

SESE History

Introductory Statement and Rationale

Introductory Statement

This plan was created by the principal and the staff of Doolin NS following attendance at History in-service training, advice from cuiditheoir, in school planning days and consultation within the staff. The plan was reviewed in 2022.

Rationale

In keeping with the guidelines laid down by the DES (1999) we focussed on this area of planning to ensure that the revised curriculum for History was introduced in our school in a well-planned and organised manner. This plan will benefit teaching and learning within our school.

Vision

The whole school community of Doolin NS consists of a wide variety of different people from different places and of different beliefs. Our ethos statement states that all pupils are equally valued and respected irrespective of gender, race, social background, family circumstances, educational achievement, physical characteristics or intellectual functioning. It is our vision that through the history curriculum we can explore these differences by investigating the lives and stories of people from the locality, Ireland and other countries of a variety of different religious and ethnic backgrounds. The history curriculum provides opportunities for the child to explore investigate and develop an understanding of life in the past and their interpretation of it. The children's interpretation of life in the past is a central theme of our history curriculum.

As our school is based in Doolin, an area of historical importance and interest, it is our vision that we will open the children's minds to their rich local heritage.

Aims

We endorse the aims of Social, Environmental and Scientific Education as outlined on page 12 of the SESE History Curriculum

We endorse the aims of the SESE History Curriculum:

- To develop an interest in and a 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 had an impact on 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 the 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 encourage children to recognise how past and present actions, events and materials may become historically significant.

(SESE History Curriculum Statement Page 12)

Short-term Aims:

We have made the following decisions to promote and develop the teaching and learning history in our school:

- To create classroom plans which reflect the current class groupings of our school.
- To ensure each classroom has a relevant time-line.
- To organise an artefacts month where artefacts are brought in from home and a school museum created in the hall.
- To compile appropriate resource packs for each topic to aid the teaching and learning of history in our school.

Curriculum Planning

1. Strands and Strand Units

Each teacher is familiar with the strands, strand units and content objectives for his/her relevant classes. We are aware that infant classes to second class have to cover all strands and strand units and content objectives. From third to sixth class there is a menu curriculum from which we have chosen strand units. We are aware that we have to carry out two in depth studies each year from third class to sixth class level, one local and one national/international. Certain strand units are revisited throughout the school and covered in depth as the children progress; these strand units are recorded in the teachers' planning. Equal emphasis is given to each strand and strand unit. A full range of objectives will be covered during each year.

We intend to pick certain themes per year to use in theme-based approach to SESE.

Our two year plan is appended.

2. Skills and Concepts Development

Each teacher is aware that the curriculum provides for the development of a growing range of historical skills and concepts. Each teacher is aware of the aspects of **Working as a historian** that apply at each class level. See overview of skills below.

Strategies that we will use in each classroom to develop the History skills include the following:

Infants: Page 18 SESE History Curriculum Statement - we are aware of the skills at infant level.

- Time and Chronology
- Using Evidence
- Communication

At infant level strategies we may use to develop the child's skills to work as a young historian will include:

- Sequencing activities-Ordering objects/pictures; Sequencing of artefacts from own personal past; sequencing of elements in a story etc.
- Use of timelines
- Using simple evidence: artefacts from own personal past: clothes, toys, birthday cards etc; photographs from own personal past
- Allowing children opportunities to communicate an awareness of stories about the past in a variety of ways: listening to and retelling stories, drama, art work, ICT.

1st page 26 C.S – we are aware of the skills and concepts that children will continue to develop through engagement with the History Curriculum and by having the opportunity to **Work as historians**.

- Time and Chronology
- Change and Continuity
- Cause and Effect
- Using Evidence
- Synthesis and Communication
- Empathy

Strategies we may use to develop the child's ability to work as a young historian will include:

- Sequencing activities: placing objects or pictures in historical sequence
- Exploring instances of change and continuity in personal life, family and immediate local environment: looking at features which have changed or remained unchanged
- Through examining the actions of a character in a story discuss the reasons for change and the effects of change.
- Use of simple historical evidence: photographs, objects, memories of older people, buildings, stories and songs.

- Allowing children opportunities to communicate an awareness of stories, people and events from the past in a variety of ways: writing, drama, ICT etc.

Second/Third/Fourth Classes: Page 40 C.S -We are aware of the skills and concepts that children will continue to develop through engagement with the History Curriculum and by having the opportunity to **Work as Historians**.

