



# Scoil Chéile Chríost Rathmore NS

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## Scoil Chéile Chríost, Rathmore N.S.

### History Policy

#### Introductory Statement and Rationale

##### (a) Introductory Statement

This policy was initially formulated in the school year 2005-6 by the whole teaching staff of Scoil Chéile Chríost following two planning days during which we explored best practice in teaching History in this school, in accordance with the guidelines set out in the Primary School Curriculum 1999. It was reviewed in September 2012 and October 2016 and the content sections of the plan were subsequently revised on both occasions. This policy 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 the teaching of History in our school.

##### (b) Rationale

As stated in the Primary School Curriculum 1999, History is not the story of the past but rather our attempt to reconstruct and interpret elements of the past which are of interest to us. History gives children a knowledge of past human experiences at family, national and international levels. Pupils also develop an understanding, appropriate to their age, of time and chronology, change and continuity, cause and effect. They acquire skills appropriate to their developmental stages so that they may interpret evidence in a critical way. They also acquire open, critical and responsible attitudes to the world around them. The study of History in particular enables children to investigate and examine critically significant events in their own immediate past, the past of their families and local communities, and the history of people in Ireland and other parts of the world. Historical themes and topics develop empathy with other people and a deeper understanding of past and current, political and economic interactions. We view History as having a distinct but complimentary role together with geography and science within SESE and as a contributor to the wider child-centred curriculum.

As such this policy was drawn up:

- To benefit teaching and learning in our school
- To conform to principles outlined in the primary curriculum
- To review the existing plan for history in light of the 1999 Primary School Curriculum
- To create a core curriculum for each class level

#### Vision and Aims

##### (a) Vision

The teachers in Scoil Chéile Chríost seek to assist the children in achieving a broad, balanced and coherent history education from Junior Infants to Sixth class. We feel that this is essential if a child is to become a confident, informed, critical and responsible adult member of society. We hope that by providing opportunities for children to experience a rounded historical education that is not solely focused on the transmission of a body of knowledge but that allows children to work as historians, we will help children to understand more fully the world in which he/she lives and how events and personalities have shaped the home and locality and wider environments in which he/she exists. We seek

to assist the children in the learning of their history, to learn from the past and to look to the future, as history teaches us to learn from the mistakes of the past.

### **(b) 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.

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. Assessment and record keeping
6. Children with different needs
7. Equality of participation and access

#### **Organisational Planning:**

8. Timetable
9. Resources
10. 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

#### **1.Strands and strand units**

- Teachers are familiar with the strands/strand units/content objectives for the relevant classes.
- Teachers for all classes have allocated time for history lessons according to the specified time as laid down by the curriculum.
- There is continuity and progression in the history curriculum from class to class. As there is a core curriculum each teacher has a detailed outline plan for the standard they teach, therefore avoiding gaps and undue repetition. There is a balance between personal, local, national and international history. History is selected from the local environment and the locality of our school.
- The content section detailing the strands and strand units for each class is attached to this policy.

#### **2. Skills and concepts development**

Teachers use a variety of strategies to develop the child's skills to work as a young historian. These are recorded in yearly schemes, fortnightly schemes, and in this plan as follows:

#### **Junior 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

Teachers ensure that there is a balance between skills development and the acquisition of knowledge in implementing the curriculum. **The content section detailing the strands and strand units for each class is attached to this policy.**

### **3. Approaches and methodologies**

The following approaches and methodologies are implemented in our school

- Story (Powerpoint)
- Drama and role play
- Oral evidence
- Documentary evidence
- Using ICT
- Personal and family history
- Using artefacts
- Pictures and photographs
- Use of the environment

### **4. Linkage and integration**

• Teachers are aware of opportunities to link and integrate history with other subjects, particularly Geography and Science, but also English, Drama, Irish, SPHE, etc. This has been discussed at our history planning days and individual teachers link and integrate as suits and document this in their schemes.

### **5. Assessment and Record Keeping**

Teachers assess:

- Progress in children's knowledge of the past.
- Ability to use historical skills.
- Development of attitudes.
- Responses of children to questions and suggestions.
- Level of participation in whole class discussions.
- Interaction with others in group discussions and collaborative activities.
- Reaction to learning materials and tasks assigned.
- Reaction to and using of historical evidence.
- Empathy displayed for historical situations.
- Telling and re-telling events.
- Asking and answering a variety of closed and open questions.
- Oral, written and pictorial descriptions or recordings.
- Constructing sequences and timelines.

- Handling evidence and posing relevant questions.
- Work cards or activity sheets.
- Completed projects or books.
- Dramatising an event.
- Making a model.
- Using interactive multimedia computer programs.
- Teacher designed revision tests.

#### **Record Keeping:**

- Work samples, portfolios and projects (consider use of ICT, pictures, paintings, models, story board).
- Information gained from the assessments is used to guide future learning and reinforcement where necessary. This information can also be used as a home-school link.
- Term results are kept and passed on to the next teacher. This information is also passed on to parent at the annual Parent/Teacher meetings. A report is given to parents in the summer term in the SESE section of the school report card.

#### **6. Children with different needs**

- Teachers support and ensure the participation of children with special needs through differentiation of materials, grouping and paired activities, using assistance of SNAs.
- Teachers are always sensitive to the needs of children who have sensitive family situations. They are as careful as possible to allow for the following situations which arise in every class .e.g. the death of a parent or sibling, lone parents, separated parents, adopted children, fostered children, cultural backgrounds.

