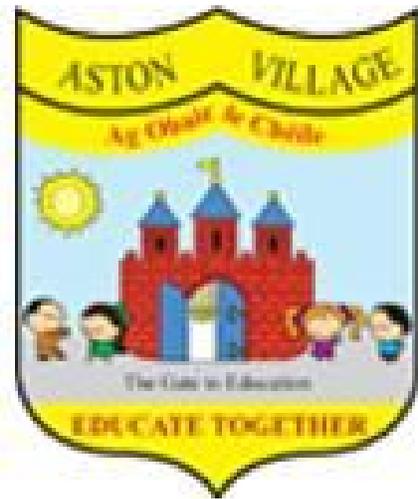


Aston Village ETNS



Whole School Plan History

Name of School: Aston Village ETNS

■ Introductory Statement and Rationale

Introductory Statement: The staff of Aston Village worked together to produce a whole-school plan for History. 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.

Rationale: History is an attempt to reconstruct and interpret the past. Children enjoy learning facts about the past, but the process of learning is as important.

The staff acknowledges the need for a whole school plan for History. History is a subject much loved by the children and parents in the area. Parents are very supportive if any help is needed in acquiring information or facilitating a visit to an area of historical importance. In fact, as will be revealed, Drogheda has its own importance in the area of History. The formulation of a structured plan will be of benefit to the students and teachers and will facilitate better learning and teaching.

The principles outlined in the primary curriculum must be seen to be adhered to and this exercise in planning will be the next step after the guidelines outlined in the Primary Curriculum for 1999.

■ Vision and Aims

- (a) Vision: In Aston Village, we encourage the children to achieve their potential in all subject areas using a child-centred approach. The teachers encourage investigation and discovery. History taught and learned properly can make a unique contribution to the education of the child.
- (b) History should be seen to have a complementary role with geography and science within SESE in a child-centred curriculum.
- (c) We hope that children will be made familiar with historical links to their home country. This will be encouraged and supported.
- (d) We hope that children from all countries will have a sense of place and belonging due to the fact they have a historical perspective of their locality.

Aims:

- To develop and interest and curiosity about the past
- To make children aware of how men, women and children lived in the past
- To develop an understanding of how events shaped the lives of the above
- To develop their concept of change and continuity
- To develop a sense of chronology-to be able to sequence events and link certain events in history
- To make available opportunities to experience a large range of historical evidence and to enable the students to assess this critically
- To provide opportunities to communicate historical findings in a variety of ways
- To encourage an understanding of the importance of conserving historical evidence
- To help the children to realise how attitudes and behaviour in the past can affect our lives

today

- To promote discussion about our own attitudes and beliefs in light of past events
- To encourage an understanding that current events will one day be of historical interest
- To encourage the children to appreciate the history of Drogheda and the surrounding area and in doing so to allow for a broader understanding of national and global history.
- To encourage parents and other family members to contribute to their children's understanding of their own country history.

■ Curriculum Planning

1. Strands and Strand Units:

Teachers are encouraged to familiarise themselves with the strands, strand units and content objectives relevant to their class.

Planning days have been utilised to ensure sensible and strategic planning.

The History Plan will refer to the Primary School Curriculum when appropriate. The strands and strand units are found as follows:

Infants: Pages 15-20

First/Second: Pages 23-31

Third/Fourth: Pages 34-35

Fifth/Sixth: Pages 54-55

Teachers are encouraged to become familiar with the strands and strand units and do so together when planning.

Certain areas/topics are studied in depth by middle and senior classes.

Local areas of interest may be highlighted-Drogheda, Local Big Houses, The Battle of the Boyne, Newgrange, Mellifont Abbey, The Hill of Tara, Millmount, Monasterboice, standing stones, The siege of Drogheda-Captain Aston, Lug Mc Plug (written by Dermot), Trim Castle, Magdalene Tower, Drogheda Bridges etc.

As topics studied will involve printed resources and files are compiled and stored by classteacher. This ensures that new teachers can familiarise themselves with the content.

Every effort is made to ensure continuity-regular meetings will ensure that all are up to speed with the whole school plan.

