



JOHN SCOTTUS NATIONAL SCHOOL

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History Whole School Plan

Approved: March 2018; next review: 2021

Key Points Summary

- To provide inspiring stories from History
- 3rd-6th Class to stay with chosen strand and strand unit at each class level to avoid gaps and repetition.
- To focus on the skills.

Action Points:

- ICT - Create a central hub of information for each class group. (see better planning folder on google drive)
- Develop physical resources for class groups.
- Create List of Apps and Websites

Introductory Statement and Rationale

(a) Introductory Statement

This plan was originally approved in 2010 and reviewed in 2017. The staff spent two Croke park hours reviewing and discussing changes with the intention of implementing in the coming year.

(b) Rationale

History has been taught in the school since the school began it has also been taught through integration with other subject areas. From 3rd-6th Class the strand and strand unit have been selected for the teacher so as to ensure that the children are exposed to a wide variety of the strands. This in turn will avoid gaps and undue repetition between classes. (see appendix 1) We wish to ensure all teachers are fully aware and comfortable delivering the entire curriculum in accordance with our school ethos and D.E.S. guidelines.

Vision and Aims

(a) Vision

Inspiring stories - the ethos of the school for history is to give children inspiring stories. Exploring the lives of people in the past, and especially the causes and effects of their actions, contributes to the child's awareness of human character, motivation, belief and emotion. More immediately, it can help the child to understand more fully the world in which he/she lives - how events and personalities have shaped the home, locality and wider environments in which he/she exists. Through exploring the past children can acquire knowledge and concepts while simultaneously developing important skills and attitudes appropriate to their individual stages of development. This means 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.

(b) Aims

We aim through this plan, drawn up in accordance with the history curriculum, to set out our approach to the teaching and learning of history. This plan will form the basis for teachers' long and short-term planning. It will also inform new or temporary teachers of the approaches and methodologies used in our school.

History in the primary school should engage the child in finding, selecting and analysing a wide range of sources which can tell us about the past. Older children should also come to appreciate the importance of such evidence, its limitations and the need to treat it fairly. By realising that the evidence of the past may be interpreted in a number of ways, children will come to appreciate that historical judgements are always provisional and may have to change in the light of new evidence. The DES history curriculum aims are not directly mentioned as teachers are aware of these aims. We would like to state that we endorse fully the aims of the Primary School Curriculum for history.

Curriculum Planning:

1 Strands and Strand Units:

Under the strand of story the school has chosen stories that they wish to be shared with the children at each class level. From 3rd-6th Class the strand and strand unit have been selected for the teacher so as to ensure that the children are exposed to a wide variety of the strands. This in turn will avoid gaps and undue repetition between classes. (see appendix 1)

2. Skills and Concepts Development

Infant classes will cover

- Time and chronology
- Using evidence
- Communication

First to Sixth classes will cover

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

3. Approaches and Methodologies

The following are approaches and methodologies which are currently being implemented in our school or are ones that teachers are encouraged to implement in the future.

- Story, Drama and role play, Oral evidence, Documentary evidence, Using ICT, Personal and family history, Using artefacts, Pictures and photographs, Use of the environment,
- Using the children as a resource – brainstorming at the start of new topics to assess prior knowledge and understanding.
- Children have an opportunity to work together, share ideas and communicate their findings.

To facilitate this learning environment we will use where appropriate the following methodologies

- Whole class work - Small groups - Partner work - Individual work on chosen topics or projects.

4. Classroom planning

- Be aware of the children's past learning experience.
- Select from the strands and strand units outlined in the curriculum and in the school plan for history.
- Clarify and identify the detailed content that is to be covered in the unit of work.
- Identify the learning outcomes to be achieved.
- Specify the methods of assessments
- Consider the teaching approaches that can be employed
- Provide for individual differences
- Identify the resources required for the topic and the equipment in the school or surrounding area.

5. Linkage and Integration

The opportunities to create linkage and integration into other subjects from history is endless, there are opportunities to create themes from which teachers can centre all other subjects around a specific historical theme.

6. Assessment

Assessment is an essential element of the teaching and learning process.

- Teacher observation
- Teacher designed tasks and tests
- Concept- mapping
- Work Samples, portfolios and projects
- Curriculum profiles

7. Providing for individual differences.

In order to facilitate the social and learning needs of the individual pupils, the teacher will plan activities.

- Using a combination of whole class teaching and focused group work
- Planning topics that provide opportunities for further investigative work for the more able or less able
- Planning units of work that are based in familiar contexts
- Starting with the child, his/her ideas and level of understanding
- Providing opportunities for interacting and working with other children in small groups
- Allowing children to work with concrete materials
- Using investigations as the basis for practical work. Children respond differently to open minded tasks according to their existing knowledge and understanding.
- Open investigations provide opportunities for children to pursue their solutions to problems.

(Children with emotional and behavioural difficulties; children with learning difficulties; children with physical disabilities; those with exceptional ability)

8. Equality of participation and access

- All class groups should follow the set topics for their class so as to ensure that there are equal opportunities for all to experience all strands.
- History class provides a great opportunity to study different religions, particularly if there are various religions in one class.

Organisational Planning:

9. Timetable

- 45 Minutes each week for Junior and Senior Infants
- 1 Hours a week is allotted to History each week from 1st – 6th Class

10. Resources and ICT

Resources:

- Plan to create a central hub of information for each class group. A base of information will be developed and as the school progresses the amount of information will be developed and refined for each class group.
- The area of resources is an area that needs to be reviewed and discussed as a staff.

ICT:

- Interactive Whiteboards allows the class teacher to use CD's, DVD's, Maps and websites for history.
- At present there is no list of websites recommended for teachers. Though this is being developed.