- Time and Chronology
- Change and Continuity
- Cause and Effect
- Using Evidence
- Synthesis and Communication
- Empathy

-Strategies we may use to develop the child's abilities to **Work as Historian** will include:

- Using timelines for children to record information about people and events.
- Examining and using a wider range of historical evidence: photographs, pictures, objects, memories of older people, buildings, stories, songs, written sources, films, other media, ICT
- Encouraging children to ask questions about a piece of evidence
- Enabling children to summarise information in and make deductions from a single source of evidence
- Providing opportunities for children to use evidence and imagination to reconstruct elements of the past and communicate this understanding in a variety of ways

Fifth and Sixth Classes: Page 60 C.S

- We are aware of the skills and concepts that children will continue to develop through engagement with the History Curriculum and by having the opportunity to **Work as Historians**

- Time and chronology
- Change and continuity
- Cause and effect
- Using evidence
- Synthesis and communication
- Empathy

- Strategies we will use to develop children's skills to work as young historians will include:

- Use of timelines
- Enable children to use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, Stone Age. Early Christian Ireland etc.
- Allow children to develop some skills in the location and selection of evidence
- Encourage children to compare accounts of a person or event from two different sources
- Encourage children to use imagination and evidence to reconstruct the past in a variety of ways: oral language, drama, writing, art work, modelling, other media, ICT

3. Approaches and Methodologies

Our History Curriculum states that one of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies. We are aware of the variety of approaches and methodologies outlined as particularly suited to history and will endeavour to employ as many as we can as appropriate to our individual circumstance.

The range will include:

- Story (pgs 65-71 TG)
- Personal and family history (pgs 72-75 TG)
- Using artefacts-visitors bringing artefacts e.g butter churn (pgs 81-86 TG)
- Drama and role-play (pgs 109-113 TG)
- Using pictures and photographs-Mayo News archives, Westport Historical Society journals (pgs 87 -98 TG)
- Use of the environment – Westport town and Westport House, Heritage Walk and centre (pgs 104-108 TG)
- Oral evidence-questionnaires, interview, special visitors (pgs 77-80 TG)
- Documentary evidence (pgs 104-108 TG)
- Use of ICT (pg 114 TG)

At present, due to the location of our school, we actively use our local environment. We will continue to make further use of this immediate resource by developing SESE trails for use with each class grouping. We will continue to build up resources and artefacts for other strands of the curriculum. Using artefacts, pictures and photographs are other methodologies we hope to prioritise.

4. Linkage and Integration

Linkage

We acknowledge that linkage and integration are recommended within the SESE curriculum. We hope to make a link between our history topics in so far as possible for the class levels. Teachers will explore possibilities for linkage across the History curriculum and will note such opportunities in their classroom. The stories, which we have chosen, link to specific strand units e.g. Clothes and The Emperor's New Clothes, Life in the 19th century and the Famine, Caring for the sick and Marie Curie.

Integration

We agree with the statement made on page 9 of the history curriculum that while history makes an important and distinctive contribution to the development of the child. Historical education complements the growth of the child's geographical and scientific learning. With this in mind, we will ensure to explore possibilities to integrate the SESE subjects. Certain themes are integrated and explored as a whole school approach e.g Harvest time, food and farming, St Brigid and St Patrick, dressing up day, Mayo day. Using integrated themes or topics will be one way we would hope to achieve this. When choosing our European and non European country in Geography we integrated them with our choices under the strand Early People and Ancient societies. For example we will integrate Aboriginal people and Australia, Romans and Italy. Local studies is integrated with geography, English and visual arts.

5. Multi Grade Teaching

Doolin National School is a five-teacher school with four mainstream classes. Junior, Senior Infants are grouped together. Second & third classes are grouped together. Fifth and Sixth Class are grouped together. When planning we consulted with our cuidoitheoir to devise a plan for each of our class groupings. We are aware of the necessity for teachers to engage in close consultation with colleagues. The Principal and other members of staff facilitate such consultations. Selection of textbooks, topics and resources is a collaborative exercise.

At certain times of the year we have a whole approach to a particular theme e.g, St Brigid and St. Patrick.

6. Assessment and Record Keeping

Assessment in History must seek to measure and report the child's progress and achievements in all aspects of the curriculum. We will assess the following:

- Progress in children's knowledge about the past
- Children's ability to use and the development of historical skills
- Development of children's attitudes, interests, critical thinking skills

As a staff we have discussed the purposes of assessment in history and reached a shared understanding of the assessment tools we will use. These will include:

- Teacher observation (pgs 79,80 C.S)
- Teacher designed tasks and tests (pgs 80,81 C.S)
 - Telling and re-telling of events and stories
 - Oral, written and pictorial accounts and descriptions of sites visited or people interviewed
 - Construction of timelines varying from simple episodes in a story, lines to more complex lines of historical periods
 - Work cards or activity sheets
 - Trail booklets which help the child to examine the evidence of the past in the environment or in an exhibition
 - Maps of historical sites
 - Role play or dramatising a conversation or event
 - Speculating on the feelings and emotions of others so as to create a spoken or written account (integration with English)
 - Model making
 - Drawings
 - Compilation of a book on a particular historical topic or the presentation of project work using information and communication technologies
 - Projects completed on historical themes
 - Interactive, multi-media computer programs which enable children to explore historical topics
 - Results of the child's independent historical research
 - Teacher-designed revision test on a unit of work

Using a range of these learning activities means that assessment is intimately linked to the teaching and learning process and that the child's progress is assessed in the context of the historical material with which he/she is familiar.

