## Cliffoney National School History Plan

## Cliffoney National School

**Introduction:**

We aim through this plan, drawn up in accordance with the history curriculum, to set out our approaches to the teaching and learning of history. It will form the basis for teachers long and short term planning. It will also inform new and temporary teachers of the approaches and methodologies used in our school. The plan was developed in the 2022/2023 school year by school staff.

**Rationale:**

We recognise history as an integral element of Social, Environmental and Scientific education. We recognise the distinct role history has to play in enabling the child to explore and understand the natural, human, social and cultural environments in which he/she lives. We hope that historical education in our school will enable the child to investigate and examine critically significant events in their own immediate past, the past of their families and local communities and the histories of people in Ireland and other parts of the world. We believe that history develops an understanding of the actions, beliefs and motivations of people in the past and is fundamental to an informed appreciation of contemporary society and environments. We view history as having a distinct but complementary role together with geography and science within SESE and as a contributor to the wider child centred curriculum.

Vision and Aims

**(a) Vision**

It is the ethos of our school to enable each and every child to reach his/ her full potential. We are aware of the contribution SESE makes to the harmonious development of the child. We hope that by creating opportunities for children to experience a rounded historical education that is not exclusively focused on the transmission of a body of knowledge, but that allows children to work as historians. This will help children to understand more fully the world in which they live, how events and personalities have shaped the home, locality and wider environments in which they exist. It is our vision that history in our school will enable children to understand the present by exploring the past before they begin to look towards the future.*…*

(b) Aims

• 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 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 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.

• 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 enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts

**This History Plan will be addressed under the following headings**

**Curriculum Planning:**

**Each teacher is familiar with the strands, strand units and content objectives for his/ her relevant class level and indeed for each other’s class levels. We feel this is important in order to ensure a coherent programme throughout the school. Classes from Junior Infants to Second Class will work very closely. At these levels history will be delivered through integrated themes in the context of the other SESE subjects as much as possible as well as through integration with the SPHE curriculum and other curricular areas, therefore making the learning experience more holistic and meaningful for the child.**

1. **Strands and strand units**

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| **Junior/Senior Infants** | **First/Second** | **Third/Fourth** | **Fifth/Sixth** |
| Myself and my Family  Story | Myself and my Family  Change and Continuity  Story | Local studies  Story  Early People and ancient studies Life, society, work and culture in the past.  Continuity and change over time | Local studies  Story  Early people and ancient societies Life, society, work and culture in the past  Continuity and change over time Eras of change and conflict Politics, conflict and society |

1. **Skills and concepts development**

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| **Infants**  **Skills:**  We are aware that the skills and concepts developed by the children as they work as historians are :  • Time and Chronology  • Using Evidence  • Communication  **Strategies:**   * At Infant level strategies we will 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 simple 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. * Providing children, the opportunities to examine their local environment and compare how it has changed over time.   **1st / 2nd**  **Skills:**  We are aware that the following skills and concepts will be developed by the children as they are provided with opportunities to engage with the History Curriculum and to work as historians:  • Time and Chronology  • Change and Continuity  • Cause and Effect  • Using Evidence  • Synthesis and Communication  • Empathy  **Strategies**  Strategies we will use to develop the child’s ability to work as a young historian at this level 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  **Third/Fourth Classes:**  **Skills:**  We are aware that children will continue to develop these skills and concepts 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:**  Strategies we will use to develop the child’s abilities to work as a young historian at this level 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.  • Using timelines for children to record information about people and events.  • Examining and using a wider range of historical evidence: photographs, pictures,  • 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/ Sixth classes**:  **Skills:**  We are aware of the skills and concepts that children in 5th ad 6th classes 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**  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 examine and use critically a wide range of historical evidence * Enable children to develop some skills in the location and selection of evidence * Encourage children to ask questions about a piece 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. |

