

# **History Plan**

**Property of St. Joseph's NS, Kilcock  
Ratified by BOM May 2021**

**DO NOT REMOVE FROM STAFFROOM**

## **Introductory Statement**

The staff of St. Joseph's NS has collaboratively drawn up this whole school plan in History. This plan is for the information of teachers, others who work in the school, the Board of Management, Department of Education and Science and other interested parties in the school community.

## **Rationale**

- To benefit teaching and learning of history in our school.
- To provide a coherent approach to the teaching of history across the whole school.

## **VISION AND AIMS**

### **Vision**

History in St. Joseph's N.S. should provide lifelong opportunities for the development of awareness, imagination, sensitivity, inventiveness, risk-taking and enjoyment.

### **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 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 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.

<b>CURRICULUM PLANNING</b>
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**Strands for Infant Classes**

**Strand:** Myself and my family

Strand Units: Myself, My family

**Strand:** Story

Strand Unit: Stories

**Skills and concepts development:**

Working as an historian: Time and chronology, Using evidence, Communication

**Strands for First and Second Classes:**

**Strand:** Myself and my family

Strand Units: Myself, My family, When my grandparents were young, Games in the past, Feasts and festivals in the past

**Strand:** Change and continuity

Strand Unit: Continuity and change in the local environment

**Strand:** Story

Strand Unit: Stories

**Skills and concepts development:**

Working as an historian: Time and chronology, Change and continuity, Cause and effect, Using evidence, Synthesis and communication, Empathy

**Strands for Third and Fourth Classes:**

**Strand:** Local studies

Strand Units: My family, Homes, My school, Games and pastimes in the past, Feasts and festivals in the past, Buildings, sites or ruins in my locality, My locality through the ages (2 strand units to be chosen from this strand each year.)

**Strand:** Story

Strand Units: Stories from the lives of people in the past, Myths and legends

**Strand:** Early people and ancient societies

Strand Units: Stone Age peoples, Bronze Age peoples, Early societies of the Tigris and Euphrates valleys, Egyptians, Greeks, Romans, Celts, Early Christian Ireland, Vikings, Central and South American peoples, Asian peoples, African peoples, North American peoples, Australasian peoples (2 strand units to be chosen from this strand each year.)

**Strand:** Life, society, work and culture in the past

Strand Units: Life in Norman Ireland, Life in medieval towns and countryside in Ireland and Europe, Life in the 18<sup>th</sup> century, Life in the 19<sup>th</sup> century, Life during World War II, Life in Ireland since the 1950s (2 strand units to be chosen from this strand each year.)

**Strand:** Continuity and change over time

Strand Units: Food and farming, Clothes, Homes and houses, Transport, Communications, Shops and fairs, Schools and education, Caring for the sick (2 strand units to be chosen from this strand each year.)

**Skills and concepts development:**

Working as an historian: Time and chronology, Change and continuity, Cause and effect, Using evidence, Synthesis and communication, Empathy

**Strands for Fifth and Sixth Classes:**

**Strand:** Local studies

Strand Units: Homes, Schools, Games and pastimes in the past, Feasts and festivals in the past, Buildings, sites or ruins in my locality, My locality through the ages (2 strand units to be chosen from this strand each year.)

**Strand:** Story

Strand Units: Stories from the lives of people in the past, Myths and legends

**Strand:** Early people and ancient societies

Strand Units: Stone Age peoples, Bronze Age peoples, Early societies of the Tigris and Euphrates valleys, Egyptians, Greeks, Romans, Celts, Early Christian Ireland, Vikings, Central and South American peoples, Asian peoples, African peoples, North American peoples, Australasian peoples (2 strand units to be chosen from this strand each year.)

**Strand:** Life, society, work and culture in the past

Strand Units: Life in Norman Ireland, Life in medieval towns and countryside in Ireland and Europe, Life in the 18<sup>th</sup> century, Life in the 19<sup>th</sup> century, Language and culture in late 19<sup>th</sup> and early 20<sup>th</sup> century Ireland, Life during World War II, Life in Ireland since the 1950s (1 strand unit to be chosen from this strand each year.)

**Strand:** Eras of change and conflict

Strand Units: The Renaissance, The Reformation, Traders, explorers, and colonizers, from Europe, The Great Famine, The Industrial Revolution, Changing land ownership in 19<sup>th</sup>-century Ireland, Changing roles of women in the 19<sup>th</sup> and 20<sup>th</sup> centuries, World War I, Modern Ireland (2 strand units to be chosen from this strand each year.)

