

HISTORY POLICY



TITLE OF POLICY

History

INTRODUCTION

The following were consulted in drawing up this policy:

- Teachers
- Board of Management

RATIONALE

We decided to focus on History in order

- to benefit teaching and learning of history in our school
- to conform to the principles outlined in the Primary School Curriculum
- to coordinate the good work already being done in the school
- to inform teachers when preparing long term and short term plans.
- to inform new teachers / temporary teachers of the approaches and methodologies used in our school
- To provide a coherent approach to the teaching of History across the whole school

RELATIONSHIP TO SCHOOL'S MISSION

Our mission statement

1. Scoil na mBuachaillí, Cloich na Coillte has a Catholic Ethos, promotes Irish language and culture, is caring-centred and respects different colours, creeds and intellect.
2. Every pupil is encouraged to achieve his full potential – socially, personally and intellectually – in a happy, secure learning environment.
3. The discipline in our school encourages and fosters respect and self-esteem among the pupils.

4. We endeavour to develop supportive and open communication among pupils, teachers, parents, Board of Management and the community.
 5. We aim to have a staff that will continue to be committed, progressive and creative.
- Our policy has an understanding of the characteristic spirit of the school and reflects the school's ethos.

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.

POLICY CONTENT

The History Plan will be addressed under the following headings:

Curriculum planning

- Strands and strand units
- Skills and concepts development
- Approaches and methodologies
- Linkage and integration
- Multi-grade teaching
- Assessment and record keeping
- Children with different needs
- Equality of participation and access

Organisational planning

- Timetable
- Resources and ICT
- Health and Safety
- Individual teachers' planning and reporting
- Staff development
- Parental involvement
- Community links
- Places of historic interest

CURRICULUM PLANNING

1. Strands and strand Units

Teachers are familiar with the strands/strand units/content objectives for their class level(s) - these can be found in the Curriculum handbook

- Infant classes pp. 15-20
- First and Second classes pp. 23-31.

REVIEW

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum.

(a) Roles and Responsibilities

The plan will be reviewed by the following:

Teachers

Pupils

Parents

Post holders/plan co-ordinator

BoM/DES/Others.

Mr. David O'Brien has responsibility for co-ordinating the review.

The plan will be reviewed at staff meetings or at inservice planning days.

(b) Timeframe

Ratification and Communication

Ratification by Board of Management at the next Board of Management meeting.

SUCCESS CRITERIA

How will we know that the plan has been implemented?

- Teachers' preparation will be based on this plan.
- Procedures outlined in this plan consistently followed.

Has the plan achieved its aims?

Means of assessing the outcomes of the plan include

- Teacher/parent/pupil/community feedback
- Inspectors' suggestions/report

Our plan promotes the key considerations when implementing the history curriculum as follows:

- 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

The plan be supported, developed and implemented by the staff, pupils, Board of Management and parents of Scoil na mBuachaillí.

Mr. David O'Brien will co-ordinate and evaluate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

(b) Timeframe

The plan will be implemented in March 2008.

- Third and Fourth classes pp. 34-35
- Fifth and Sixth classes pp. 54-55.

Teachers from Junior Infants to Second class will cover strand units in each class. Teachers from 3rd to 6th classes to collaborate when necessary in selecting strand units for each class. Children from 3rd to 6th classes are exposed to a variety of strand units.

- These strand units recorded as part of the school plan - see below:

RANG 3

Strands: - Local Studies

Strand Units:

- Homes,
- Games and Pastimes in the past,
- Buildings, sites or ruins in my locality
- My locality through the ages

Strands: - Story

Strand Units:

- Stories from the lives of people in the past
- Myths and legends

Strands: - Early People and ancient societies

Strand Units:

- Stone Age peoples
- Bronze Age peoples
- Romans
- Egyptians / Greeks / Vikings (2 of these)

Strands: - Life, society, work and culture in the past

Strand Units:

- Life in mediaeval towns and countryside in Ireland and Europe
- Life in the 19th Century

Strands: - Continuity and change over time

Strand Units:

- Food and farming

- Homes and houses
- Shops and fairs (local)
- Transport - flight (local)

RANG 4

Strands: - Local Studies

Strand Units:

- My family - family skills tree
- My school

Strands: - Story

Strand Units:

- Stories from the lives of people in the past
- Myths and legends

Strands: - Early People and ancient societies

Strand Units:

- Early Christian Ireland
- Vikings
- North American peoples e.g Native American peoples

Strands: - Life, society, work and culture in the past

Strand Units:

- Life in Norman Ireland
- Life in Mediaeval towns and countryside in Ireland and Europe
- Life in the 18th century
- Life during World War 11

Strands: - Continuity and change over time

Strand Units:

- Food and farming
- Communications
- Shops and fairs
- Schools and education

staff meetings to share the expertise acquired at these courses.

