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| **History Policy**  Description: Description: C:\Users\User\Documents\school crest\boolavogue2 with name.jpg |
| **Rationale**  Historical education is not concerned solely with the transmission of a body of knowledge about the past but with children also experiencing something of the way in which historians go about their work. Through exploring the past in this way, children can acquire knowledge and concepts while simultaneously developing important skills and attitudes appropriate to their individual stages of development.  Children’s’ learning experience in history should:   * arouse enthusiasm and curiosity about the past * encourage discussion and a questioning, critical attitude to accounts of the past and, as children grow older, to the evidence used to support these accounts * develop historical skills and wider skills of co-operation, communication and problem-solving * engage children in lively, purposeful activity in the classroom and in extensive exploration of the local environment   History in the primary school can then make a unique and vital contribution to the harmonious development of the child in a truly child-centred education.  *To know nothing of what happened before you were born is to remain forever a child.          - Cicero* |
| **Vision**  We envisage that in History each child will be given the opportunity to develop their historical content and skills of the historian to their full potential, appropriate to their age. A major concern in this curriculum is the involvement of children in the study of personal  and local history. Children can gain their first impressions of the concept of time through  simple discussions of personal and family history. By exploring the changes which have  occurred and elements which have remained unchanged in their own lives, in the lives of  their families and friends, and in their homes and immediate environments, children begin  to appreciate the existence of times different from their own. Their historical understanding  is enriched as they visit and investigate the buildings and common features of the locality  and the lives of people who have lived there. In this way, the study of the past and the  development of a sense of time come to have an immediate relevance as children explore  and understand the world in which they live. The curriculum provides for the exploration of  personal, family and local history at all levels and suggests practical, simple activities in  which these elements of local studies may be completed.  **Aims**  We endorse the aims of the Primary School Curriculum for History (pp. )   * 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. |
| **Curriculum**   |  |  |  | | --- | --- | --- | |  | **Infant classes** | **First and second classes** | | *Strands* | * Myself and my family * Story | * Myself and my family * Change and continuity * Story | |  | **Third and fourth classes** | **Fifth and sixth classes** | | *Strands* | * Local studies * Story * Early people and ancient societies * Life, society, work and culture in the past * Continuity and change over time | * Local studies * Story * Early people and ancient societies * Eras of change and conflict * Politics, conflict and society * Life, society, work and culture in the past * Continuity and change over time |   All teachers are familiar with the strands, strand units and content objectives for their class  levels. Curriculum objectives area at the core of each history lesson, and teachers refer to the  curriculum objectives in their own planning.  The content objectives are laid out on the following pages in the Curriculum Handbook.  Infant Classes pgs. 19-20  First and Second classes pgs. 27-31  Third and Fourth classes pgs. 42-50  Fifth and Sixth classes pgs. 62-71 |
| **Approaches and Methodologies**  We will use a combination of the following approaches:   * Story * Personal and family history * Using evidence * Oral evidence * Using artefacts * Using pictures and photographs * Using the environment * Documentary evidence * Drama and role play * Using ICT * Active learning * Talk and discussion * Problem solving * Collaborative learning i.e. pair work and group work * Individual work * Looking at children’s work * Skills development through content: * Time and chronology * Cause and effect * Using evidence * Change and continuity * Empathy * Synthesis and communication |
| **Assessment and Record Keeping**  Assessment is used by teachers to inform their planning, selection and management of  learning activities so that they can make the best possible provision for meeting the varied needs of the children.  Teachers report twice a year to children and parents/guardians through parent-teacher meetings and end of year school reports. Children may be asked to self-assess and peer assess where appropriate.  Our assessment tools are:   * Teacher observation * Teacher-designed tasks * Work samples   The following are other assessment tools used by  teachers:   * + Teacher observation   + Worksheets and work in copies   + Quizzes   + Ongoing teacher-designed tests. Children will bring the tests and the results of such tests home for signing. Test results are kept by the class teacher and passed on to the next teacher. |
| **Differentiation**  We acknowledge that each individual child has particular needs and all are at different stages of their personal development. A thematic approach will be taken for the teaching of history in the mulitgrade classrooms with a different level of work expected from the various classes within the multigrade setting. At times, the children will work in similar class groupings or mixed class groupings to stretch the children to the upper level of their zone of proximal development. Support will be given to children with special needs such as dyslexia during literacy driven history tasks. Sensitivity around the theme of ‘family’ will be used by all teachers. |
