



**SN Tulach Uí Chadhain**  
**School Curriculum Plan**  
**History**

*Introductory Statement*

The plan was formulated over the school years 2023-2024 by all teachers over curriculum days, staff meetings and school development planning days.

*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*

**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.

**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

### *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 and ensure that topics from each strand are covered each year. There is a balance between personal, local, national and international history. History is selected from the local environment and the locality of our school

### *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.

### *Approaches and Methodologies:*

The following approaches and methodologies are implemented in our school:

- Drama and role play
- Oral evidence
- Documentary evidence
- Using ICT
- Personal and family history
- Using artefacts
- Pictures and Photographs
- Use of the environment

### *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.

### *Children with different needs:*

This History programme aims to meet the needs of all the children in the school. This will be achieved by teachers varying the pace, content and methodologies to insure learning for all pupils and will be recorded in the teacher's yearly notes. The requirements of children with special needs will be considered when planning class lessons and related activities. The Special Needs Assistant supports particular children and groups as directed by the class teacher.

### *Assessment & Record Keeping — Looking at Children's Work:*

Children's progress in Science is assessed through:

- Teacher observation
- Teacher designed tasks and tests
- Pupils work samples, projects, portfolios, concept maps and annotated drawings
- Self-assessment
- Conferencing
- Questioning

Information gathered by this assessment will

- Identify areas of difficulty in order to respond to the needs of the pupils
- Establish learning outcomes
- Assist the teachers in assessing their own practice and methodologies
- Assist the teacher with short term planning
- Will form part of the report given to parents in the end of the year reports

### *Equality of Participation and Access:*

History class provokes opportunities for studying the ordinary lives of women, men and children. Equal opportunities are provided to boys and girls to participate in all classes and activities. History class is used as an opportunity to integrate the culture of all pupils.

### *Organizational Planning:*

#### **Timetable**

Time is allocated at each class level for history as per curriculum guidelines.

Teachers block time together for history when necessary to facilitate thematic planning, working on a specific project or on other occasions when deemed appropriate by the teacher

### *Resources and Equipment:*

History resources and equipment will be stored in a designated area in the school and will be updated and maintained on a regular basis

### *Individual Teachers' Planning and Reporting:*

Teachers will base their yearly and short-term plans on the approaches set out in the whole school plan for History. Teachers will report via cúntais mhíosúila, parent teacher meetings, school reports etc.

***Staff Development:***

Teachers will be made aware of any opportunities for further professional development through participation in courses available in education centres or other venues.

***Parental Involvement:***

Parents and other adult members of the school community may be invited to assist with certain activities e.g. interviews, sharing stories, pictures/artefacts from the past. Parents and others who have particular knowledge and expertise may be invited to support the class teacher in implementing the history curriculum.

***Community Links:***

Local specialists may be invited in to share their knowledge with the class.

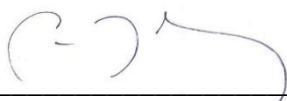
***Implementation:***

Class teachers are responsible for the planning and implementation of the History programme in their own class.

***Ratification and Review***

This policy was adopted by the Board of Management in April 2023 and will be reviewed every 3 years. The policy has been made available to school personnel, published on the school website and provided to the Parent's Association.

Signed \_\_\_\_\_



Date: 19/4/2022

**Chairperson, Board of Management**

Signed \_\_\_\_\_



Date: 19/4/2022

**School Principal**