

Curriculum Planning Template for drafting
a Whole School Plan for

History

History

■ History Whole School Plan

■ Introductory Statement and Rationale

History is about the natural, human, social and cultural environment we inhabit, leading from the past to the present and into the future. As a new school community in a new area we are creating our own history while still being connected to a very rich local history. The process has involved consultation with the whole school community.

Rationale:

To benefit teaching and learning

To conform to principles outlined in the primary curriculum

To facilitate the long and short term planning of individual teachers

To inform new or temporary teachers of the approaches and methodologies used in our school.

■ Vision and Aims

(a) Vision

This plan supports the ethos of our school by being child centred. It actively promotes and values a willingness to investigate and examine significant and everyday events in the immediate past of the child, their family, in Ireland and the wider world. By creating opportunities for all children to work as historians they will develop an understanding of the actions, beliefs and motivations of people in the past and have a more informed appreciation of contemporary society and environments.

(b) Aims

To develop a curiosity about the past

To develop an understanding of the concepts of change and continuity

To foster sensitivity to the impact of conservation and change within local and wider environments.

To provide for the acquisition of concepts and skills associated with sequence, time and chronology.

To develop critical thinking.

To develop empathy with people from the recent and distant past.

To enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts.

■ Curriculum Planning

1. Strands and Strand Units

Infant Classes pp 15-20

First and Second classes pp 23-31

Third and Fourth classes pp 34-35

Fifth and Sixth classes pp 54-55

Teachers will familiarise themselves with the strands and strand units relevant to the class they are teaching. Schemes will be organised to ensure a balance between local, national and international contexts. The skills and concepts as outlined in the history curriculum will be reflected in the schemes, as will the teaching methodologies.

2. Skills and Concepts Development

Teachers will ensure that there is a balance between skills development and the acquisition of knowledge when implementing the curriculum.

Junior and Senior Infant Classes

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

3. Approaches and Methodologies

We use the child and their life as the starting point for all history lessons.

Drama and role play

Story

Oral evidence

Documentary evidence

Using ICT

Personal and family history

Using artefacts

Pictures and photographs

Use of the environment

Time lines

Key Methodologies of the Primary Curriculum are used to plan each lesson.

talk and discussion

active learning

problem solving

developing skills through content

co-operative learning

Use of the environment

4. Linkage and Integration

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

There are opportunities to link one strand with another strand in the history curriculum.

There are opportunities to link a strand and a strand unit.

Strands can be linked using a thematic approach.

Integration: Refer to pp 56-61 Teacher Guidelines

Opportunities for integration are referred to in the Curriculum at the end of each strand unit
History may be integrated with other SESE subjects.

History may be integrated with English, Drama, Music, Art and Maths.

The Learn Together Curriculum would provide many opportunities for integration with history.

Integration is planned and organised by individual teachers or with Team teaching partner.

Themed based activities are used to support integration.

There are whole school decisions made that overlap with aspects of the history curriculum which can be facilitated through whole school planning.

5. Multi-Grade Teaching

We use a thematic approach to multi grade teaching of history.

We integrate history with other curricular areas especially SESE

We integrate history with the Arts subjects. (Teacher Guidelines pp.58-61)

Selection of text books, resources and themes will be planned to ensure that each class group covers the curriculum fully on finishing a multi grade class.

6. Assessment and Record Keeping

The following assessment tools will be used to gather information about a child's progress:

Teacher observation

Teacher questioning

Teacher-designed tasks and tests

Work samples, portfolios and projects

Teachers assess progress in the child's knowledge of the past, ability to use historical skills and the development of attitudes.

Parents/Guardians will be informed of their child's achievement in History at P/T meetings, through work in the child's copy, projects displayed during Student Led Conferencing, wall displays and end of year reports.

7. Children with Different Needs

Refer to Teacher Guidelines p 43

Children with physical disabilities will be supported to access the History curriculum with the help of Special Needs Assistants when available.

Children of different abilities are provided for by adopting a number of strategies.

Following a whole group lesson, children may be set tasks of varying complexity

Teachers' questions in oral discussions can use a range of skills from simple recall to more complex comparative and analytical skills based questions.

Opportunities will be provided for children to record and report in oral presentations, drawings, photographic evidence and written accounts.