It is also important to ensure a good balance between local, national and international topics.

During the planning process, an audit of possible history resources and sources was compiled.

Every effort is made to link local historical happenings with relevant national and international events-for example-Henry the 8th and Mellifont Abbey, Cromwell and Drogheda.

Trips when arranged will take into account Historical references and opportunities. A good example is the rail trip to Bray-history of rail travel, Lambay Island, The Vikings etc.

2. Skills Development:

The strategies required to develop the child's skills are to be included in the school plan.

Junior and Senior Infants:

- ❖ **Time and Chronology:** Infants need to become aware of and discuss the past using simple stories. They need to be able to construct simple timelines which record personal and family history-photographs/pictures can be used.
- ❖ **Using Evidence:** Infants should be encouraged to use evidence from photos to put people in order, identify different clothes/objects/buildings. They should also be able to present older objects and speak briefly about them.
- ❖ **Communication:** Infants should be able to communicate an awareness of stories from the past by retelling stories, drama, art work and ICT.

First to sixth classes:

- ❖ **Time and chronology:** Understanding the difference between past, present and future
Sequencing events by using objects, pictures and dates
- ❖ **Change and continuity:** Exploring change and continuity in personal life, family and local history
- ❖ **Cause and effect:** Discussing why some events happened and the consequences
Understanding how actions have a bearing on the future
- ❖ **Using evidence:** Examining a range of simple historical evidence-photos, objects, buildings, stories, songs, accounts
- ❖ **Synthesis and communication:** Communicating an awareness of stories, people and events from the past in a variety of ways- writing, drama, ICT
- ❖ **Empathy:** Imagining and discussing the feelings of historical figures and characters in stories from the past

To ensure a balance between skills development and acquisition of knowledge, teachers take care to plan their lessons using the school template.

4. Approaches and Methodologies

The following are the methodologies being implemented:

Story:

Stories are used to recount past events and show historical development. Story telling commands attention and promotes good listening and recall.

They extend their vocabulary and knowledge. Stories help to develop the child's sense of chronology and sequence. Stories also appeal to the child's curiosity, emotions and imaginations. They can empathise with characters and get them to understand the circumstances and predicaments of historical figures.

Biography plays a big part in history. Local, national and international figures need to be included. A good balance between male and female needs to be achieved and all areas

human endeavour need to be explored-not just the gory bits!

A story is a great starting point for a topic and first hand accounts work very well, allowing insight to the happenings of the past.

Stories can help to foster important values and attitudes-learning about other cultures and religions. Myths and legends are part of our oral tradition and are part of the programme right through the school.

Drama and role play:

Drama plays a large part in the History programme. The methodologies suggested are children involved in role-playing in order to empathise with people in the past, drama being used to recreate human experiences and drama being used to put across points of view.

The school has been involved in putting on assemblies, plays and shows with a History input-Colm Bass, Lug McPlug and The Brave Tailor spring to mind.

In the classroom teachers are encouraged to dramatise historical situations to help the students put events and emotions into perspective.

Children can take the roles of historical characters.

Oral Evidence:

Oral evidence is a vivid and immediate historical source.

It makes incidents and aspects of the past real for them.

It gives access to information which cannot be obtained anywhere else.

Oral evidence involves people recounting their own experiences (the old school, the race course etc.), detailed accounts of how people were feeling and it ensures that children realise that there can be many different perspectives to a given event.

Hopefully visitors have come to Aston Village in the future to recount their stories.

Local historians will be invited from the Millmount Centre in Drogheda as well as parents with an historical input-an archaeologist for example.

ICT can be used to access information on historical figures and events.

Documentary Evidence:

Documentary evidence plays a large and important part in the History programme. They are used to investigate local and national events.

Textbooks (History Quest), resource books, newspapers, supplements, encyclopaedia, library books etc. are also to be used. Teachers will arrange to collect and store various relevant resources.

There are also historical books which have been republished which outline details of the locality-including surrounding villages (Annagassan, Dunleer, Slane, Ardee, Duleek, Monasterboice) etc.

