

# HISTORY POLICY

## 1. Introductory Statement and Rationale

### Introductory Statement

Together as a staff in Sandymount School we have compiled a Whole School Plan for the subject area of History which aims to provide a broad, balanced, and coherent curriculum placing emphasis on the exploration of the local environment of the student and the school.

### Rationale

History is the interpretation of what are considered to be significant human activities in the past and the process by which these activities are selected, investigated, and analysed. History gives students knowledge of past human experiences at family, local, national, and international levels. Students also develop an understanding, appropriate to their age, of time and chronology, change and continuity, cause and effect. They acquire skills appropriate to their developmental stages so that they may interpret evidence in a critical way.

## 2. Vision and Aims

### Vision

- We seek to adopt a pace of curriculum development which is both challenging and realistic and which takes cognisance of the particular circumstances of the school
- Take account of the national plan for the implementation of the Primary School Curriculum
- Achieve a balance in developing all the curricular areas while giving priority to achievements in literacy and numeracy
- Address both maintenance and development as essential components of the process - this approach will ensure that gains made in one curricular area are maintained when another curricular area is being developed
- Ensure that the whole-school planning process links with and influences teaching and learning in individual classrooms
- Monitor the implementation of the plan with particular reference to the learning outcomes for students and communicate progress to the Board of Management and parents.

### Aims

- To develop an interest in and curiosity about the past
- 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 development stages of the student
- To allow the student to encounter and use a range of historical evidence systematically and critically
- To provide opportunities for the student 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 student 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 student to recognise how past and present actions, events and materials may become historically significant
- To enable the student to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts

### 3. Curriculum Planning

#### Overview of the History Curriculum

##### *Skills and Concept Development*

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

##### *Strands and Strand Units- Myself and my Family*

- Myself
- My Family
- When my grandparents were young
- Games in the past
- Feasts and festivals in the past

##### Change and Continuity

- Continuity and change in the local environment

##### Story

- Stories
- Myths and legends

##### *Skills and Concepts Development in the history curriculum*

Through completing the strand units of the history curriculum the child should be enabled to:

- Time and chronology
  - Recall events from their recent past, using prompts
  - Vocalise or use pictures and symbols to identify sequence of events with the school day
  - Become aware of and discuss the sequence of events of simple stories
  - Record sequences of events in personal or family history and in stories about the past, using simple timelines
  - Begin to distinguish between the past, present and future
  - Develop an understanding of time and chronology through comparing the relative ages of people and objects
  - Show an understanding of, or use common words and phrases associated with time



- Change and continuity
  - Explore instances of change and continuity, especially in personal life, in family and local history
- Cause and Effect
  - Develop an understanding that sometimes his/her involvement is necessary for things to happen
  - Discuss the reasons why some events happened and some of their consequences
- Using evidence
  - Explore, with guidance
  - Examine a range of simple historical evidence
  - Reconstruct elements of the past
- Communication
  - Communication and awareness of stories, people and events from the past in a variety of ways
- Empathy
  - Imagine and discuss the feelings of characters in stories from the past.

### Strands and Strand Units

Taken from the Guidelines for Teacher of Students with Moderate General Learning Disabilities:

Strands	Strand Units The student should be enabled to
<b>Developing an awareness of time</b>	Develop an awareness of time related to self. Develop an awareness and understanding of specific times in school. Anticipate what is going to happen after a specific event. Sequence everyday events. Recognise the present time as today. Identify events that happened in the recent past. Understand that events will happen in the future. Recognise that we celebrate some events for a reason.
<b>Myself and my family</b>	Explore and record significant personal dates and events. Collect, discuss and compare simple items of evidence from own past. Construct a simple personal timeline or storyline. Identify self and members of the family in photographs taken in the recent and more distant past. Compare ages of family members: old, older, young, younger. Collect and display simple evidence of family history.



	<p>Explore significant family events in the recent and distant past.</p> <p>Explore and record aspects of the lives of people when his/her grandparents were young.</p> <p>Collect or examine simple evidence in school, in a local museum, or on site during a field trip.</p> <p>Explore tradition songs, games and dances, especially those known to parents/guardians or grandparents.</p>
<b>Change and continuity</b>	Visit, explore and become aware of elements in the local environment that show change and continuity.
<b>Story</b>	Develop a chronological awareness and sense of the past.