**Strand:** Politics, conflict and society

Strand Units: 16<sup>th</sup> and 17<sup>th</sup>-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 (2 strand units to be chosen from this strand each year.)

**Strand:** Continuity and change over time

Strand Units: 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 (2 strand units to be chosen from this strand each year.)

**Skills and concepts development:**

Working as an historian: Time and chronology, Change and continuity, Cause and effect, Using evidence, Synthesis and communication, Empathy

## APPROACHES AND METHODOLOGIES

- Talk and discussion
- Active learning
- Collaborative learning
- Problem solving
- Aistear
- Use of ICT
- Free exploration of materials
- Stories
- Use of pictures and photographs
- Drama and role play

## LINKAGE AND INTEGRATION

### Integration

Integration is an important principle and history allows the children not only to develop the subject's own unique skills but also allows them to encompass a number of objectives from different subject

areas in an effective way of learning. Teachers will seek to integrate History with other curricular areas including English, Drama, Gaeilge, P.E., S.P.H.E. and Visual Arts.

### **MULTI-GRADE TEACHING**

- Using a thematic approach
- Integration with other subjects
- Selection of text books
- Classroom organisation

### **ASSESSMENT AND RECORD KEEPING**

The assessment tools that our teachers use include:

- Teacher observation and questioning
- Teacher designed tasks and tests
- Work samples and portfolios
- Projects
- Image recording of the children's work

### **CHILDREN WITH DIFFERENT NEEDS**

It is the policy of our school that all children in mainstream classes will participate in history activities. Every effort is made to maximise participation of children who have learning difficulties. This will be achieved by teachers varying pace, content and methodologies. Special Needs Assistants play an active part during some historical activities.

### **EQUALITY OF PARTICIPATION AND ACCESS**

Equal opportunities will be given to all children regardless of gender, ethnic background, socio-economic status, ability and special educational needs across all strands and activities.

### **ORGANISATIONAL PLANNING**

Time allocated to S.E.S.E. is outlined in the Curriculum:

- Infants: 2 hrs 15 mins

- 1<sup>st</sup> – 6<sup>th</sup> Classes: 3 hrs.

## RESOURCES AND ICT

- Local library
- School library
- Artefacts brought in by children/parents
- Relevant software
- Visitors
- Useful Websites below:
  - Primary Curriculum Support Programme: [www.pdst.ie](http://www.pdst.ie)
  - School Development Planning Support: [www.pdst.ie](http://www.pdst.ie)
  - Irish National Teachers Organisation: [www.into.ie](http://www.into.ie)
  - National Council for Curriculum and Assessment: [www.ncca.ie](http://www.ncca.ie)

## HEALTH AND SAFETY

Care and attention will be given to the following:

- Hidden dangers if children are moving around the classroom.
- Storage facilities.
- Ventilation of the classrooms.
- School Tours/Excursions

## INDIVIDUAL TEACHERS' PLANNING AND REPORTING

Teachers refer to the whole school plan and the curriculum documents for history to provide information and guidance for their long and short term planning. They plan using the strands and strand units, and on occasions a thematic approach. Teacher's record progress / strands covered each month in their Cúntas Míosúil, a copy of which is kept on file in the office.

## 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.

## PARENTAL INVOLVEMENT

Parents are asked to give support to their children's historical activities. Parents are sometimes invited to attend and enjoy school or classroom events.

## COMMUNITY LINKS

Some parents involved in history are invited to come into the classrooms / school to work with the children. The school will liaise with the local library and local people with good historical knowledge.

## SUCCESS CRITERIA

This plan is intended to make a difference to the learning and teaching of history in our school. Teachers' preparations are based on this plan, and procedures in this plan will be followed consistently.

We will know if the plan has achieved its aims when:

- Children have a positive attitude and appreciation of history;
- Implementation of the History curriculum is evident in the teacher's work;
- Continuity of content and methodology will be evident in teacher's preparation

## IMPLEMENTATION

Class teachers are responsible for the implementation of the History programme in their own classes.

## REVIEW

The post holder for history has the main responsibility for co-ordinating the review alongside principal, staff and **Board of Management**. This review will take place on a regular basis, as required or as deemed necessary by BOM.