| **ICT**  Information and communication technology may be integrated with history through the use of the Interactive whiteboard, digital camera, photo-copier, digital video-camera , DVDs ,CDs and the internet.  Children are encouraged to conduct further research outside of school under the supervision of their parents where the internet is concerned.  Children can be asked to produce their own photostory, powerpoints etc.  The following is a list of history websites, however this list is not exhaustive:  [www.seomranga.com](http://www.seomranga.com)  [www.scoilnet.com](http://www.scoilnet.com)  [www.prometheanplanet.com](http://www.prometheanplanet.com)  [www.heritageireland.ie](http://www.heritageireland.ie) |
| **Organisational planning**  The teaching of SESE is allocated as follows:   * Infant classrooms 2 hours 15 minutes per week * 1st-6th 3 hours per week   This must be divided up among the three SESE subjects hence history will have :   * infant classes approx. 45 minutes a week * 1st - 6th 1 hour a week   However, to facilitate the new time allocations for the numeracy and literacy strategy it is at the discretion of the teacher to use some of the time from SESE subjects on occasion. |
| **Resources**  The following resources are available to the children and staff for the teaching of history:  List of text books:  WOW History 5  What a Wonderful World 5 and 6  Each individual teacher also has a selection of their own resources in their classroom.  Additional material is also accessed from the mobile library in accordance with the topics as they arise. |
| **Linkage and integration**  Every attempt will be made to link the various strands of the history curriculum and to integrate the other subject areas with history, where appropriate using a thematic approach.  e.g. History and Geography - Tom Creans’ journey through Antarctica  History and Maths – the dimensions of the Titanic, the statistics of the survivors  History and English – Diary entries, talk and discussion, debates Could the Titanic have survived?  History and Drama – The Titanic  History and Music – Exploring the words of songs e.g. The Fields of Athenry and the connection with the Famine  History and Art – the Renaissance |
| **Extracurricular activity**  Opportunities are provided for children to participate in the INTO Heritage Scheme where a guest speaker is brought into the school to share their expertise in the area of history with the children. September 2011 saw the arrival of historian Paddy Madden.  At times, the children may be brought on excursions in their local area to facilitate the exploration of their locality which is central to the teaching of history in the primary school. With Boolavogue, having significant historical connection with the 1798 rebellion, the children may be brought to the local Fr. Murphy Centre, graveyard etc. from time to time.  Discretionary time may be given to rein acting traditions such as the making of Pancakes on Shrove Tuesday. |
| **Code of ethics**  All teachers and guest speakers working in the school context will be expected to adhere to the school Child Protection Statement. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. |
| **Health and Safety**  All health and safety precautions should be adhered to when taking the children on outside excursions. Should an accident occur in the history lesson we will follow the procedures outlined for accidents in our Health and Safety policy. |
| **Individual teachers’ planning and reporting**  Individual teachers will design a history plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the overall school plan, set out in the policy.  Strands covered in history each month are recorded on the Cúntas Míosúil.  The Cúntas Míosúil will be very relevant in recording what has been covered and in reviewing and developing the school plan for the following years. |
| **Staff development**  The school will access the PCSP History Cuiditheoir through the Regional Curriculum Support Service to support the staff in certain strands if necessary. Guest speakers may be used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved. Teachers will be notified of courses relating to history available in the area. |
| **Parental involvement**  Parents have a responsibility to encourage their children to participate in all strands of the history curriculum.Parents may view the history policy in the school. Parents may be asked to drive or be present as an extra person on any of the history trails, excursions in the local areas. Parents/grandparents may be invited in to talk about the games they played when they were young, school life etc. As the primary school history curriculum, sees personal history as the starting point for children, parents have responsibility to support their children in accessing information for this particular area, oral evidence, artefacts etc. |
| **Community links**  Local organisations are invited to provide information on the services that they provide.We are very much aware of the school’s role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school. Where expertise is available in the area, these people will be invited into the school.  A link has been established with the local ICA which may lead to members of the ICA coming into the school to share old Irish traditions with the children. |
| **Evaluating the policy**  Means of assessing the outcomes of the plan may include;   * Teacher/parent/community feedback * Children’s feedback regarding activity levels, enjoyment and skill development * Inspectors’ suggestions/WSE recommendations   **The criteria for evaluating the success of this policy will be :**   * The level of enjoyment exhibited by the children * The maximum participation by all children * The development of skills and understanding * The level of teacher satisfaction in teaching a broad, balanced curriculum. |
| **Ratification and communication**  This History policy was reviewed in April 2012 and ratified by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_ and parents can inspect the policy in the school office. |