Taken from the Guidelines for Teacher of Students with Severe and Profound General Learning Disabilities:

Strands	Strand Units		
	The student should be enabled to		
	Attending	Responding	Initiating
<p><b>Listening and Responding</b></p> <p><b>Social, environmental and scientific education: History</b></p> <p><b>Understanding and relating to the environment through history</b></p>	<p>Attending to clues about the start and end of familiar activities.</p> <p>Attend to routines and the passing of time throughout the school day.</p> <p>Experience and attend to the 'specialness' of particular times during the week</p> <p>Experience and attend to the celebration of special events to do with him/herself or his/her own family.</p> <p>Experience and attend to the celebration of special events in the class/school/locality</p> <p>Attend to 'chats' about routine events that happened recently</p>	<p>Respond with anticipation to clue given about the progression of routine events</p> <p>Begin to recognise the correct sequence of routine events</p> <p>React to changes in routine events</p> <p>Show an awareness of the beginning and end of the school day</p> <p>Show pleasure during the celebrations of events related to self/family/class/school/locality</p> <p>Show and awareness of term relating to times of the day</p>	<p>Enquire by expression, gesture or vocalisation about the progression of daily/weekly events</p> <p>Sequence daily and weekly routine events using objects of reference, pictorial representation, gestures or words</p> <p>Sometimes initiate the start or finish of activities</p> <p>Anticipate his/her favourite activities at home and their times in the day/week</p> <p>Communicate and become excited about special events related to himself/herself/family/ class/school/ locality</p>



	<p>Look at and feel items of his/her own belongings now, from the recent past and from the more distant past</p> <p>Look at photographs of himself/herself, his/her family, and friends now, in the recent past, or more distant past</p> <p>Look at photographs/videos of particular events</p> <p>Listen to talks about trips undertaken recently or trips being planned for the near future</p> <p>Look at/feel/smell real items or pictorial representation of clothes, people, buildings, tools, toys, transport from the past</p> <p>Look at comparisons of old and modern items or pictures</p> <p>Listen to well-known stories about the distant past involving himself/herself</p> <p>Observe and participate in investigations of clues about past events</p> <p>Listen to stories about people, myths and legends from his/her own locality</p> <p>Listen to stories about people, myths and legends from different cultures</p> <p>Use the senses to absorb the atmosphere of historical buildings on a trip with the family or the class</p>	<p>Show and understanding of the names of some days of the week</p> <p>React by expression and gesture to discussion about routine events that happened recently</p> <p>Record, with help special events</p> <p>React to photographs of particular events</p> <p>Show reaction to photographs of him/herself, family and friends from the recent or more distant past</p> <p>Laugh or become excited by videos of himself/herself in recent or distant family outings/school tours</p> <p>Show reaction to items of his/her own belongs from the recent or more distant past</p> <p>Show interest in planning events or outings in the near future</p> <p>Show surprise or interest in real or pictorial representations of clothes, tools, toys, or transport from the past</p> <p>Sort, with help, old and modern items or pictures</p> <p>Respond to stories about the distant past involving himself/herself by changing expression, gesturing or vocalising</p>	<p>Link activities with particular times of the day</p> <p>Use objects of reference, pictorial symbols or words relating to times of the day</p> <p>Communicate about and name some days of the week</p> <p>Initiate communication about recent events using objects of reference/pictorial representation/words</p> <p>Identify particular events from photographs</p> <p>Identify, ask about, and seek to show items of his/her own belongings from the recent or more distant past</p> <p>Identify by pointing, signing or vocalising, photographs of him/herself, family and friends from the recent or more distant past</p> <p>Ask for or operate independently videos of himself/herself on family outing/school tours</p> <p>Ask by expression, gesture or vocalisation about old items or pictures when shown to them</p> <p>With help from a parent/guardian, look for and bring into school old items from home</p> <p>Ask for stories about the distant past involving himself/herself</p>
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		<p>Respond when given clues about past events</p> <p>Show interest in and answer questions about stories, myths and legends from his/her own locality and from different cultures</p> <p>Show reaction to the atmosphere of historical buildings when brought by the family or with the class</p>	<p>Use clues to re-create and speculate about events that happened</p> <p>Tell stories about the past using objects of reference, pictorial representation, or words</p> <p>Seeks out and ask for/turn on a recording of stories about people, myths and legends from his/her locality and from different cultures</p> <p>Explore historical buildings when brought by the family or the teacher</p>
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### Approaches and Methodologies