- Colleagues, who may need assistance, given help or advice on the preparation and implementation of the History curriculum are encouraged to speak to Mr. O'Brien (Post of Responsibility Holder) or the Principal.

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)

Parents can support their child in fostering an interest in history - by encouraging their son to become involved in the activities held in the school throughout the year, bring their child to local / national places of historical interest, watch historical programmes on the television with their child or listen to programmes on the radio etc

15. Community links

- Are there members of local history societies/individuals in the community that might support the school's history curriculum: c.f. page 13
- Links will be made with local services to access resources? *e.g. local radio and newspapers, local and county libraries.*
- There are local places of interest where the children could be brought as part of the history curriculum: for list please see pages 9-12
- E-mail may be used by teachers to contact other schools, groups, museums.

16. Places of historic interest

- Are places of historic interest incorporated into school tours? - e.g. The Geraldine Experience, Killarney National Park, Windmill in Tralee etc.
- Field trips and trails may be organised to support the teaching of local and national history: see pages 9-12.

can be downloaded from the website, and other children's work and photographs are available to one and all on www.snbcloonakilty.com

- We have an Acceptable Usage Policy to ensure safe Internet usage.

11. Health and safety

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

Consideration is given to the following when planning for history:

- Hidden dangers if children are moving around the classroom
- Storage facilities
- Access to, and transport of, equipment
- Ventilation of the classrooms
- Appropriate volume levels when using audio equipment and video equipment.
- Safety when planning and undertaking Field Trips.

12. Individual teachers' planning and reporting

- Individual teachers will refer to the school policy when preparing their long and short-term plans.
- Teachers will plan using a variety of approaches - e.g. using the strands and strand units, using a thematic approach etc.
- The Cúntas Míosúil will be used to review and develop the whole school plan/individual preparation for following years. This will be organised by Mr. O'Brien (Special Duties Teacher for History)

13. Staff development

- Teachers have access to reference books, resource materials, instruments, equipment and websites dealing with history.
- Mr. O'Brien (Post of Responsibility Holder) will take responsibility for monitoring developments, research new methodologies, arrange for demonstrations, create opportunities to try out materials/instruments and assess whether or not they should be purchased.
- Information about in-service courses, school visits, etc are communicated to all.
- All teachers are encouraged to attend in-service courses and there is an opportunity at

RANG 5

Strands: - Local Studies

Strand Units:

- Locality through the ages
- Games, Pastimes in the past

Strands: - Story

Strand Units:

- Stories from the lives of people in the past - e.g. St. Brendan
- Myths and legends - Androcles / Hugh O'Flaherty

Strands: - Early People and ancient societies

Strand Units:

- The Celts
- Australasian People - Maoris

Strands: - Life, society, work and culture in the past

Strand Units:

- Life in Norman Ireland
- World War 1

Strands: - Eras of change and conflict

Strand Units:

- The Renaissance
- The Famine

Strands: - Politics, Conflicts, Society

Strand Units:

- 16th Century Ireland
- Daniel O'Connell

Strands: - Continuity and change over time

Strand Units:

- Clothes
- Barter through the Ages / Money

RANG 6

Strands: - Local Studies

Strand Units:

- Schools
- Buildings
- Ruins

Strands: - Story

Strand Units:

- Stories from the lives of people in the past - e.g. Colmcille, Tom Crean

Strands: - Early People and ancient societies

Strand Units:

- Egyptians
- Aztecs

Strands: - Life, society, work and culture in the past

Strand Units:

- World War 11

Strands: - Eras of change and conflict

Strand Units:

- 19th Century Ireland
- Women in History

Strands: - Politics, Conflict and Society

Strand Units:

- French Revolution

ORGANISATION PLANNING

9. Timetable

The time is allocated at each level for History is as follows:

Junior Infants / Senior Infants: 45 minutes

Rang 1 / Rang 2: 1 hour

Rang 3 / Rang 4: 1 hour

Rang 5 / Rang 6: 1 hour

10. Resources and ICT

- There is an inventory of resources, equipment and instruments available to all teachers for history. This is updated on a yearly basis - usually in February / March by all members of staff. Each teacher has a copy in their classroom.
- The resources for history are centrally stored - Resource Library books, CD ROMs, DVDS etc, though some teachers have equipment in their own classrooms.
- Mr. O'Brien / Mr. Harte (Post of Responsibility Holder) is responsible for the maintenance and update of History equipment. However all staff may request equipment at any time.

