



**Riverview**  
Educate Together National School

## **Riverview ETNS History Policy, January 2022**

### **Introductory Statement**

The History Curriculum provides opportunities for the child to acquire a broad and balanced understanding of local, Irish and international history through the study of a range of peoples, events and periods, while at the same time developing and practising historical investigation skills concerned with time and chronology, cause and effect, change and continuity, the use of evidence, synthesis, communication and empathy. It will form the basis for teachers' long and short term planning. The plan was drafted in 2022 after a process of consultation within the staff.

### **Rationale**

This policy was formulated to enable the teaching staff, members of the Board of Management and the parents to gain an insight and understanding into the teaching of History in our school. We recognise History as an integral element of Social, Environmental and Scientific Education. In our school SESE provides opportunities for the child to explore, investigate and develop an understanding of the natural, human, social and cultural dimensions of local and wider environments, to learn and practise a wide range of skills, and to acquire open, critical and responsible attitudes. SESE enables the child to live as an informed and caring member of local and wider communities. 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.

## Vision

It is the ethos of our school to enable each and every child to reach their 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, one that allows children to work as historians, children will 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.

## Aims

*In our school we endorse the following 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 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 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 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*

## 1. Curriculum Planning

Please refer to Appendix A to view a copy of the History Curriculum Strands and Strand Units.

Each teacher is familiar with the strands, strand units and content objectives for their class level and indeed for each other's class levels. 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.

Teachers will ensure that the stories, activities and topics will encompass a range of perspectives and will:

- Introduce children to the lives of women, men and children from a diverse range of backgrounds.
- Include studies from a wide range of human experience.
- Come from local, national and international contexts.

The curriculum places an emphasis on the exploration of personal and family history and teachers are conscious of the sensitivities some aspects of these topics will require.

Through local history, children can readily acquire and practise historical research skills, they can become familiar with and learn to value the local environment and they can learn to appreciate the elements of the past which have given them and their locality a sense of identity. A Local History Audit for our area has been compiled (See appendix 2).

Oral Evidence is incorporated in class and visits from people in the area who may be willing to come to the school and speak to the children about the past is encouraged (ensuring proper planning and preparation is undertaken).

The development of children's chronological understanding can be fostered through the use of timelines, and timelines will be used at all levels. The use of timelines will play a major role in the development of chronological understanding and will be used at all class levels in an age appropriate way

- Infants-Picture sequences using the language of time
- Middle classes-timelines that relate to personal history with photographs and items along with the language of time
- Senior classes-timelines of distant periods and key dates

In choosing the Strand Units for third from sixth classes, there is a spiral approach recommended, in which some aspects of the past may be explored in increasing detail at a number of levels.

In selecting Strand Units from third to sixth we will endeavour to ensure that:

- One strand unit in local history and one strand unit in national or world history is studied in more depth over a longer period.
- A balance is made between the development of skills and the acquisition of knowledge in the teaching of History.

## **2. Skills and Concepts Development**

### **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

At Junior level, strategies 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, photographs from own personal past, objects, songs, etc.
- 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.
- 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.

At Senior level, strategies to develop the child's skills to work as a young historian 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.
- 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
- Encourage children to compare accounts of a person or event from two different sources
- Providing opportunities for children to use evidence and imagination to reconstruct elements of the past and communicate this understanding in a variety of ways.
- Enable children to develop some skills in the location and selection of evidence
- 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.

## **3. Approaches and methodologies**

- Aistear in the Junior classes

- Story
- Drama and role-play
- Oral evidence
- Documentary evidence
- Using ICT
- Personal and family history
- Using artefacts
- Pictures and photographs
- Active learning
- Talk and discussion
- Use of the environment
- Timelines
- Cooperative Learning
- Problem-Solving
- Developing skills through content
- Use of mindmaps, KTWs, KWLs, KQLs

#### **4. Children with Additional Needs**

All children will be supported to maximise their ability to access the History Curriculum.

In order to do this we will consider:

- Using a mixture of whole class teaching and focused group work
- Planning topics so that opportunities are provided for further investigation work for the more able or less able
- Choosing more accessible or more demanding evidence
- A range of questions spanning from simple recall to more complex and analytical
- Planning for the use of a wide range of communication skills - Drawing, ICT, written and oral accounts, photographs and models.
- Provide opportunities for cooperative learning
- Exceptionally able students will be encouraged to undertake additional research and record their findings in a variety of ways
- Any other needs particular to our own school

#### **5. Linkage and Integration**

##### 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:

History makes an important and distinctive contribution to the development of the child, and historical education complements the growth of the child's geographical and scientific learning. Opportunities will be explored where the elements from the History, Science and Geography

curricula may be explored concurrently and opportunities for transferral and application of skills. History may also be integrated with other subject areas – e.g. English, Gaeilge, Drama, Music, Art and PE.