We feel that a variety of approaches and methodologies are appropriate to achieve successful implementation of the History curriculum. In our school we use story, drama, and role-play, using oral evidence, using documentary evidence and also using ICT. Personal and family history is also an aspect, which can be of great use in the teaching of History. Using artefacts, pictures and photographs and the use of the environment are also a vital part of the History Curriculum and we feel the uses of these are important. Timelines are also displayed throughout the school to give the children a sense of sequence of events with regards to history. In our class History lessons we will arouse enthusiasm and curiosity about the past, encourage discussion and a questioning, critical attitude to accounts of the past, encourage students as they grow older to examine the evidence used to support particular accounts of the past, develop historical skills and skills of cooperation, communication and problem-solving and also engage children in purposeful activity in the classroom and in extensive exploration of the local environment. We also try to remember that each teacher, every class, and every school is unique and the beauty of it is that the individual teacher may adapt and modify methods to suit their own individual needs and circumstances.

- Using practical clues, objects of reference, discussion to indicate daily routines and events
- Celebration of and recording of special events
- Building pattern and routine into the school day/week
- Co-operating with parents and other significant persons to gather items that will help students to explore their past.
- Using drama, music, stories, games, songs to enable students to experience events
- Outings/Field trips
- Direct teaching
- Video/ DVD
- Discussion
- Cross curricular links



### Linkage and Integration

We feel that linked and integrated learning allows blocks of time to be used in the most efficient way. We understand that a number of factors are necessary for integration to work successfully. Systematic planning by the teacher which is carefully structured to ensure continuity and progression, taking careful account of curricular requirements, and the structuring of topic work are necessary for integrations to work. Within History there are a number of items of content which can be linked together. Many curriculums have close links with units in other curricula. Many maths skills such as investigation skills will be common to several areas making them easy to link. History because of its emphasis on narrative and discussion, has a major role to play in the development of the students' oral language and literacy.

### Assessment and Record Keeping

We will use the following tools to assess the pupils in the area of History.

#### *Teacher observation through*

- the responses pupils make to the teacher's questions and suggestions
- the participation of pupils in whole class discussions of historical characters, of their motives and actions and of the events in the past
- the interaction of pupils with each other in discussions and in group work
- the reaction of pupils to learning materials and learning tasks designed by the teacher
- the ways in which pupils react to and use historical evidence

#### *Teacher designed tasks and tests where some of the following may be included*

- 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 period.
- Work cards or activity sheets which guide and stimulate the students in the examination of evidence or in researching a topic.
- Role-playing or dramatising a conversation or event.
- Drawing or completion of drawings.
- Projects completed on historical themes
- Teacher-designed revision test on units of work.
- Interactive, multimedia computers which enable students to explore historical topics and complete a range of tasks, puzzles, or problems. These programmes adjust to the student's level of knowledge or skill, give immediate feedback on his/her progress and in some cases record information for the teacher about the progress of a number of students. We do understand however that although these programmes are extremely useful, they are of limited use in assessing historical skills.

#### *Work samples and projects*

We hold our student's work samples in the student's folders. Written accounts, drawn items, completed work cards and booklets will also be kept in their folders. We feel it will encourage pupils to take pride in their own work and achievements. Projects give the students the opportunity to work independently and develop skills on the computers and with books when they are researching. They enjoy this work and this helps them to learn with even more ease. We encourage project work for these reasons.



### Students with Different Needs

We use a number of techniques to provide a range of learning activities appropriate to the individual needs of students. We use a mixture of whole-class teaching and focused work where following a whole-class lesson different groups of students could be set tasks of varying complexity, in our class planning we choose topics so that opportunities are provided for further investigation work for both the more-able and the less-able, we will use a range of questions and provide a range of tasks using a range of skills from simple re-call to more complex and comparative skills so that all pupils will have opportunities for success while the more-able will be challenged. We also feel that intervention to give individuals and group the tuition they need as the students are engaged in learning activities.

### Equality of Participation and Access

All students should have equal access to all areas of the History curriculum. In line with our inclusive school policy, students of ethnic minorities are encouraged to contribute to the learning experience of other students by sharing elements of their own culture.

## 4. Organisation and Planning

### Timetable

We programme 3 lessons of 40 minutes each for S.E.S.E. a week into our class timetable, where one lesson is given to History. We also have 45 minutes discretionary time when occasionally is used for History. On other occasions we block time for History so as we can work on any projects can be done and also to allow for visits to museums and gathering artefacts.