1. **Approaches and methodologies**

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| Our History Curriculum asserts that one of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies. We plan to use the key methodologies of the primary school curriculum in the teaching of History.  - Active learning  - Use of the environment  - Talk and discussion  - Cooperative learning  - Problem solving  - Developing skills through content  In addition to this we are aware of the variety of approaches and methodologies outlined as particularly suited to History and will endeavour to employ the following methodologies:  • **Story**  Suitable stories and fiction books from our library for use in our History classes. We will consult pgs 65-71 of the Teacher Guidelines for guidance in this methodology.  • **Personal and family history:**    This methodology is an ideal starting point for exploring the past especially with our younger classes. Parents, grandparents and other family members will be encouraged to share family history with our children. We will also have an annual Grandparent’s Day in which Grandparents are invited into the classrooms to tell the children what life was like for them in the past.  **• Using Artefacts:**  We will gather a selection of artefacts for using evidence as a methodology. Typical artefacts will be older clothes , shoes , cd players , old mobile phones , old textbooks, old school photographs, old rolla books.  • **Drama and role play Activities:**  These activities will include hot seating, conscience alley, and drama through story are ways in which children will empathise with people of the past and recreate human experience.  **. • Using pictures and photographs**  We will use historical photographs of our locality and of our school in the past.   * **Use of the environment:**   We will make the children aware of areas and buildings of historical interest such as buildings of significance in the locality. These will include buildings around the village as well as Classiebawn in Mullaghmore.  **• Oral evidence**  We aim to try and make incidents and aspects of the past real for the children through the use of this methodology. Classes will experience visits from older people in the locality and children will have opportunity to interview older people.  **• Documentary evidence**  This will be through old newspapers, birthday cards, postcards, magazines, receipts, census returns, and marriage, birth and death certificates for lessons relating to myself, my home and my school. Sensitivity to children’s personal circumstances will be exercised and careful thought given to the selection of these documents.  **• Use of ICT**  We will make use of suitable software programmes and the internet to enhance our teaching of History. See inventory of ICT software and useful history websites in appendix. |

1. **Linkage and integration**

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| **Linkage**:  In order to make learning more meaningful for the child and to ensure the simultaneous development of historical skills and to provide for the application of these skills teachers will explore possibilities for linkage across the History curriculum and will consider and note such opportunities in their classroom planning.  **Integration:**  We acknowledge the scope that exists to integrate history with other subject areas.  • Oral Language – Discussion of historical events and use of story with emphasis on language of Time.  • Literacy – Reading and writing of stories, myths, legends and records.  • Mathematics – Use of timelines  • Visual Arts – Analysis of paintings as evidence, work of famous artists and aesthetic changes in the environment over time.  • Drama – Role play, Hot seating Activities.  • SPHE – Myself and my Family. |

1. **Assessment and record keeping**

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| We recognise that assessment techniques used in history must seek to assess progress in  a) Children’s knowledge of the past  b) Children’s ability to use historical skills  c) Children’s development of attitudes The assessment tools we will use will range from the informal means to the more structured approaches.  **Methods we will use are:**  • Teacher observation of the child’s learning as the history curriculum is being implemented.  • Teacher designed tasks and tests at the end of units of work.  • SESE History Checklists  • Work samples and projects |

1. **Children with different needs**

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| We will strive 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:  • Using a mixture of whole class teaching and focused group work  • Choosing more accessible or more demanding pieces of evidence for different children.  • Use a range of questions spanning from simple recall to the more complex and analytical  • Planning for the use of a wide range of communication skills (Drawing, ICT, written and oral accounts, photographs and models.)  • The exceptional child will be encouraged to undertake additional research and record their findings in a variety of ways  • Content, methods of recording and desired learning outcomes will be differentiated for children with general learning difficulties. |