## 6. Assessment and Record Keeping

Assessment in history will fulfil the following roles:

- A diagnostic role – to identify areas of difficulty in order to respond to the needs of the child
- A summative role – to establish the outcomes of learning after completing a unit of work. In this way assessment can provide the basis for reporting to and communicating with parents and others.
- An evaluative role – to assist teachers in assessing their own practice, methodologies, approaches and resources.

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**

Teachers assess:

- Assessment of learning
- Assessment for learning

Some suggested assessment tools used to gather information about a child's progress:

- Teacher observation
- Teacher-designed tasks and tests
- Work samples, portfolios and projects
- Record keeping: portfolios, projects ongoing assessment tests and end of year reports to parents. The children's portfolios are stored in the child's classroom.
- Use of mindmaps, KTWs, KWLs, KQLs
- Self-assessment
- Conferencing – info gathering
- Peer Assessment
- Questioning
- 3-1-1 (three things they learned, one thing they were surprised by, one thing they would like to learn more about)
- Two Stars and a Wish

## 7. Equality of Participation and Access

Equal opportunities are given to all children to participate in all classes and activities and to experience all strands of the History Curriculum regardless of their socio-economic status, family

status, disability, learning difficulty, first language, gender identity, sexual orientation, race, ethnicity, religion, social or cultural background.

At all class levels we include the lives of men, women and children from these different backgrounds. These considerations will impact on our choices of

- Stories
- Topics/Themes
- Visitors invited
- Evidence selected
- Resources

## **8. Organisational Planning**

### **Timetable**

- SESE (Geography/History/Science) is allocated three hours per week [2 hours 15 minutes for infant classes] so an average of  $\frac{1}{3}$  of that is used for History teaching.
- Time is sometimes given as a block for History to accommodate certain activities e.g. using a thematic approach, working on a project, gathering artefacts for a class museum, visits to local historical sites, particularly in the last term with field trips, projects etc.
- Teachers will consider the use of discretionary curriculum time which is 2 hours, for SESE when appropriate.

## **9. Resources**

- Textbooks
- Local library events and activities
- Box of artefacts
- Box of photographs
- Local History trails

## **10. ICT and History**

- Currently there is a selection of technologies available in the school e.g. Android tablets, interactive whiteboards, internet access.
- ICT plays a useful role in resourcing the History School Plan e.g. digital resources available with textbooks, CD-ROMs, online videos, and TV programmes.
- Teachers familiarise themselves with material on websites prior to use by the children and watch videos before showing to students.
- The NCTE filters all sites available on the school broadband

Some useful websites:

- Learning packs from EPIC Museum <https://epicchq.com/education/>

- DK Find Out: What do you want to find out. Online encyclopedia, activities and quizzes [https://www.dkfindout.com/uk/...](https://www.dkfindout.com/uk/)
- Explore 1916 with this interactive website [www.easter1916.ie](http://www.easter1916.ie)
- BBC History for Kids <https://www.bbc.co.uk/history/forkids/>
- Scoilnet <https://www.scoilnet.ie/>
- Learning zone for primary students <http://www.askaboutireland.ie>
- Book Creator <https://bookcreator.com/>
- Interview your grandparents and parents about important parts of their lives. Write down or record the interview. <https://blog.ohiohealth.com/interviewing-grandma-grandpa-20-questions-every-child-ask-grandparent/>
- Podcast - Forever Ago History <https://www.brainson.org/pages/foreverago>
- Podcast - Original stories by real kids <https://www.storypirates.com/podcast>
- Podcast - Wow in the World: <https://www.npr.org/podcasts/510321/wow-in-the-world?t=1585781041434>
- Podcast - Stories read aloud <http://storiespodcast.com>
- Podcast - Folk Tales <https://www.npr.org/podcasts/532788972/circle-round>
- Create a stop motion film or a live action film [https://fisfilmproject.ie/teacher-resources/filmmaking\\_lessons/](https://fisfilmproject.ie/teacher-resources/filmmaking_lessons/)
- Use Lego figures or other objects to create a stop-motion movie <https://tinkerlab.com/easy-stop-motion-animation-kids/>
- Create an animated movie using your own script <https://toontastic.withgoogle.com/>
- Tate Museum <https://www.tate.org.uk/kids>
- Virtual gallery and museum guided tours <https://artsandculture.google.com/partner>
- Listen to music anywhere in the world <http://radio.garden>
- The Kids Should See This: Wide range of cool educational videos <https://thekidshouldseethis.com>
- Horrible Histories Series [www.netflix.com](http://www.netflix.com)

## **11. Health and Safety**

As with all curricular areas, work in the History Curriculum will maintain due care to our schools Health and Safety Policy.