Using the Environment:

The local environment is a rich source of historical information-Drogheda, place names in the locality – Aston Village etc, Classroom environment etc.

Pictures and Photographs:

Pictures and photographs are a good primary source of historical information. We intend to gather a bank of old photographs so that students can investigate individually or in groups.

These can also be accessed from the internet.

Textbooks also contain important visual information.

ICT:

The internet is an important resource for accessing information (see ICT policy).

Our new whiteboards offer great opportunities to access resources and staff are encouraged to use these often.

Various websites are used in class to augment the teaching of history: examples being

<http://www.bbc.co.uk/history/forkids/>

youtube.com

<http://kids.nationalgeographic.com/kids/stories/history/>

The use of chromebooks, ipads and tablets gives students an opportunity to investigate further.

Timelines:

Timelines will be displayed, as required, in classrooms and corridors.

Excursions to historical sites/museums/libraries etc:

5. Linkage and Integration

Teachers, while planning, will look for opportunities to link strands within the History plan.

They will also identify and target certain strands with other strand units in the History plan.

An example would be linking available artefacts with Life in the Big House.

There are great opportunities for linkage with other curriculum subjects. The planning templates offer great scope to display where this occurs (see Planning Template for Cúntas Míosúil).

Geography: map work, biography

Science: construction (Viking boats)

English: biography, myths and legends, poetry, Historical novels, thematic work

Gaeilge: local history, ancient scripts, articles and sources as Gaeilge

Art: painting, drawing, collage, construction,

Music: music related to historical events-The Famine, World War 1 and 2, the Celts, the monasteries, the Tudors etc.

ICT: See above

6. Assessment and Record Keeping

At various stages the children will be assessed. The objectives are to assess knowledge of content and historical skills. Some assessments will be teacher-produced and others from published sources.

The assessments will be varied:

- ✓ Comprehension
- ✓ Projects
- ✓ Portfolios
- ✓ Observation
- ✓ Quizzes
- ✓ Written tests
- ✓ Tests of skills
- ✓ Debates
- ✓ Persuasive writing
- ✓ Homework assessments
- ✓ End of term/year assessments

These assessment results will inform grades and also be used at parent/teacher meetings to inform parents of progress or areas of concern.

The scores will be kept for 3 years. Each teacher is asked to use a specific book for recording results and to pass it to the Principal at the end of each academic year (see policy on Record Keeping).

7. Children with Different Needs

The teachers of Aston Village are committed to the following strategies:

- that all children in Aston Village will have equal access to History education
- that all children with different needs will receive opportunities to participate in purposeful activities that draw on their creative and aesthetic potential
- that activities and guidelines are adapted to suit individual needs and are appropriate to the child's ability and age

- that lessons will be adapted to suit the attention span of individuals and that the expectations of teachers is modified accordingly
- that each child is challenged to stretch the possibilities of historical activities to the fullest
- Every effort is made to ensure that a holistic approach is adopted for the teaching of history.

8. Equality of Participation and Access

(Please see the school's Equality Policy)

The teachers of Aston Village ETNS have decided on the following:

- that equal opportunities are given to boys and girls to participate in all activities/assignments
- that equal access is given to all in relation to all the strands
- that all children have equal access to services and amenities in the school environment
- that children are not excluded from any activity or opportunity
- that efforts will be made to incorporate any cultural diversity that may occur in a class, e.g., travellers, newcomer children, history of Islam etc.

That efforts will be made to integrate the Learn Together curriculum with the teaching of history (history of various religious beliefs).

- that efforts will be made to acquire authentic artefacts from other cultures
- children with literacy problems will be identified and helped accordingly (SNA, Resource teacher, parent, etc.)
- children who are socially disadvantaged will be identified and helped accordingly (given resources from school supplies etc.)

Organisational Planning

9. Timetable

The following decisions were made :

- 1 To ensure that all classes fulfil the conditions as stipulated in the Curriculum for the teaching of History
- 2 That 2 hours 20mins per week is allocated to the SESE section and 1 hour 40 minutes for Infants

- 3 That at times while working on projects, discreet time is allocated for History
- 4 That time is set aside for visits to historical sites, museums etc.

