: none"> • become familiar with aspects of these periods <ul style="list-style-type: none"> ○ ways in which the everyday lives of people changed ○ changes and conflicts in people's thoughts and beliefs ○ reasons for these changes and conflicts ○ people, organisations and events involved in bringing about change or adapting to change ○ local evidence of changes and conflicts ○ the reactions of people to changes and issues which they experienced ○ the long-term effect of changes and conflicts • examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally • record the place of peoples and events on appropriate timelines.





2. Skills Development

The strategies used by each class teacher to develop the child’s skills to work as a young historian are:

Junior and Senior Infants	1st to 6th Classes
Working as an historian <ul style="list-style-type: none"> • Time and chronology • Using evidence • Communication 	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

3. Approaches and methodologies

The following approaches and methodologies are currently being used:

- Story pp.65-71 Teacher Guidelines
- Drama and role play pp 109-113 Teacher Guidelines
- Oral evidence pp. 77-80 Teacher Guidelines
- Documentary evidence pp. 104-108 Teacher Guidelines
- Using ICT p.114 Teacher Guidelines
- Personal and family history pp.72-75 Teacher Guidelines
- Using artefacts pp. 81-86 Teacher Guidelines
- Pictures and photographs pp. 87-98 Teacher Guidelines
- Use of the environment pp. 99-103 Teacher Guidelines

4. Linkage and integration

Linkage: (Refer to pp. 46-55 Teacher Guidelines)

- One strand may be linked with another strand in the history curriculum.
- There are opportunities to link a strand and a strand unit.
- Strands may be linked using a thematic approach.

Integration: (Refer to Curriculum pp.4-5, p.17, 25, 38, 58; Teacher Guidelines pp.56-61)

- History may be integrated with other SESE – geography and science, SPHE, Language programme, Music, Drama (Teacher Guidelines pp.58-61)

5. Multi-grade teaching

In multi-grade situations a two/three year cycle is helpful.



A thematic approach is useful in covering the same topic across 4 class groups

Integration is possible with other subjects in SESE – geography and science, SPHE, Language programme, Music, Drama (Teacher Guidelines pp.58-61)

6. Assessment and record keeping

(Refer to school's Assessment & Record Keeping Policies; Curriculum pp. 76-8; Teacher Guidelines pp. 30-32, 115-119)

- Teachers assess the following (See p. 76 Teacher Guidelines)
 - Progress in children's knowledge of the past
 - Ability to use historical skills
 - Development of attitudes
- These assessment tools are used to gather information about a child's progress
 - Teacher observation
 - Teacher-designed tasks and tests
 - Work samples, portfolios and projects (with possible use of ICT, pictures, paintings, models, story board)

7. 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 and methodologies to ensure learning for all pupils. This will be recorded in the teacher's short-term notes. The requirements of children with special needs will be taken into account when planning class lessons and related activities.

8. 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 aim to provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities.

Organisational Planning:

9. Timetable

- 2 hours 15 minutes is the minimum time allotted for SESE for infant classes with 3 hours for all other classes
- Time may be blocked on occasions for history e.g. using a thematic approach, working on a project, visits to local historical sites.
- Discretionary curriculum time may be used occasionally for SESE.

10. Resources and ICT

- A limited number of artefacts are available (stored in the main store)
- Resources are purchased centrally by the principal on request by teachers.



- The school plans to acquire additional resources as funds allow

ICT (Refer to p. 114 Teacher Guidelines)

- There is a selection of technologies available in the school cd player, camcorder, digital camera, computers, IWBs, iPads,
- ICT may be used in the delivery of this history plan, e.g. use of CD-ROMs, videos, programmes such as “Word” or “Paint”, Power point etc.
- Teachers familiarise themselves with material on websites prior to use by the children.

11. Health and safety

(Refer to school’s Health & Safety Policy and Preparing for fieldwork, History Teacher Guidelines pp.74-78)

- There are Health and Safety issues connected with the history curriculum e.g. handling artefacts, going on trails, visits to museums, ruins, and archaeological sites.
- These issues need to borne in mind when planning a history activity.

12. Individual teachers’ planning and reporting

- This whole school plan and the curriculum documents for history provide information and guidance to individual teachers for their long and short-term planning.
- Teachers plan using the strands and strand units and may use a thematic approach.
- The Cuntas Míósúil will aid in reviewing and developing the whole school plan/individual preparation for following years.

13. Staff development

- Teachers will be made aware of any opportunities for further professional development through participation in courses available in education centres or other venues.
- Teachers are encouraged to share the expertise acquired at these courses.
- Time may be allocated at staff meetings to discuss aspects of the history curriculum.

14. Parental involvement

Refer to Primary School Curriculum; Your child’s learning, Guidelines for Parents (NCCA); The What, Why and How of children’s learning in primary school, NCCA DVD (2006)

- Grandparents may be asked to be involved in supporting the history curriculum. We held our first Grandparents Day on the 25th February 2011. (See Exemplar 10 p. 78 Teacher Guidelines)
- There are opportunities for parental engagement with particular strands e.g. tours of the school museum, display of project work, going on trails, visits to museums, ruins, archaeological sites.



15. Community links

- There are various members of local history societies/individuals in the community that may be called upon to support the school's history curriculum.
- There are local places of interest where the children could be brought as part of the history curriculum e.g. Clonmacnois, Belmont Mill, Lough Boora, Birr Castle, Tullamore Heritage Centre etc

16. Places of historic interest

- Where possible places of historic interest are incorporated into school tours.
- Field trips and trails may be organised to support the teaching of local and national history.
 - Conmacnois Monastic Site
 - Durrow High Cross
 - Meelick Church
 - Athlone Castle
 - Birr Castle/Telescope
 - Cloghan Castle
 - Clononey Castle
 - Shannon Harbour
 - Shannonbridge Fortifications
 - Banagher Fortifications

Useful Websites

Sources of Local History

- | | |
|-------------------------------|--|
| • National Archives | www.nationalarchives.ie |
| • National Museum | www.museum.ie |
| • National Library of Ireland | www.nli.ie |
| • Heritage Council | www.heritagecouncil.ie |
| • An Chomhairle Leabharlanna | www.askaboutireland.ie |

Other Websites

PDST	www.pdst.ie
School Development Planning Support	www.sdps.ie
National Council for Curriculum and Assessment	www.ncca.ie
ENFO	www.enfo.ie
TeachNet Ireland	www.teachnet.ie
Scoilnet	www.scoilnet.ie
Irish National Teachers Organisation	www.into.ie



Ratification/Review

Ratified by Board of Management on May 2nd, 2012. It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum.