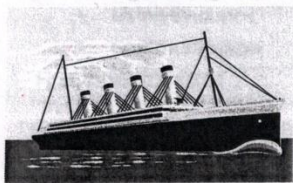




# STAIR



## History

### Introductory Statement and Rationale

#### (a) Introductory Statement

The plan was formulated over the school years 2012-2013 by all teachers over curriculum days, staff meetings and school development planning days.

#### (b) Rationale

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

#### (c) Vision

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.

#### (d) 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 community
- \* 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 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

The 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 and ICT
10. Health and safety
11. Individual teachers' planning and reporting
12. Staff development
13. Parental involvement
14. Community links
15. 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.
- During the formulation of the core curriculum the strand units to be taught were selected for each class 3<sup>rd</sup>-6<sup>th</sup>.
- These strand units are recorded in the core curriculum in this plan.
- 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 e.g. early monastic settlements – Teampall Éanna, Teampall Bheag, Tobar Phádraig.
- The audit of local history has been completed and resources are located in a History Folder in the staff room.

The local history reflects the monastic history in Ireland, the Bronze Age, Norman Invasion and life in Ireland (Moycullen Castle, Tullykyne Castle), World War –Mount St. Joseph.

## **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.

## **3. Approaches and methodologies**

The following approaches and methodologies are implemented in our school

- Story pp
- 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 with history and integrate 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
- Through
  - Teacher observation
  - Teacher-designed tasks and tests

- 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.
- Termly results are kept and passed onto the next teacher. This information is also passed onto parents. A written report is given to parents of 1st to 5th class children in the summer.

## 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 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 i.e. 1 hour per week from 1<sup>st</sup> -6<sup>th</sup> and 45 minutes per week in the infant classroom
- Teachers do time block 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 and ICT

- There is an inventory of general resources in the school including those available for history
- Appropriate artefacts are displayed in classroom during lessons
- Children visit local areas of interest
- Teachers can request additional resources on a wish list and these can be purchased as funding becomes available

### ICT

- There is a selection of technologies available in the school e.g. tape recorder, digital video camera, digital camera, IPAD, computers
- Appropriate software is listed in the ICT policy document
- How and where the software is stored is listed in the school's ICT policy document in the school plan
- The code of practice to ensure safe internet usage is recorded in the school's ICT policy documents

## 10. 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....

## 11. 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 Miosúil. This will serve as a starting point in reviewing and developing the whole school plan (core curriculum /individual planning for following years.

## 12. Staff development

- Teachers have access to reference books, resource materials and website dealing with history. Each teacher is responsible for this during preparation. P.O.R. is responsible for resources stored centrally.
- 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 staff at in-service, staff meetings and informal discussions.

## 13. Parental involvement

- Parents and grandparents are invited to become involved in supporting the history curriculum through participating in interviews with children, sharing stories/pictures/artefacts from their past. Some parents, grandparents are invited in to speak to classes on specific topics where their experiences and knowledge provides a perfect stimulus for a lesson.

#### 14. Community links

- Members of Moycullen Historical Society visit and support the school in the area of local history.
- Publishing articles in local periodical

#### 15. 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
- 

#### 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 outcome 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

The plan be supported, developed and implemented by the teaching staff of Scoil Mhuire.

##### b) Timeframe

This plan is to be implemented from January 2013

---

#### Review

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

Those involved in the review

Teachers

Pupils

Parents

Post holders

School development planning post holder???????????

BOM/DES/Others

---

This plan was ratified by the Board of Management to Scoil Mhuire.

This plan was updated and entered into the school plan.

This plan will be communicated to staff at staff meetings and by distributing copies of the school plan

This plan will be reviewed as necessary.

### **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)

Irish National Teachers Organisation [www.into.ie](http://www.into.ie)



History Programme – Naíonáin Shóisearacha

Strand	Strand Unit		Strand	Strand Unit	
MYSELF AND MY FAMILY	Objective	Myself	STORY	Objective	Stories
	1	-What baby needs -Growing up -I can do lots of things		1	- St Patrick - St Brigid - Muire
	2	- Baby Box of clothes/toys etc - Baby Books - First Toys - Clothes - Bottles etc		2	-Children/parents of children in the class from different ethnic backgrounds to tell about daily lives
	3	-Photographs (Timeline) - Old or new - Colourful Hallowe'en - Colourful Christmas - First Day/Year in new class		3	- Parents/Grandparents of children - Relatives
	Objective	My Family		4	- Goldilocks - 3 Little Pigs - The Gruffalo
	1	Family Members		5	- We're Going on a Bear Hunt
	2	Compare Relative Ages - (Family/Class Standards)		6	-Which comes first?
	3	Family Photographs		7	-Which comes last?
	4	Alive-O		8	-My day
				9	-Going on a bus
				10	-Legends of local placenames including Uilin and Eraibsen
	5	M family at Christmas			