ICT

(Refer to p. 114 Teacher Guidelines)

- ICT will play a major role in the history plan: for example - the use of CD ROMs, Videos, DVDs, Apple iMac, Opus Pro XE (Multimedia Authoring Software) and Hyperstudio.
- What appropriate software is currently available in the school?
 - Opus Pro XE
 - Hyperstudio
 - Microsoft Word and Creative Writer
 - Plus many content rich software - please refer to inventory for information on this.
- The Internet can be used to access websites. Children's work e.g. Opus Pro projects

in the History Lesson. If necessary the child's SNA will play a wider role/ responsibility during some History activities to enable the child to fully participate in the lessons. (Refer to the NCCA Draft Guidelines for Teachers of Students with General Learning Disabilities)

- Occasionally classes / organised activities may be adapted to include children who may have physical disabilities.
- The school provides challenges for children of exceptional ability - through involvement in Multimedia Authoring / Fís - where the children made their own CD ROMs and films.
- Opportunities are provided for co-operative learning: e.g. project work, pair work.
- Opportunities are provided for children to communicate information in a variety of ways: e.g. picture, art, drama, ICT, story, film.
- With regard to personal history, how do teachers address the issue of sensitive family situations e.g. *the death of a parent or sibling, lone parents, separated parents, adopted children, fostered children...* - a special meeting at the start of each year is organised where information is passed on from one teacher to another.

8. Equality of participation and access

(Refer to school's Equality Policy and Curriculum p. 4)

- As with all subjects, gender issues need to be considered in relation to the teaching of history e.g. *addressing the role of women in local, national and international contexts?*
- The history class provides opportunities for studying the ordinary lives of women, men and children.
- The history class can be used as an opportunity to integrate the culture of all pupils e.g. *Travellers, international pupils etc.*
- Specific cultural issues be addressed e.g. *festivals, religious celebrations, ...* in the strands by the individual class teacher / resource teacher / learning support teacher / language support teacher.
- Identify provision required, as and where necessary, for inclusion of the following
 - Children experiencing any form of disadvantage: book rental scheme, inclusion in all school activities / trips i.e. cost of the trip will never prevent a child from attending.
 - Children whose first language is not English: the continued provision of a language support teacher is vital in integrating children who come from a different country to our school.

- Civil War in Ireland

Strands: - Continuity and change over time

Strand Units:

- Nomads
- Transport

Please note the following:

- Certain topics, selected from the menu curriculum, will be studied in depth by middle classes, senior classes.
- Certain topics are revisited in more depth as the child progresses through the school.
- These topics are recorded as part of the school plan - see above and below (Local History audit).
- There is continuity and progression in the history curriculum from class to class.
- When selecting content, there is a balance between local, national and international contexts.
- Strands are selected that are relevant to the local environment and the locality of the school.

Local History Audit

David O'Brien (Post Holder with responsibility for History) will access information on the points listed below and produce a resource pack for same.

A. Origin of Clonakilty

- Field
- Wood
- River
- Castle McCarthy
- Charter 1613
- Richard Boyle, Earl of Cork

B. Old and New - CD ROM

C. Surrounding Townlands -

- names and origins of name- map in Rang 6 and CD ROM.

D. Architecture

- Emmet Square
- Georgian buildings - 2/3 storey
- Windows
- Doorways
- Building materials
- Stone
- Roof / slate

E. Buildings of Historical Interest

- Churches
- Post Office
- Convent
- Breweries / Deasy
- Stores - grain
- Quay
- Linen Hall
- Powerhouse
- Courthouse
- Barrack
- Railway Station
- Masonic Hall
- Mill
- Market Hall

F. Old Businesses

- Shops on streets
- Lawrence Collection
- Extinct trades - coopers, wheelwright, blacksmiths, tanneries, brewing, harness makers, dressmakers

G. Trade

- Imports / Exports
- Long Quay - Deasy
- Fishing
- Grain
- Linen
- Emigration
- Shipping
- Smuggling
- Shipwrecks (see CD ROM) - Deasy Schooner, Lusitania
- Railway - beet, passengers, cattle srl

6. Assessment and record keeping

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

What do teachers assess? *(See p. 76 Teacher Guidelines)*

- Progress in children's knowledge of the past
- Ability to use historical skills
- Development of attitudes

Identify assessment tools used to gather information about a child's progress

- Teacher observation
- Teacher-designed tasks and tests
- Work samples, portfolios and projects *(consider use of ICT, pictures, paintings, models, story board)*
- Curriculum profiles

What use is made of the information gained from the assessments?
This information is used to form part of class and school planning.