1. **Equality of participation and access**

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| Equal opportunity will be given to boys and girls, mainstream or special class, to experience all strands and to participate in all class activities.  • Provision for children with physical difficulties will be made so that they can access the history curriculum.  • Children whose first language is not English will be supported in accessing the history curriculum also.  • Our studies will include one from local, national and international places  • Our history classes will place an emphasis on the lives of ordinary women, men and children of the past as is recommended in the curriculum.  • We will consider in our teaching of History the contribution made by women in the past as well as men.  • At all class levels we include the lives of men women and children from different social, cultural, ethnic and religious backgrounds. |

**Organisational Planning:**

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| In keeping with the recommendations in the Primary School Curriculum Introduction (page 70) a minimum of two and quarter hours per week is devoted to SESE in infant classes and a minimum of three hours per week for classes 3rd to 6th. One hour of this time will be spent on History. On occasion, time will be blocked as appropriate. This might occur when: ⎯ using a thematic approach ⎯ working on a project ⎯ exploring the local environment i.e. on a trail or fieldwork activity Teachers will consider the use of discretionary curriculum time which is 2 hours, for SESE when appropriate. |

**Resources and ICT:**

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| We will use textbooks as a resource in our teaching of History. We will stock history textbooks and use as an occasional resource in a bid to reduce the emphasis on the textbook as a primary resource. We will invite children to bring in artefacts from home to be displayed in a temporary school museum We will compile DVDs and digital videos that can support the strand units been taught. We have access to the internet so we can use the web as a historical resource and we have identified some useful websites. We will seek to acquire the following resources and materials: Documentary evidence- birth certs, marriage certs, old letters, postcards, census etc Historical maps and old photographs We will compile packs to support teaching of certain topics, eg the Vikings |

**Health and safety:**

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| Refer to school’s Health & Safety Policy)  • Teachers will consult the principal whenever it is proposed to engage children in history activities in the environment. The school’s policy on out of classroom activities will be consulted and provision made for adult help suitable clothing, footwear, insurance and transport.  • Before use in the classroom artefacts will be examined by the teacher and checked for potential danger i.e; sharp edges. Artefacts with small parts will not be used with infants |

**12. Individual teachers’ planning and reporting**

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| Teachers will consult this whole school plan and the curriculum documents for history when they are drawing up their long and short term plans.  • Each teacher will have a long term plan for the year  • In third and fourth classes two strand units will be selected from each strand along with a selection of stories. We will ensure that two of these strand units chosen will be in depth studies each year. One of these in depth studies with have a local focus and the other will have a national/international focus.  • In fifth and sixth class we will select two strand units from each strand. We will ensure that two of these strand units chosen will be in depth studies each year. One of these in depth studies will have a local focus and the other will have a national/international focus. We will also cover a selection of stories for fifth and sixth.  • Where it is meaningful and suitable history will be taught in a thematic way to integrate with the other SESE subjects.  • Cuntas míosúil will assist in recording work covered in evaluating progress in history and in informing future teaching  • Parents are informed of children’s progress in history at parent teacher meetings and in end of year report cards |

**13. Staff development**

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| Teachers will have access to reference books, resource materials and websites dealing with history.   * Staff will be encouraged to research and try out new approaches and methodologies. * The ISMT will be responsible for keeping resource material up to date and will arrange for opportunities for resources to be assessed for purchase and for new approaches to be piloted in the school |

**14. Parental involvement**

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| We will encourage parents to talk to their children about their personal and family history, this will also involve sourcing family photographs, lending artefacts for display and taking children to see historic places.  • Any special days, eg. St. Brigid’s Day 1st February  • Grandparent’s Day |

**15. Community links**

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| People in the local community who have an interest and a knowledge in its history will be invited to speak with the children   * Our local village * Classiebawn, Mullaghmore * Creevykeel * Examining school photographs from the past. * The work of some national agencies relates to aspects of the history programme and we will welcome visits by speakers from these organisations, Duchais, The Heritage Council, Local county council, Archaeological survey of Ireland, National Roads Authority (sites on routes) |