### Resources and ICT

#### Useful websites and Resources

<p><b>Websites</b></p> <p><a href="http://www.scoilnet.ie">www.scoilnet.ie</a> <a href="http://www.teachnet.ie">www.teachnet.ie</a> <a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a> <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a> <a href="http://www.new7wonders.com/index.php">www.new7wonders.com/index.php</a> <a href="http://www.celtic-lyrics.com">www.celtic-lyrics.com</a> <a href="http://www.irishclans.com">www.irishclans.com</a> <a href="http://www.ireland.org">www.ireland.org</a> <a href="http://www.pcsp.ie">www.pcsp.ie</a> <a href="http://www.resourcesforhistory.com">www.resourcesforhistory.com</a> <a href="http://www.nationalarchives.ie">www.nationalarchives.ie</a> <a href="http://www.groireland.ie">www.groireland.ie</a> <a href="http://www.cso.ie">www.cso.ie</a> <a href="http://www.vintageblues.com">www.vintageblues.com</a> – fashion through the ages <a href="http://www.glasnevin-cemetery.ie">www.glasnevin-cemetery.ie</a> <a href="http://www.askaboutireland.ie">www.askaboutireland.ie</a></p>	<p><b>Resources</b></p> <p>Worksheets Photographs Books/ Magazines Artefacts Library</p>
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### Library Books

We have a good selection of history books, to support the curriculum available in the school library for all teachers and students to use.



### Books

- Intercultural Education in the primary school
- Discovering the Bronze Age pack- The discovery programme
- Houses and homes by Tim Wood
- Everyday History Series
  - Keeping Clean
  - Cooking a meal
- Yesterday and Today series
  - Going shopping
  - What we wear
- Foundations Activity Pack Celebrations by Katie Tucker
- All around Me- EDCO
- EarthLink – Folens
- History Quest- C J Fallon
- Videos/ DVD's:
- Anna Livia, A city of Splendour Video

### Health and Safety

When we are planning a visit to a museum, going on a trail, visiting ruins or archaeological sites the following are points we take into consideration

- Mobile phone to be with the class teacher
- First aid kit
- Warm waterproof clothing and good footwear
- Sacks for litter
- Plastic bags and tissues for students who are not well
- Information on the latest weather forecast
- Parental consent forms for all students
- Activity sheets, work directives or trail booklets for pupils

### Individual Teachers' Planning and Reporting

Teachers should base their yearly and short term plans on the approaches set out in this whole school plan for History. Using this plan and the curriculum books teachers will be able to obtain information and guidance for their long-term and short-term plans so that as a school we are all working along the same lines with the same approaches in mind. Teachers will plan using the strands and strand units in the curriculum books and on occasions use a thematic approach for certain topics. The Cúntais Míosiúla will be of great help to teachers on an individual basis as they serve as an aid to reviewing what has been completed and guide us in where we need to plan for next or what needs to be revised and re-thought.

### Staff Development

Teachers are supported, where possible, by the Board of Management to develop their range of skills and expertise in History. The sharing of knowledge is encouraged and facilitated at staff meetings or at school planning days.

### Parental Involvement

Parents are encouraged to help their children with any History homework that comes home and also with any project work that is set. Teachers are encouraged to ask students to interview an older person from their family as this is a rewarding and stimulating experience for the students. Parents



are also encouraged to support their children in fostering an interest in personal, local, national, and international history.

### Places of historical interest

Local places of interest where students can visit on school trips are:

- Cross-curricular Trails - Educational outings
- National Museum
- National Concert Hall
- Dart / Seaside
- Georgian House
- Natural History Museum
- Sandymount Village
- Martello Tower
- UCD
- Ringsend Library
- Dublin City Centre
  - Dail Eireann
  - Pearse Museum

## 5. Success Criteria

The success of this plan will be measured using the following criteria:

- Continuity of content and methodology will be evident in teacher's preparation and monthly reports
- Ongoing assessment will show that students are developing a level of proficiency in History skills appropriate to their age level and ability

## 6. Implementation

### Roles and Responsibilities

Class teachers are responsible for the implementation in their own classes.

### Review and Ratification

This policy was reviewed and ratified by the Board of Management.

Signed:



Sé Goulding, Chairperson of Board of Management



Jennifer Doyle, Principal

Date: 12 February 2025