Care and attention will be given to the following:

- Hidden dangers if children are moving around the classroom
- Storage facilities
- Ventilation of the classrooms
- Amount of space for children to sit or stand when engaged in work
- Appropriate volume levels when using audio equipment

The following Health and safety issues pertaining to outdoor activities connected with the History Curriculum will be closely adhered to:

- All field trips are subject to the school's Health and Safety Policy and Supervision Policy

- A field trip bag, containing First Aid supplies, contact details and medical supplies for pupils goes with the teacher on all field trips
- Handling of artefacts is monitored by the classroom teacher
- Teachers bring their mobile phones and parental contact details on such trips
- Teachers will consult the principal whenever it is proposed to engage children in History field trip activities in the environment.
- 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 Teacher's Planning and Reporting**

- The planning framework, with strand units covered on a two-year cycle, forms the basis of school continuity whether with text books/thematic approach, etc.
- Each teacher will have a long term plan for the year drawn up, from this teachers will tailor them according to the individual needs of their own classes.
- Teachers will consult this whole school plan and the curriculum documents for History when they are drawing up their long and short-term plans.
- Cúntas Míósúil 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.
- From infants to second class all strands and strand units will be covered every year as outlined in the documents. Each content objective within each strand unit will be covered.
- 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 will have a local focus and the other will have a national/international focus
- In fifth and sixth classes we will select two strand units from each strand with the exception of 'Life, society, work and culture in the past' from which we will only select one strand unit. We will also cover a selection of stories for fifth and sixth.
- Teachers from third to sixth will need to plan collaboratively on strands chosen in order to avoid duplication. Strand units may be repeated as children progress through the school to ensure continuity and progression.
- Where it is meaningful and suitable, History will be taught in a thematic way to integrate with the other SESE subjects.

## **13. Staff Development**

- Teachers have access to reference books, resource materials, and websites dealing with History.
- Teachers are informed of courses regarding History in local Educational Centres and in other venues. Teachers are encouraged to share the expertise acquired at these courses at staff meetings.

- Where appropriate, time is allocated at staff meetings to discuss aspects of the SESE curriculum, including History.
- Where possible teachers avail of internal and /or external expertise to inform and upskill, to stimulate interest and bring History alive for the pupils. Staff will be encouraged to research and try out new approaches and methodologies.
- Riverview ETNS has a culture where teachers share good experience and practice.

#### **14. Parental involvement**

- Parents, guardians and grandparents can be wonderful sources of information supporting the History curriculum. Parents, guardians and grandparents are invited to visit the school as a guest speaker, in line with the school's covid response plan.
- The local library will be a source of historical knowledge for the children ie; documentary evidence, maps.

#### **15. Community Links**

- Individuals in the community support the school's History Curriculum by giving talks/slide shows etc. on local history.
- Parents are encouraged 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.
- Parents and grandparents are encouraged to come into the school and participate in history trails and to share their historical experiences with the children.
- The work of some national agencies relates to aspects of the history programme and visits are welcome by speakers from these organisations – e.g. Dúchas, Heritage Council, Local County Council, Archaeological Survey of Ireland, National Roads Authority.
- Strands that will allow for parental involvement are:  
Myself and my family  
Stories  
Change and continuity  
Local studies

#### **16. Places of Historic Interest**

- Places of historic interest are sometimes incorporated into school tours.
- Field trips and trails are organised to support the teaching of local and national history.
- Children will be brought on visits to different places of local interest as they progress through the primary school. Trips to museums, galleries and interpretive centres will form part of the History programme.

#### **17. Success Criteria**

We will review this whole school plan under the following headings

- Are individual teachers preparing, planning and teaching according to this plan?

- Are procedures in the plan being followed i.e. fieldwork, health and safety etc.?
- Teachers' observations of children's enjoyment and participation during activities
- Discussion and review of the effectiveness of the methodologies and approaches used
- How are the children's historical skills progressing?
- How well is historical knowledge being learned by the children?
- Are we adhering to the curriculum in History as outlined in this plan?
- Are we assessing our history as outlined in the plan?
- Do we need to update resources?
- Are the key messages of the curriculum adhered to?
- Feedback from teachers, parents, students
- Inspector's reports and suggestions

## **18. Implementation**

### **Roles and Responsibilities**

- Each class teacher is responsible for the planning and delivery of the History Curriculum within their classroom.

### **Communication**

- A copy will be made available for parents, on request.
- All staff will have access to a copy on the shared drive.
- The school plan forms part of the induction material for new teaching staff.