## RATIFICATION AND COMMUNICATION



A copy of this plan will be forwarded to the Board of Management of St. Joseph's N.S. for ratification. The plan will also be reviewed on a regular basis to ensure optimum implementation of the history curriculum in the school. All teachers will be invited and encouraged to inform the History Post-Holder of any amendments they think should be made.

### History Topics Junior Infants and Senior Infants

Strand	Strand Unit	Junior Infants	Senior Infants
Myself and my family	Myself	<ul style="list-style-type: none"> <li>● Explore &amp; record significant personal events and dates</li> <li>● Collect &amp; examine simple evidence</li> <li>● Compare photographs, clothes worn or toys used at different ages, noting development and things which have stayed the same</li> </ul>	
	My Family or the family of a person known to me		<ul style="list-style-type: none"> <li>● Become aware of and identify the members of the family</li> <li>● Compare relative ages: old/older, young/younger</li> <li>● Collect simple evidence</li> <li>● Explore and discuss how family members care for each other</li> <li>● Discuss developments in the life of the family and things which have stayed the same</li> </ul>
Story	Stories	<ul style="list-style-type: none"> <li>● 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 the lives of people in other countries in a variety of ways</li> <li>● 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</li> <li>● Listen to local people telling stories about their past</li> <li>● Discuss the chronology of events(beginning, middle, end) in a story</li> <li>● Express or record stories through art work, drama, music, mime and movement and using information and communication technologies</li> <li>● Display storyline pictures showing episodes in sequence</li> </ul>	<ul style="list-style-type: none"> <li>● 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 in a variety of ways</li> <li>● Listen to local people telling stories about their past</li> <li>● Discuss the chronology of events(beginning, middle, end) in a story</li> <li>● Express or record stories through art work, drama, music, mime and movement and using information and communication technologies</li> <li>● Display storyline pictures showing episodes in sequence</li> </ul>

### History Topics 1<sup>st</sup> and 2<sup>nd</sup> Class

Strand	Strand Unit	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
Myself	Myself	<ul style="list-style-type: none"> <li>● Explore &amp; record significant personal dates &amp; events</li> <li>● Collect, discuss &amp; compare simple items of evidence from own past</li> <li>● Construct simple personal timeline or storyline</li> </ul>	
	My family	<ul style="list-style-type: none"> <li>● Explore &amp; record significant features, events &amp; dates in the past of the child's family &amp; extended family</li> <li>● Compare ages of family members</li> <li>● Discuss &amp; record significant family events</li> <li>● Collect, explore &amp; discuss a range of simple evidence</li> <li>● Compile simple family tree</li> </ul>	
	When my grandparents were young		<ul style="list-style-type: none"> <li>● Explore &amp; record aspects of the lives of people when his/her grandparents were young</li> <li>● Listen to adults taking about their own past</li> <li>● Collect simple evidence in school</li> <li>● Compare lives of people in the past with the lives of people today</li> <li>● Learn songs, dances, games from the past</li> <li>● Record material on timeline (<b>The telephone</b>)</li> </ul>
	Games in the past		<ul style="list-style-type: none"> <li>● Explore &amp; record traditional non-formal games known to parents or grandparents</li> <li>● Collect information on rules, traditions, songs/rhymes associated with these</li> </ul>
	Feasts & Festivals in the past	Explore & discuss the origins and traditions of <b>Christmas</b>	<ul style="list-style-type: none"> <li>● Explore &amp; discuss the origins and traditions of <b>Halloween</b></li> </ul>
Change and continuity	Continuity & change in the local environment	<ul style="list-style-type: none"> <li>● My Home</li> <li>● St. Joseph's School</li> </ul>	<ul style="list-style-type: none"> <li>● St. Coca's Church</li> </ul>
Story	Stories	<ul style="list-style-type: none"> <li>● Stories from the lives of people who have made a contribution to local/national life</li> <li>● Chronological order in a story</li> <li>● Actions &amp; feelings of characters</li> </ul>	<ul style="list-style-type: none"> <li>● Become aware of the lives of women, men &amp; children from different social, cultural, ethnic &amp; religions backgrounds</li> <li>● Listen to local people telling stories</li> </ul>