10. Health and Safety

The principal feels that the Health and Safety document adequately covers the teaching of History. The following areas have been identified as needing extra vigilance:

- ❖ the storage and handling of artefacts
- ❖ activities outside of the classroom: fieldtrips, crossing the road, visits to museums, sites
- ❖ the safe handling of scissors etc. for craftwork

11. Individual Teachers' Planning and Reporting

On producing this plan, the staff reviewed it.

Each teacher will produce a termly plan for September to December for History

Teachers will produce a weekly/fortnightly scheme with History included.

The strand units selected will dictate planning.

A Cúntas Míosúil will be produced at the end of each month, handed to the principal and will be stored in the office.

12. Staff Development

The following should be noted:

- ❖ members of staff with particular expertise will be encouraged to share this with staff member:
- ❖ teachers will have access to suitable resources-including texts, DVDs, software etc
- ❖ teachers are encouraged to seek out local historians who could be of benefit to the school community
- ❖ teachers are encouraged to help peers in a proactive way: teachers are encouraged to seek advice
- ❖ teachers are encouraged to attend courses in History

13. Parental Involvement

The following should be noted:

- ❖ parents will be kept informed of ongoing developments in the History area
- ❖ individual parents will be briefed at parent-teacher meetings
 - ❖ suitable parents will be invited to give talks
 - ❖ parents will be encouraged to take part in homework exercises/project work.
 - ❖ parents will be invited on trips if required
 - ❖ parents will be invited to view class work, to attend exhibitions of the children's work and to attend plays/assemblies

14. Community Links

- ❖ as the opportunity arises, members of the community will be invited to make contributions
- ❖ Orla will draw up a list of individuals or groups who might be able to assist in the area of History
- ❖ Guidelines for Parents is used as a reference for this purpose

■ Success Criteria

- ❖ Are teachers using this plan to help with planning?
- ❖ Do the teachers feel some ownership of this plan
- ❖ Are teachers staying with the guidelines to deliver the plan?
- ❖ Do the children enjoy the subject?
- ❖ Are parents aware of what is going on in the school as regards history?
- ❖ Is there a progressive aspect to the teaching of history in Aston Village ETNS?

Has the plan promoted the key considerations when implementing the history curriculum?

- o1* That history is defined as an attempt to reconstruct and interpret the past rather than the past itself
- o2* That there is a balance between the process (how the child learns) and content (what the child learns)
- o3* That the child must acquire skills and concepts to work effectively as a young historian
- o4* That the curriculum is spiral and developmental in its structure
- o5* That the child engages in studies ranging from personal to local, national and international history

o6 That history is integrated across the curriculum from Infants to Fifth Class.

■ Implementation

(a) Roles and Responsibilities

The plan be supported, developed and implemented by all the staff with specific responsibility by Orla O Connor.

She will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings?

The plan will be monitored and evaluated by the staff at staff meetings.

(b) Timeframe

The plan was produced in October, 2010 and reviewed in June 2016. The plan is due for review again in June 2020.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum.

Roles and Responsibilities

The following will be involved in the review:

- o1 Teachers*
- o2 Pupils*
- o3 Parents*
- o4 Post holders/plan coordinator*
- o5 BoM/DES/Cuiditheoir.*

■ Ratification and Communication

Orla O Connor through the Principal ratified this plan with the BOM in October, 2010.

Reference Section

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

Useful Websites

Sources of Local History

National Archives	www.nationalarchives.ie
National Museum	www.museum.ie
National Library of Ireland	www.nli.ie
Heritage Council	www.heritagecouncil.ie
An Chomhairle Leabharlanna	www.askaboutireland.ie

Other Websites

Primary Curriculum Support Programme	www.pcsp.ie
School Development Planning Support	www.sdps.ie
National Council for Curriculum and Assessment	www.ncca.ie
ENFO	www.enfo.ie
TeachNet Ireland	www.teachnet.ie
Scoilnet	www.scoilnet.ie
Irish National Teachers Organisation	www.into.ie