### **Review and Evaluation:**

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum in the school. The whole staff is responsible for coordinating this review. Those involved in the review may include: *Teachers, Pupils, Parents, Post holder, BoM, DES Cigiri*

### **Ratification and Communication**

This policy has been made available to school personnel and the Parents' Association and is readily accessible to parents via the school website.

A copy of this policy will be made available to the Department and the patron if requested. This policy will be reviewed by the Board of Management at regular intervals.

This policy was adopted by the Board of Management on \_\_\_\_\_2022.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Principal

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Chairperson of Board of Management

### Appendix A

**The following is an overview of the Strands and Strand Units of the History Curriculum for the Junior Classes**

Class	Strands	Strands Units
<b>Infants, First and Second Class</b>	Myself and My Family	Myself
		My Family
	Story	Stories
<b>First and Second Class</b>	Myself and My Family	When My Grandparents were Young
		Games in the Past
		Feats and Festivals in the Past
	Change and Continuity	Continuity and Change in the Local Environment

**The following is an overview of the Strands and Strand Units of the History Curriculum for the Senior Classes**

Class	Strands	Strands Units

<b>Third to Sixth Class</b>	Local Studies	My Family
		Homes
		My School
		Games and Pastimes in the Past
		Feasts and Festivals in the Past
		Buildings, sites or ruins in my locality
		My Locality through the Ages
<b>Third to Sixth Class</b>	Story	Stories from the Lives of People in the Past
		Myths and Legends
<b>Third to Sixth Class</b>	Early People and Ancient Societies	Stone Age Peoples
		Bronze Age Peoples
		Early Societies of the Tigris and Euphrates Valleys
		Egyptians
		Greeks
		Romans
		Celts
		Early Christian Ireland
		Vikings
		Central and South American Peoples

		Asian Peoples
		African Peoples
		North American Peoples
		Australasian Peoples
<b>Third to Sixth Class</b>	Life, Society, Work and Culture in the Past	Life in Norman Ireland
		Life in Mediaeval Towns and Countryside in Ireland and Europe
		Life in the 18 <sup>th</sup> Century
		Life in the 19 <sup>th</sup> Century
		Life during World War Two
		Life in Ireland since the 1950s
<b>Third to Sixth Class</b>	Continuity and Change Over Time	Food and Farming
		Clothes
		Homes and Houses
		Transport
		Communications
		Shops and Fairs
		Schools and Education
		Caring for the Sick
<b>Fifth and Sixth Class</b>	Continuity and Change Over Time	Urban Developments
		Nomadism

		Energy and Power
		Workshops and Factories
		Literature, Art, Crafts and Culture
		Barter, Trade and Money
<b>Fifth and Sixth Class</b>	Eras of Change and Conflict	The Renaissance
		The Reformation
		Traders, Explorers and Colonisers from Europe
		The Great Famine
		The Industrial Revolution
		Changing Land Ownership in 19 <sup>th</sup> Century Ireland
		Changing Roles of Women in the 19 <sup>th</sup> and 20 <sup>th</sup> Centuries
		World War One
		Modern Ireland
<b>Fifth and Sixth Class</b>	Politics, Conflict and Society	16 <sup>th</sup> and 17 <sup>th</sup> Century Ireland
		Revolution and Change in America, France and Ireland
		O'Connell and Catholic Emancipation
		1916 and the Foundation of the State
		Northern Ireland
		Ireland, Europe and the World, 1960 to the Present

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## **Appendix B**

### **Local History Audit**

#### **Buildings, Sites or Ruins**

- ❖ Terenure College
- ❖ Our Lady's House and School
- ❖ Bushy Park
- ❖ Templeogue Village
- ❖ Terenure Village
- ❖ Rathfarnham Castle
- ❖ The Forge
- ❖ Terenure Synagogue
- ❖ Templeogue Forge
- ❖ Lavarna Grove and Rathdown Park
- ❖ Cheeverstown House
- ❖ Templeogue Bridge
- ❖ Faugh's GAA Club
- ❖ River Dodder
- ❖ River Poddle
- ❖ Templeogue Graveyard
- ❖ Templeogue Arch
- ❖ Pdraig Pearse House, St Enda's Park
- ❖ Round Tower, Clondalkin
- ❖ Kilmainham Jail
- ❖ Royal Hospital Kilmainham (IMMA0
- ❖ St. Mary's Graveyard, Crumlin Village
- ❖ Hellfire Club
- ❖ Drimnagh Castle

#### **Historical Artefacts Available**

- ❖ Old textbooks
- ❖ Photographs of school children
- ❖ School bell
- ❖ Film footage
- ❖ Oral evidence
- ❖ Local publications 'Proud to live in Templeogue'