History Programme – Naíonáin Shínsearachá

Strand	Strand Unit		Strand	Strand Unit	
MYSELF AND MY FAMILY	Objective	Myself	STORY	Objective	Stories
	1	- My Age - Growing up - Growing changing - First Day in my new class - Places where I have lived		1	- St Patrick - St Brigid
	2	- Baby Box of clothes/toys etc - Baby Books - Toys old and new - Clothes old and new - Bottles etc		2	- Tojo goes for Water - Children/parents of children in the class from different ethnic backgrounds to tell about daily lives
	3	- Photographs (Timeline) with Scoil Mhuire – 3 schools in Moycullen - Hallowe'en - Christmas - First Day/Year in new class		3	- Parents/Grandparents of children - Relatives
	Objective	My Family		4	- The Very Hungry Caterpillar
	1	Family Members		5	- The Little Red Hen - The Gingerbread Man
				6	- The Enormous Turnip
	2	Compare Relative Ages - (Family/Class Standards)		7	- Town Mouse, Country Mouse
	3	Family Photographs		8	- The Ugly duckling - The 3 Little Pigs
	4	Alive-O		9	Legend of the naming of Moycullen and Lough Corrib from the two giants Uilleán and Eiribsen
	5	M family at Christmas			
	6	Places/homes where I have lived - New Additions - Pets			
	7	Clothes long ago and now			

History 1<sup>st</sup> class

Strand	Strand Unit	Activity
Myself and my family	Myself	Recording personal details
		Timeline
		Personal events
		Clothes – now and then (photos)
		There is no-one quite like me
	My family	Myself and my family
		We change as we grow older
	When my grandparents were young	Now and then (grandparents) lunches/favourite food .
		Evidence from local people
		Water in the home (photos)
		Past or present?
		Local Study – Timeline of the 3 Moycullen schools 1834-present day.
		Moycullen Castle
		Toys and games in the past – oral evidence from local people – photo 1937
Talk to family members about games they played in the past		
Feasts and festivals in the past	Christmas long ago	
	Halloween games	
	Games and Songs	
Change and continuity	Continuation and change in the local environment	Local trail – old and new school – My school
		Old photographs – now and then; record findings
		Look at roll book and difference of names
Story	Stories	Story telling
		Oisín in Tír na nÓg
		Children of Lir
		Mother Theresa of Calcutta

History 2<sup>nd</sup> class

Strand	Strand Unit	Activity
Myself and my family	Myself	You as a baby
		growing
		My own timeline
	My family	My family tree
	When my grandparents were young	How schools have changed
		Machines – now and then
		Past and present. (photos of Galway City)
		The history of the three Moycullen churches from 1826 to present day
		Scoil Mhuire – the three schools – changes from past to present
	Games in the past	
	Feasts and festivals in the past	Hallowe'en is coming
Your Hallowe'en checklist		
Change and continuity	Continuation and change in the local environment	A timeline – Florence Nightingale
		Timelines
		Schooldays
		Home Farm Grotto
Story	Stories	A famous inventor – Thomas Edison's light bulb. (cine camera photos)
		Pelé
		The Titanic
		The salmon of knowledge
		The legend of the silkworm
		Moonlanding

3<sup>rd</sup> Class

Term	Strand	Strand Unit	Activity
1	Local studies	My family	Story of me and my family
		My school	My locality
		History of our locality	Monastic settlements local to Moycullen Teampall Eanna, Teampall Beag, Teampall Chailin agus Teampall bhreannain
			Bolláin(Quernstone), Killagoola, Clooniffe Tobar Eanna, Tobar Phadraig, Tobar Chailin agus Tobar Mhic Duaich
			The three Moycullen churches from 1826 to present day
	Continuity and change over time	Transport	Transport through the ages
		Houses and homes	Houses and homes through the ages
	Story	Stories from people in the past	Christopher Columbus
		Myths and legends	The salmon of knowledge
2	Local studies	Feasts and festivals in the past	Santa Claus
		Tullykyne	History of Tullykyne Castle
	Early people and ancient societies	Early Christian Ireland	Island of Saints and Scholars
		Vikings	Vikings in Ireland
		Australasian people	The Maoris
		Egyptians	
	Continuity and change over time	Houses and homes through the ages	
	3	Local studies	My school
History of our locality			Mount St Joseph 1847- present(introduction )
Story		Stories from people in the past	Tom Crean
		Myths and legends	Androcles and the lion
Life, society, work and culture in the past		Life in the 19 <sup>th</sup> Century	The famine
		Life during WWII	