Children will be provided with opportunities to work in small groups and to produce work as a group.

Teachers will differentiate in their planning to ensure all children have equality of participation.

Examples of Differentiation:

Types of tasks set

Outcomes of activities

Support of other children and adults

Scaffolding and sequencing of learning

Recording

Duration of activity

8. Equality of Participation and Access:

Girls and boys will be given equal opportunity to participate in all class activities.

When teaching history the role of both women and men in local, national and international contexts will be considered.

History class will provide opportunities for studying the ordinary lives of women, men and children.

History class will be used as an opportunity to integrate the culture of all pupils with equal attention being given to all festivals and celebrations.

Attention will be given to the specific needs of children with an educational disadvantage or whose first language is not English.

■ Organisational Planning

9. Timetable

History will be timetabled within the allocated time for SESE (2 and a half hours for Infant classes, 3 hours for all other classes).

The way in which this is done and the extent to which discretionary time is used for this subject will be left to the discretion of individual teachers.

Teachers are encouraged to integrate curricular areas as much as possible to maximise exposure to history.

Teachers may choose to Time block on occasions when teaching history e.g using a thematic approach, working on a project, gathering artefacts or a visit to a local historical site

10. Resources and ICT

There is a reference and resources checklist with items marked as appropriate for each class.

The school library will as far as possible have a range of books to facilitate project work.

Children will be encouraged to read both non-fiction and fiction genres in historical literature.

There will be a history area for displaying artefacts.

There will be a central store of themed history boxes purchased and centrally.

There will be text books available on the book rental scheme for senior classes.

Internet access is available in all classrooms. Teachers will familiarise themselves with material on websites and C.D's prior to use by the children.

ICT will be used to support the recording of children's responses to history.

Teachers and students will adhere to the code of practice to ensure safe Internet usage.

11. Health and Safety

See school policy on health and safety.

12. Individual Teachers' Planning and Reporting

Each teacher will have long and short term planning which will be in line with the school plan and DES regulations.

Teachers will plan using the strands and strand units and /or a thematic approach.

Teachers may use their Cuntas Míósúil to reflect on and review and develop teaching and learning in history.

Each teacher will cover a set topic that is relevant to their class year group using Appendix A

Glance sheets are available to record skills and content covered.

Class teachers will refer to the local history studies plan Appendix B

13. Staff Development

Staff are encouraged to attend relevant CPD in History/ SESE and to share the expertise acquired at these courses.

Teachers will have access to reference books, resource materials and websites dealing with History.

A history Curricular Team will meet to discuss changes and improvements that can be implemented or piloted with the co-operation of the staff.

14. Parental Involvement

Parents with particular expertise on certain topics may be invited into classes to present or facilitate discussions.

Special events e.g Grandparents day may be used to further teaching and learning in history.

Parents may be invited in to observe children's projects.

Parents may be asked to support a class on field trips.

Parents will link with the school's teaching and learning in History through the monthly homework menu.

15. Community Links

Links will be made with local services to access resources e.g Archives at Guinness

Local history societies/ individuals in the community may be invited to support the school's history curriculum.

Children will be brought to local places of interest to support teaching and learning in history.

These local sites will be approved by the BOM.

Contacts will be established with other schools, groups and museums.

16. Places of historic interest

Field trips and trails will be organised to support the teaching of local and national history. The BOM will approve these trips and they will follow the school policy regarding costs.

■ Success Criteria

The success of this plan will be judged as follows:

Through feedback from teachers, students and parents.

How has this plan supported Teachers planning for teaching and learning in History?

How has the interest and awareness of history increased?

Are the procedures outlined in this plan consistently followed?

■ Implementation

(a) Roles and Responsibilities

All teachers are responsible for the implementation of the plan.

It will be monitored and discussed by the History Curricular Team

When necessary it will be discussed at staff meetings or planning days.

(b) Timeframe

This plan will be reviewed in three years on completion of other whole school plans and can be reviewed in conjunction with the school's Geography and science plans

■ Review

(a) Roles and Responsibilities

History Curricular team will be responsible for the review of this plan in consultation with the wider school community.

(b) Timeframe

Plan to be reviewed in September 2020

■ Ratification and Communication

Ratified on _____

To be reviewed _____

Chairperson _____

Principal _____