#### **7. Equality of participation and access**

- History class provides opportunities for studying the ordinary lives of women, men and children.
- Equal opportunities are provided to boys and girls to participate in classes/activities in accordance to our school's policy on equality.
- History class used as an opportunity to integrate the culture of all pupils e.g., international pupils.
- Where there are children from different ethnic backgrounds, teachers will do their best to include them in specific cultural events without causing offence and also to include their cultural events in class content where opportunities present themselves taking into account the child's capabilities e.g. festivals, religious celebrations.

#### **Organisational Planning:**

##### **8. Timetable**

- Time is allocated at each class level for history as per the curriculum guidelines.
- Teachers do time blocks on occasions for history e.g. using a thematic approach, working on a project, gathering artefacts for a class museum, visits to local historical sites.
- Discretionary curriculum time can be used occasionally for SESE if needed and at the discretion of each individual teacher.

##### **9. Resources**

- There is an inventory of general resources in the school including those available for History.
- Appropriate artefacts are displayed in classrooms during lessons.
- Resources purchased centrally at the request of individual and groups of teachers.
- Teachers can request additional resources on a wish list and these can be purchased as funding becomes available.

##### **10. ICT**

- There is a selection of technologies available in the school e.g. digital cameras, laptops, interactive whiteboards, and visualisers.
- Appropriate software is listed in the ICT policy document.
- How and where this software is stored is recorded in the school's ICT policy documents in the school plan.
- The code of practice to ensure safe Internet usage is recorded in the school's ICT policy documents.

### **11. Health and safety**

- Teachers act in locus parentis and as in any school trip teachers will take the utmost 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.

### **12. Individual teachers' planning and reporting**

- Each teacher receives a copy of the school plan including core curriculum which informs their long and short-term planning.
- Teachers can plan using the strands and strand units or use a thematic approach depending on which is most appropriate to the lesson content and time frame needed.
- Teachers will record their content of work and assessment in the area of history in the Cuntas Míósúil. This will serve as a starting point in reviewing and developing the whole school plan (core curriculum)/individual preparation for following years.

### **13. Staff development**

- Teachers have access to reference books, resource materials, and websites dealing with history. Each teacher is responsible for this during preparation.
- Teachers are made aware of any appropriate history courses available as in-service.
- Teachers are encouraged to attend during school year and summer holidays. As in all subject areas teachers share their expertise etc with the rest of the staff at in-service, staff meetings and informal discussions.
- A notice board in the staffroom is used as a means of advertising all courses.

### **14. Parental involvement**

Parents/grandparents have an important role to play as custodians of local knowledge that can be shared with the children. Parents are encouraged to help in the delivery of the history programme by:

- a) Participating in interviews and surveys.
- b) Helping out with supervision during fieldwork when/if needed.
- c) Talking with their children about family history.
- d) Parents from other countries will be encouraged to share their heritage with the rest of the school if they so wish and if it is appropriate.

### **15. Community links**

- School will liaise with local people with good historical knowledge.

### **16. Places of historic interest**

- The school has embarked on many tours to places of historical interest. These include both local and national places of interest.

Ráth Mór  
 Standing Stones Punchestown  
 Cill Chéile Chríost  
 St.John's Castle, Kiltel  
 Punchestown Race Course

## Success criteria:

We will know that the plan has been implemented if:

- Teachers' preparation is based on this plan.
- Procedures outlined in this plan are consistently followed.

Means of assessing the outcomes of the plan include:

- Teacher/parent feedback.
- Children's feedback.
- Inspectors' suggestions/reports.
- Second level feedback.
- If the plan has promoted the key considerations when implementing the history curriculum.
- 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 child learns) and content (what the child learns).
- That the child must acquire skills and concepts to work effectively as a young historian.
- That the curriculum is spiral and developmental in its structure.
- That the child engages in studies ranging from personal to local, national and international history.
- That history is integrated across the curriculum from Infants to Sixth Class.

## Implementation:

### (a) Roles and Responsibilities

Those involved in the review:

- Teachers
- Pupils
- Parents
- Post holders
- B.O.M/DES/Others.

**Reviewed:** October 2016

**Next Review:** October 2020.

### Ratification and Communication:

Ratified by Board of Management on: \_\_\_\_\_

Signed: \_\_\_\_\_  
Chairperson Board of Management.

### Useful Websites

Sources of Local History

National Archives [www.nationalarchives.ie](http://www.nationalarchives.ie)

National Museum [www.museum.ie](http://www.museum.ie)

National Library of Ireland [www.nli.ie](http://www.nli.ie)

Heritage Council [www.heritagecouncil.ie](http://www.heritagecouncil.ie)

An Chomhairle Leabharlanna [www.askaboutireland.ie](http://www.askaboutireland.ie)

### Other Websites

Primary Curriculum Support Programme [www.pcsp.ie](http://www.pcsp.ie)

School Development Planning Support [www.sdps.ie](http://www.sdps.ie)

National Council for Curriculum and Assessment [www.ncca.ie](http://www.ncca.ie)

ENFO [www.enfo.ie](http://www.enfo.ie)

TeachNet Ireland [www.teachnet.ie](http://www.teachnet.ie)

Scoilnet [www.scoilnet.ie](http://www.scoilnet.ie)