		<ul style="list-style-type: none"> <li>● Storyline pictures showing episodes in sequence</li> </ul> <b>Myths &amp; Legends :</b> Children of Lir Salmon of Knowledge	<ul style="list-style-type: none"> <li>● Distinguish between fictional accounts &amp; real people and events in the past ( <b>The Titanic</b>)</li> <li>● Use appropriate timelines</li> </ul> <b>Myths &amp; Legends :</b> Grainne Maol Fionn & the Giants Causeway
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### History Topics for 3<sup>rd</sup> & 4<sup>th</sup> Class

Strand	Strand Unit	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	
Local Studies (2 strand units selected each year)	My family	(all objectives to be covered)		
	Homes	(all objectives to be covered)		
	Buildings, sites or ruins in my locality		(all objectives to be covered)	
	My locality through the ages		(all objectives to be covered)	
Story	Stories from the lives of people in the past		(all objectives to be covered)	
	Myths and Legends	(all objectives to be covered)		
Continuity and change over time (2 strand units should be covered each year)	Food and farming		(all objectives to be covered)	
	Clothes	(all objectives to be covered)		
	Homes and houses	(all objectives to be covered)		
	Transport	(all objectives to be covered)		
	Communications		(all objectives to be covered)	
	Shops and fairs		(all objectives to be covered)	
	Schools and education		(all objectives to be covered)	
	Caring for the sick	(all objectives to be covered)		
	Early peoples and ancient societies (2 strand units should be covered each year)	Stone Age peoples	(all objectives to be covered)	
		Egyptians	(all objectives to be covered)	
Bronze Age peoples			(all objectives to be covered)	
	Vikings		(all objectives to be covered)	
Life, society, work and culture in the past (2 strand units selected each year)	Life in Ireland since the 1950s	(all objectives to be covered)		

	Medieval Towns and countryside in Ireland and Europe	(all objectives to be covered)	
	Life in Norman Ireland		(all objectives to be covered)
	Life in the 19 <sup>th</sup> century		(all objectives to be covered)

### History Topics for 5<sup>th</sup> & 6<sup>th</sup> Class

Strand	Strand Unit	5 <sup>th</sup> Class	6 <sup>th</sup> Class
Local Studies (2 strand units selected each year)	Schools	(all objectives to be covered)	
	Games and pastimes in the past		(all objectives to be covered)
	Feasts and festivals in the past	(all objectives to be covered)	
	My locality through the ages		(all objectives to be covered)
Story	Stories from the lives of people in the past		(all objectives to be covered)
	Myths and legends	(all objectives to be covered)	
Early peoples and ancient societies (2 strand units selected each year)	Celts	(all objectives to be covered)	
	Australasian peoples	(all objectives to be covered)	
	Greeks		(all objectives to be covered)
	Central and South American peoples i.e. Aztecs		(all objectives to be covered)
Life, society, work and culture in the past (1 strand unit should be selected each year)	Life in the 18 <sup>th</sup> Century	(all objectives to be covered)	
	World War 2		(all objectives to be covered)
Eras of change and conflict (2 strand units should be selected each year)	The Renaissance	(all objectives to be covered)	
	The Reformation	(all objectives to be covered)	
	The Great Famine	(all objectives to be covered)	
	World War 1	(all objectives to be covered)	

	Traders, explorers and colonisers from Europe		(all objectives to be covered)
	The Industrial Revolution		(all objectives to be covered)
	Changing Land Ownership in 19 <sup>th</sup> -century Ireland		(all objectives to be covered)
	Changing roles of women in 19 <sup>th</sup> and 20 <sup>th</sup> centuries		(all objectives to be covered)
Politics, conflict and society (2 strand units should be selected each year)	16 <sup>th</sup> and 17 <sup>th</sup> -century Ireland	(all objectives to be covered)	
	O Connell and Catholic Emancipation	(all objectives to be covered)	
	Revolution and change in America, France and Ireland		(all objectives to be covered)
	1916 and the foundation of the state		(all objectives to be covered)
	Northern Ireland		(all objectives to be covered)
	Ireland Europe and the World, 1960 to the present		(all objectives to be covered)
Continuity and change over time (2 strand units should be selected each year)	Homes, housing and urban developments	(all objectives to be covered)	
	Energy and power	(all objectives to be covered)	
	Literature, art, crafts and culture	(all objectives to be covered)	
	Barter, trade and money		(all objectives to be covered)
	Nomadism		(all objectives to be covered)
	Workshops and Factories		(all objectives to be covered)