Records

What records are kept: reports / pupils profiles (where appropriate).
Where are the records kept: in the child's file in the classroom and in the office.

How do teachers share information with children/parents?

- Information is shared as follows:
- Parent/Teacher Meetings
- Summer Report
- Signing copies / work throughout the year where appropriate
- Parents can view children's work on display in the school - corridor/classroom or on the internet, on the school website.

7. Children with different needs

(Children with emotional and behavioural difficulties; children with learning difficulties; children with physical disabilities; those with exceptional ability - Refer to Teacher Guidelines p. 43)

- Activities are adapted and modified so that all children can participate meaningfully

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. 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)

The activities we use to integrate history with other SESE subjects – geography and science may consist of :

- Projects
- Trails
- ICT - Opus / Hyperstudio / Website design
- Film - e.g. Fís
- Stories
- Local History

This integration is planned and organised by the teachers in their Long / Short term planning.

Theme based activities are used to support integration.

5. Multi-grade teaching

The following issues will be considered in multi-grade situations:

- *Using a thematic approach*
- *Integration with other subjects in SESE – geography and science, SPHE, Language programme, Music, Drama (Teacher Guidelines pp.58-61)*
- *Selection of text books*
- *Classroom organisation*

- Special events - regatta, cattle show
- Land league

H. Historical Events

- Famine - fever hospital, soup kitchen, workhouse (Poor Law Union)
- Battles - Big Cross, Inchydoney
- Independence
- World War 11 - “taint a bird”/ O’Donovan’s Hotel
- O’Connell’s Monster Meeting - Ballinascarthy
- Ardfield Women

I. Famous People

- Lord Richard Boyle
- Bence Jones Frekes
- Mrs. Travers
- Barry Family (Rathbarry)
- Michael Collins
- Mary Jane Irwin
- Mons. O’Leary
- Mrs. O’Donovan (School)
- William Harnett
- Deasy Family
- Jane Spiller

J. Pre History / Bronze Age - see CD ROM by Mr. O’Brien

- Lisnagun Fort
- Shannonvale Stone Circle
- Ogham Stone
- Connor’s Cross Standing Stone
- Tawnies Fort
- Drombeg Stone Circle
- Athaglasna (Oldest in West Cork)

K. Traditions / Customs

- May Day
- Shrove Tuesday
- St. Stephen’s Day
- Agricultural Show
- Coursing
- Point to Point
- Fr. Power (Ross.)

L. Mass Rocks / Hedge Schools

M. Military History

Inschool History Resources developed by staff and pupils

A stroll through Clonakilty's Past - on CD ROM

Streets of Clonakilty

West Cork Archaeological Sites - on CD ROM

Shipwrecks around the West Cork Coast

Model of Old School

Old Inspector Reports

Old Roll Books

Local History Resource Packs **(1)** Tour of Clonakilty, Churches of Clonakilty, Map and Guide **(2)** Clonakilty and District - Past and Present, Clonakilty Poems and Songs, Historical Walk of Clonakilty **(3)** History of Clonakilty, Notes from 1960s, History (Website), Michael Collins, O'Donovan Rossa, Clonakilty Museum

2. Skills and concepts development

The strategies used by each class to develop the child's skills to work as a young historian are outlined below:

Junior and Senior Infants p. 18 Curriculum

Time and chronology: *Sequencing / photographs*

Using evidence: *photographs, toys, artefacts, stories, interview*

Communication: *art, drama*

First to Sixth classes p. 26, pp. 40-41, pp. 60-61 Curriculum

Time and chronology: *timeline, sequencing*

Change and continuity: *differences between past/present, photographs*

Cause and effect: *Looking*

Using evidence: *photographs, artefacts, stories, songs*

Synthesis and communication: *art, dramas, creative writing*

Empathy

It is important to be conscious of maintaining a balance between skills development and the acquisition of knowledge in implementing the curriculum.

3. Approaches and methodologies

The following approaches and methodologies are currently being implemented:

- 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* [Refer to school website](#)
- Use of the environment *pp. 99-103 Teacher Guidelines*

Visitors to the classroom:

Timothy Crowley

Maurice McCarthy

Dermot Draper

Gerald Butler

Tadhg O'Driscoll (Resource Teacher in Scoil na mBuachaillí, Clonakilty)

Tomás Tuipéar

Noreen Minihane

Pat Collins (Resource Teacher in Scoil na mBuachaillí, Clonakilty)

Visits to the Michael Collins Museum will be arranged.

Post of Responsibility Holder, Mr. David O'Brien has responsibility for this project.

Time lines will be used and displayed in the school corridor.

Refer to Teacher Guidelines p.8 and pp. 25 -54 Archaeology in the Classroom