- Work samples, portfolios and projects (pgs 82,83 C.S.)
- Feedback from pupils and parents

We are aware that the primary purpose underlying assessment in history is to enhance the learning experience of the child.

7. Children with Different Needs

We are aware of the distinct role history can play in the harmonious development of each and every child. We will do our best to ensure that all

children have the opportunity to experience a rounded historical education. In the same way as we endeavour to provide for individual difference in every curricular area, we will also strive to make the history curriculum accessible to as many children as possible. In order to do this we will consider:

- Making an effort to create opportunities for hands on practical activities
- Using a mixture of whole class teaching, focused group work or paired work, grouping children across the classes
- Employing a variety of methodologies in the classroom
- More able pupils will be encouraged to carry out research in certain topic areas
- Offer a variety of recording methods

We endorse the emphasis this curriculum places on the exploration of **personal and family histories** at all levels and are very conscious of the sensitivities some aspects of these topics may require. In instances where it would be insensitive to explore a child's own personal and family history we will consider the substitution of the personal and family history of another person. The curriculum unit allows for this within the strand unit. My family or a family of a person known to me.

8. Equality of Participation and Access

History will be for all children within the school regardless of their age, gender or ability. We will place an equal emphasis on the role of women in history, looking at the contribution women from a local, national and international perspective. In our school we recognise the contribution of ordinary people to history and we will place emphasis on the roles of everyday people in history. If there are any children experiencing any form of disadvantage-physical/English not their first language or any other needs we endeavour to adapt the teaching and learning to meet their needs e.g. by use of alternative resources, ICT and visual aids.

9. Organisational Planning

Timetable

In keeping with the recommendations in the Primary School Curriculum Introduction (p70) a minimum of three hours will be allocated to SESE per week, from first class to sixth, and two and a quarter hours with infant classes. On occasion, time will be blocked as appropriate. This might occur when:

- Working on a project
- Exploring the local environment
- Devising and undertaking a local trail

Teachers will consider the use of discretionary curriculum time for SESE when appropriate.

10. Resources and I.T.

We have done an audit of our historical resources and have decided to store them in our individual classrooms. We have identified certain stories and recommended packs as resources that we need to purchase. The principal will be responsible for this.

11. Health and Safety

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

Please refer to our school's Health and Safety Statement.

- See geography fieldwork guidelines appended

12. Individual Teacher's Planning and Reporting

- Teachers will report on work completed on a Monthly Report template- Cúntas Miosúil. These are kept in individual teacher's planning folders and in a central folder .
- Teachers will use the Whole School Plan and Yearly plans to inform their classroom planning.
- Teachers will use the History Curriculum strands and strand units when planning.
- Teachers also keep long-term and weekly/fortnightly plans

13. Staff Development

All Teachers are encouraged to participate in history courses running locally and in the Clare Education Centre. Teachers are encouraged to try out/pilot different teaching methodologies and to share this with peers. Teachers have access to reference books and materials to further their knowledge.

14. Community Links

We encourage parental involvement in the formation of our school policies. Draft policies are available and parents are given the opportunity to contribute. We have a parent and grandparent skills audit in the school where we can access specialist skills in our community. We encourage parental involvement particularly when a parent has a skill or interest in a particular area. We encourage parents to come on trips and to share their own personal memories of when they were young. We hope to invite some parents and grandparents in to talk to the children. Parents send in photographs and artefacts and help with other aspects of the history curriculum when they are asked to do so.

15. Community Links

We have identified a number of individuals, groups and agencies in our local community who may be able to support our history programme. The local community supports the history curriculum in many ways such as: The school uses the library as a resource for SESE.

16. Places of Historical Interest

Our local area is of immense historical value, linking with our history curriculum.

Success Criteria

We will use the following criteria to assess the success of this plan

- Evidence that pupils are engaging in studies from personal to local, national and international history
- That history is defined as an attempt to reconstruct and interpret the past as well as the past itself
- Our yearly and classroom planning is based on the Whole School Plan
- There is a balance between skills and content
- Development of historical skills throughout the classes
- Integrated themes are being developed across the school, using a whole school approach. e.g. History of our local area. Story- St Brigid, St Patrick
- Use of timelines throughout the school
- That the curriculum is spiral and developmental in its structure
- Classes engaged in outdoor observation and trails of the local environment
- Photographs, displays, use of artefacts and evidence in classes
- Procedures outlined in this plan consistently followed throughout the school
- Children's feedback
- Teacher/parent feedback
- Inspectors' suggestions/feedback

Implementation

Roles and Responsibilities

All the teachers are responsible for the implementation of the history curriculum in their own classrooms. Teachers will be encouraged to present feedback during staff meeting on review of history.

Timeframe

Being implemented at present.

Review

All staff, parents and BOM will be involved in the review of this policy.

Ratification and Communication

This plan will be presented to and ratified by the Board of Management.

Reviewed February 2022.

Ratified on 10th February 2022

Signed: Pádraig Vaughan (Chairperson)