4<sup>th</sup> Class

Term	Strand	Strand Unit	Activity
1	Local studies	My family	History of my family
		Feasts and festivals in the past	Hunting the wren
	Story	Myths and legends	Oisín in Tír nan Óg
			Setanta
		Stories from the lives of people in the past	The travels of Marco Polo
			Changes all around us
2	Story	Stories from the lives of people in the past	Hannibal crosses the Alps
	Life, society, work and culture in the past	Life in Norman Ireland	Mediaeval castles, the changes the Normans brought to Ireland
		Life in Ireland since the 1950s	Life in Ireland
3	Story	Stories from the lives of people in the past	Nano Nagle
			The Olympic Games
	Early people and ancient societies	North American peoples	The Sioux people of North America
	Continuity and change over time	Food and farming	
		Shops and fairs	Shopping
	Local studies	My locality through the ages	History of Maigh Cuilin – local guest speakers Famine Hospital – Mt St Joseph and coffin ships
			Life long ago in Maigh Cuilin
			Farming / food implements
			Historical figures associated with area

5<sup>th</sup> Class

Term	Strand	Strand Unit	Activity
1	Local studies	My locality through the ages	Maigh Cuilin, Lough Corrib
		Buildings, sites or ruins in my locality	Crew Hill, Kilagoola, Tullykyne Castle
	Story	Myths and legends	King Midas (Ancient Greek)
	Early people and ancient societies	Greeks	Midas
		Romans	Pompeii
		Aztecs	The Aztecs
	Eras of change and conflict	Women who made a difference	Changing role of women in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries
		The Renaissance	The Renaissance – A new age
2	Life, society, work and culture in the past	Life in the 18 <sup>th</sup> century	Life in the 18 <sup>th</sup> /19 <sup>th</sup> century – the Industrial Revolution
		Life in Ireland since the 1960s	1960s Ireland
	Eras of change and conflict	The Industrial Revolution	Moycullen Railway Line
		WWI	
	Politics, conflict and society	Revolution and change in America, France and Ireland	The French revolution Ireland in the age of revolutions
			Northern Ireland
	Continuity and change over time	Homes, housing and urban developments	Industrial revolution – homes, housing and development – energy and power
3	Local studies	My locality through the ages	Maigh Cuilin, Lough Corrib
		Local Placenames	Placenames in and around Moycullen
			Home Farm Graveyard, Rodrich O’Flaherty’s chair opposite church
	Story	Stories from the lives of people in the past	Padraic Breathnach
			Ruairi O’ Flatharta (the chair at the church)
			Nelson Mandela
	Politics, conflict and society		
		Ireland, Europe and the world , 1960 to the present	Life in the 1960s

	Continuity and change over time	Caring for the sick	History of Medicine

6<sup>th</sup> class

Term	Strand	Strand Unit	Activity
1	Local studies	Homes	Celtic homes- Rath, Lios, Cathair, Crannóg
	Story	Myths and legends	Cuchulainn
			Fionn MacCumhaill agus na Fianna
			An bradan feasa
			Diarmad agus Grainne
			Fionn agus an bodach
	Early people and ancient times	Celts	
2	Local studies	Feasts and festivals in the past	??????????????
		My locality through the ages	Logainmneacha áitiúla – local place names
			Inchagill Island (M Semple’s book)
	Life, society, work and culture in the past	Life in mediaeval towns and countryside in Ireland and Europe	Mediaeval Galway
		????????????????????/	The Gaelic revival
	Early people and ancient times	Australasian peoples	The Aborigines
	Eras of change and conflict	The great famine	Mount St. Joseph (1847) Fever Hospital, Auxiliary Workhouse, Dispensary, Parochial House and private residence Landlords – Danesfield, Knockbane and Drimcong
		Changing roles of women in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries	Marie Curie
3	Life, society, work and culture in the past	Life during WWII	
	Eras of change and conflict	The Reformation	