**16. Local History and places of historical interest:**

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| **As part of our School Improvement Plan, the following topics will be chosen as part of our local history:**  **Our Village in the Past (year one even year)**  **Creevykeel (year one even year)**  **Our School in the Past (year two odd year)**  **Classiebawn, Mullaghmore (year one even year)**  **Junior/Senior Infants:**  **Objectives:**  **That the children will be enabled to:**  **Our Village in the Past:**   * Discuss what has changed and what has stayed the same in the local village. * Examining old photographs of the village from the past. * Compare the way the village was long ago to the way it is now.   **Our school in the past:**   * Examine old photographs of the pupils and teachers who attended Cliffoney long ago. * Compare what the children and teachers wore to what we wear today. * Examine what has changed in the exterior of our school and what has stayed the same.   **First/Second/third:**  **That the child should be enabled to:**  **Our Village in the Past:**   * Sequence photographs from Cliffoney Village from the past to present. * Explore what specific things have stayed the same in Cliffoney in terms of the village’s buildings and people. * Explore what specific things have stayed the same in Cliffoney in terms of the village’s buildings and people. For example, buildings that have stayed the same.   **Our School in the Past:**   * Interview a local person who used to come to our school. * Create a simple timeline of when that person went to school to the important events that have happened since then. * Examine old artefacts and photographs from the schools past.   **Creevykeel:**   * Discover the local history of Creevykeel * Explain what a court tomb is * Discover some of the traditions/customs from long ago associated with Creevykeel.   **Fourth/Fifth/Sixth:**  Strategies we will use to develop the child’s abilities to work as a young historian at this level will include:  **Our Village in the Past:**   * Explore who the local straw boys are. * Discover what they did in the village. * Examine and perform a local dance that the straw boys did.   **Our School in the Past:**   * Discuss the important events that have occurred in our schools since it opened in 1914 to present day. * Construct a timeline when our school first opened (1914) to present day. * Examine a range of evidence such as photographs and other artefacts as well as listening to stories from other people that used to come here. * Discover what the evidence tells us about what our school was like in the past.   **Classiebawn:**   * Discover the history of Classiebawn, from the time it was built to the present day. * Construct a timeline of significant events that have happened in Classiebawn and surrounding area. * Discover what the interior of the castle is like by going on a tour of the castle?? * Imagine what it would have been like for family members that lived in Classiebawn from the event in Mullaghmore 1972. * Make a record of what might have been written from immediate family members when these events occurred. |

**17: Success criteria**

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| **We will review this whole school plan under the following headings**  • Are individual teachers preparing planning and teaching according to this plan? Are we using a variety of methodologies?  • How are the children’s historical skills progressing?  • How well is historical knowledge being learned by the children?  • Are we adhering to the menu curriculum in history as outlined in this plan?  • Are we assessing our history as outlined in the plan?  • Have we acquired the resources we needed?  • Revisiting the plan as a staff  • Teacher feedback  • Children’s feedback  • Inspectors reports and suggestions |

* **Implementation:**

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| Roles and Responsibilities The plan will be supported, developed and implemented by all staff members. All staff will be responsible for:  • Historical audit of locality  • Purchase , maintenance and storage of resources – ISMT  • The development of ICT as a tool for teaching and learning in History and the vetting of websites. |

* **Review:**

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| • It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum. We aim to review this plan for the 2023/2024 school year.  • On this date we will refer to the tasks here in our action plan and check that they have been completed in accordance with the agreed timeframe. |

This plan was ratified by the Board of Mangagement on:

**Reviewed & Ratified by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signature of Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Principal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reference Section**

* Primary School Curriculum: History (1999)
* Primary School Curriculum. Your Child’s Learning: Guidelines for Parents *(available on the NCCA website www.ncca.ie)*
* The What, Why and How of children’s learning in primary school, NCCA DVD (2006)

**Useful Websites**

***Sources of Local History***

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| 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***

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| 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) |