



Ballymore National School

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Under the Patronage of the Church of Ireland Bishop of Derry and Raphoe.

History Plan

Introductory Statement:

This History policy was devised through the collaboration of staff from Ballymore National School. The plan was discussed and revised before being put before the Board of Management for ratification. As a whole school plan, it will inform teaching and learning of this subject and will serve as the basis for all long- and short-term planning on History

Rationale:

This plan is a record of whole school decisions regarding teaching and learning in relation to History in line with the Curriculum. This plan will form the basis for teachers' long and short-term planning. It will also inform new or temporary teachers of the approaches and methodologies used in our school.

Vision and Aims

Vision

- Through history education we endeavour to develop and practice historical investigation skills which will lead to a balanced understanding of local, national and international history and the contribution of different ethnic groups to human development.
- We promote learning activities that encourage all children to reflect critically and become independent in their pursuit of historical information

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 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 recognize 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 recognize 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

Curriculum Planning:

The History Curriculum comprises of two parts:

- **Strand and strand units**
- **Skills and concepts development**

Strand and Strand units:

- Continuity and progression from class to class are ensured by following the strands and strand units of the curriculum for the relative classes.
- Classes from Infants to Second Class must explore all the strand units
- The teacher in the senior class developed a 4-year programme of work by allocating the content of particular strands and strand units to each class level. From time-to-time topics

from the alternate year may be visited in a year's work, as they arise in other areas of the curriculum.

- Teachers will establish the children's previous experience and use this as a starting point for the further development of concepts and skills.
- Teachers can also access the record of content covered at each level from monthly planning which will briefly detail the level of engagement with each strand.
- The strands of Local Studies and Continuity and Change, in accordance with the spiral nature of the curriculum, will be revisited and dealt with in greater detail as the children progress through the classes.
- Teachers are aware of the balance required between local, national and international history and this again is reflected in the 2-year plan

Content:

Strand: Myself and my family (infants to second classes)

Strand Unit: My family

Local studies (third to sixth classes)

Infants	First and second	Third and fourth	Fifth and sixth
Become aware of and identify the members of the family	Explore and record significant features, events and dates in the past of the child's family and extended family	Explore aspects of personal family history or the family history of a person known to him/her	
Compare relative ages: old/older, young/younger	Compare ages of family members: old/older, young/younger		
Discuss developments in the life of the family and things which have stayed the same	Collect, explore and discuss a range of simple evidence, noting changes and developments and items which have stayed the same	Examine changes and examples of continuity in the lives of parents and grandparents	
Explore and discuss how family members care for each other	Discuss and record significant family events		
Collect simple evidence		Collect and use a range of simple historical evidence	
	Compile simple family tree, scrapbook or timeline	Present findings using a variety of media and appropriate timelines	

Strand: Myself and my family (infants to second classes) Strand unit: Games in the past (infants to second classes)

Local studies (third to sixth classes)

Games and pastimes in the past (third to sixth classes)

Infants	First and second	Third and fourth	Fifth and sixth
	Explore and record traditional non-formal games, especially those common in the locality and those known to parents or grandparents	Explore and discuss games and pastimes enjoyed by parents and grandparents in the past	Become familiar with aspects of the history of games in the locality
	Collect information on rules, traditions, songs or rhymes associated with the games	Become familiar with some games and pastimes enjoyed in the locality	Explore aspects of the leisure interests and games of local people in the past
	Handle, collect or reconstruct articles used in such games, where possible	Have some knowledge of games and pastimes enjoyed by children in ancient societies and in other lands	

Strand: Myself and my family (infants to second classes) Strand unit: Feasts and festivals in the past

Local studies (third class to sixth classes)

Infants	First and second	Third and fourth	Fifth and sixth
	Explore and discuss the origins and traditions of some common festivals	Become familiar with the origins and traditions associated with some common festivals in Ireland and other countries	Become familiar with the origins and traditions associated with a range of festivals in Ireland and other countries
	Explore and discuss the origins and traditions of some common festivals	Explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals	Explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals

Strand: Myself and my family

Strand unit: When my grandparents were young

Infants	First and second	Third and fourth	Fifth and sixth
	Explore and record aspects of the lives of people when his/her grandparents were young		
	Listen to adults talking about their own past		
	Collect and/or examine simple evidence in school or in a local museum		
	Compare lives of people in the past with the lives of people today, noting differences and similarities		
	Learn songs and dances, or play games from the past		
	Record material on appropriate timeline		

Strand: Local studies

Strand unit: Buildings, sites or ruins in my locality

Infants	First and second	Third and fourth	Fifth and sixth
		Actively explore some features of the local environment	Actively explore some features of the local environment
		Investigate various aspects of these sites	Investigate various aspects of these sites
		Present findings using a variety of media and appropriate timelines	Present findings using a variety of media and appropriate timelines
			Identify opportunities to become involved in enhancing and protecting the environmental features

Strand: Local studies

Strand unit: My school (third and fourth classes)

Schools (fifth and sixth classes)

Infants	First and second	Third and fourth	Fifth and sixth
		Investigate the development of present buildings and the history of earlier school buildings	Study the development of the school over a period
		Become familiar with the story of the school's founder(s)	Relate the history of the school to the history of education in the parish or local area
		Attempt to reconstruct a school day in the past using a range of simple evidence	
		Compare school furniture and equipment of the past and the appearance of the classroom with those of today	
		Examine old roll books or other records; if possible old handwriting copybooks	Use documentary and other sources
		Refer to or use appropriate timelines	
			Explore the history of the school in the wider context of educational development in Ireland

Strand: Local studies

Strand unit: Homes

Infants	First and second	Third and fourth	Fifth and sixth
		Explore changes which have taken place in the home and other homes in the area	Compare and classify a range of homes in the area
			Investigate local and/or regional variations or similarities in building styles and materials
		Discuss with older people items which have changed and those which have remained the same	
		Collect and/or examine old artefacts	Collect, study and classify domestic artefacts
		Present findings using a variety of media and appropriate timelines	
			Investigate links between the age of houses and their location

Strand: Local studies

Strand unit: My locality through the ages

Infants	First and second	Third and fourth	Fifth and sixth
		Study a period or periods in the history of the local village, town, city area, townland, parish or county	Study a period or periods in the history of the local village, town, city area, townland, parish or county, in fifth and sixth classes children should study periods not already covered in third and fourth classes
		Become familiar with important events in the history of the locality	Become familiar with important events in the history of the locality, setting local figures or events in the national and international context where relevant. In addition to the developments suggested for this unit in third and fourth classes
		Collect related local ballads, stories and traditions	Collect local ballads, stories and traditions relating to these events
			Use evidence which is more diverse and more complex than heretofore

Strand: Story

Strand unit: Stories (Infants to second class)

Stories from the lives of people in the past (third to sixth class)

Infants	First and second	Third and fourth	Fifth and sixth
Listen to, discuss, retell and record through pictures and other simple writing activities some stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries in a variety of ways	Listen to, discuss, retell and record some simply told stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments	Listen to, discuss, retell and record a range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments	Listen to, discuss, retell and record a wide range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments
Become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people	Become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people · listen to local people telling stories about their past	Become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people	Become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
Listen to local people telling stories about their past	Listen to local people telling stories about their past	Listen to local people telling stories about their past	Listen to local people telling stories about their past
Discuss the chronology of events (beginning, middle, end) in a story	Discuss chronology of events (beginning, middle, end) in a story	Discuss chronology of events (beginning, middle, end) in a story	Discuss the chronology of events in a story
Express or record stories through art work, drama, music, mime and movement and using information and communication technologies	Express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies	Express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies	Express or record stories through oral and written forms, art work, music, drama, mime, movement, information and communication technologies
Display storyline pictures showing episodes in sequence	Display storyline pictures showing episodes in sequence		

	Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries		
	Distinguish between fictional accounts in stories, myths and legends and real people and events in the past		
	Discuss the actions and feelings of characters	Discuss the actions and feelings of characters Discuss the attitudes and motivations of characters	Discuss the actions and feelings of characters Discuss the attitudes and motivations of characters in their historical context
	Use appropriate timelines	Use appropriate timelines	Use appropriate timelines
		Examine and begin to make deductions from some simple relevant evidence	Examine and begin to make deductions from some simple relevant evidence

Strand: Story

Strand unit: Myths and legends

Infants	First and second	Third and fourth	Fifth and sixth
		Listen to, discuss, retell and record a range of myths and legends from various cultural, ethnic and religious backgrounds in Ireland and other countries	Listen to, discuss, retell and record a wider range of more complex myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries
		Discuss the chronology of events in the stories	Discuss the chronology of events in the stories
		Discuss the actions and feelings of characters	Discuss the actions and feelings of characters
		Distinguish between fictional accounts in stories, myths and legends and real people and events in the past	
		Express or record stories through oral and written forms, art work, drama, mime, movement and information and communication technologies	Express or record stories through oral and written forms, art work, drama, mime, movement, information and communication technologies
			Relate the myths and legends to the beliefs, values and traditions of the peoples from which they came
			Discuss the forms of expression and conventions used in myths and their retelling
			Explore and discuss common themes and features which are to be found in the myths and legends of different peoples

Strand: Early people and ancient societies

Menu of strand units: Choose two strand units in third/fourth classes and two strand units in fifth/sixth classes

Study a selection from:

- Stone Age peoples
- Bronze Age peoples
- Early societies of the Tigris and Euphrates valleys
- Egyptians
- Greeks
- Romans
- Celts
- Early Christian Ireland
- Vikings

and a selection from:

- Central and South American peoples
- Asian peoples
- African peoples
- North American peoples
- Australasian peoples

Infants	First and second	Third and fourth	Fifth and sixth
		Become familiar with aspects of the lives of these peoples	Become familiar with aspects of the lives of these peoples
		Examine and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally	Examine critically, and become familiar with, evidence we have which tells us about these people, especially evidence of these people which may be found locally and in Ireland, where appropriate
		Record the place of these peoples on appropriate timelines	Record the place of these peoples on appropriate timelines

Strand: Life, society, work and culture in the past

Menu of strand units: Choose two strand units in third/fourth classes and one strand unit in fifth/sixth classes

Possible units from third to sixth classes may include:

- Life in Norman Ireland
- Life during WW II
- Life in the 18th century
- Life in the 19th century
- Life in Ireland since the 50's
- Life in medieval towns and countryside in Ireland and Europe
- Language and culture in late 19th and early 20th century

Infants	First and second	Third and fourth	Fifth and sixth
		Become familiar with aspects of the lives of these people	Become familiar with aspects of the lives of these people
		Examine and become familiar with evidence from the periods studied, especially evidence which may be found locally	Examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally
		Record the place of peoples on timelines	Record the place of peoples and events on appropriate timelines

Strand: Era's of change and conflict

Menu of strand units: Choose two strand units in fifth and sixth classes

Possible units for fifth and sixth classes may include:

- The Renaissance
- The Reformation
- Traders, explorers and colonisers from Europe
- The Great Famine
- The Industrial Revolution
- Changing land ownership in 19th century Ireland
- Changing roles of women in the 19th and 20th centuries
- World War I
- Modern Ireland

Infants	First and second	Third and fourth	Fifth and sixth
			Become familiar with aspects of these periods
			Examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally
			Record the place of peoples and events on appropriate timelines

Strand: Politics, conflict and society

Menu of strand units: Choose two strand units in fifth and sixth classes

Possible units for fifth and sixth classes may include:

- 16th and 17th 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

Infants	First and second	Third and fourth	Fifth and sixth
			Engage in simple studies of some of the more important aspects of periods in which political changes or movements have had an important influence on the lives of people in Ireland
			Acquire some knowledge of the major personalities, events or developments in these periods
			Explore, discuss, compare and develop some simple understanding of the attitudes, beliefs, motivations and actions of differing individuals and groups of people in the past
			Begin to develop some appreciation of the "mind-set" of former generations
			Acquire insights into the attitudes and actions of people in contemporary Ireland
			Develop a growing sense of personal, national, European and wider identities

Strand: Continuity and change in the local environment (first and second classes)

Continuity and change over time (third to sixth classes)

Menu of strand units: Choose two units in third/fourth classes and two units in fifth/sixth classes

Possible units for third and fourth may include:

- Food and farming
- Clothes
- Homes and houses
- Transport
- Communications
- Shops and Fairs
- Schools and Education
- Caring for the sick

Possible units for fifth and sixth may include:

- Homes, housing and urban developments
- Nomadism
- Food and farming
- Clothes
- Transport
- Communications
- Energy and power
- Workshops and factories
- Schools and education
- Literature, art, crafts and culture
- Caring for the sick
- Barter, trade and money

Infants	First and second	Third and fourth	Fifth and sixth
	Visit, explore and become aware of elements in the local environment which show continuity and change		
	Listen to and record memories of older people about such places		
	Compare photographs, drawings and simple accounts of the site in the past with the site now		
	Use simple work directives, work cards or trail leaflets		
	Record findings through drawing and other art work, modelling, photographs, information and communication technologies		
	Use appropriate timelines	Refer to or use appropriate timelines	Refer to or use appropriate timelines
		Study aspects of social, artistic, technological and scientific developments over long periods	Study aspects of social, artistic, technological and scientific developments over long periods
		Identify items of change and continuity in the "line of development"	Identify items of change and continuity in the "line of development"
		Identify some of the factors which have caused or prevented change	Identify some of the factors which have caused or prevented change

Skills and Concepts Development:

- The following strategies are used to develop the child's skills to work as a young historian

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

Working as a historian

Infants	First and Second	Third and Fourth	Fifth and Sixth
<i>Time and chronology</i>	<i>Time and chronology</i>	<i>Time and chronology</i>	<i>Time and chronology</i>
Become aware of and discuss the sequence of events in simple stories about the past	Begin to distinguish between the past, present and future	Distinguish between the past, present and future	
Record sequences of events in personal or family history and in stories using simple timelines	Begin to develop an understanding of chronology through exploring and recording simple sequences and by placing objects or pictures in historical sequence	Develop an understanding of time and chronology through comparing the relative ages of people, objects and events	Develop an understanding of time and chronology so as to place people, objects and events within a broad historical sequence
		Record information about people and events in the past using simple timelines	Record people and events in the past using a variety of simple timelines
		Use common words and phrases associated with time	Use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period
		Understand and use date conventions when studying the past, including day, month and year	
<i>Change and continuity</i>	<i>Change and continuity</i>	<i>Change and continuity</i>	<i>Change and continuity</i>
	Explore instances of change and continuity, especially in personal life, in family and local history	Develop an understanding of change and continuity by exploring similarities and differences between the past and the present	Develop an understanding of change and continuity by exploring similarities and differences between the past and the present and between different periods in the past
<i>Using evidence</i>	<i>Using evidence</i>	<i>Using evidence</i>	<i>Using evidence</i>
Encounter some simple historical evidence such as family photographs, own	Examine a range of simple historical evidence such as photographs, objects, memories of older people, buildings, stories and	Examine and use a wider range of historical evidence, especially that which may be found in the locality or which is connected with local history	Examine and use critically a wide range of historical evidence

clothes worn when younger and buildings	songs		Develop some skills in the location and selection of evidence
	Begin to distinguish between fictional accounts in stories, myths and legends and real people and events in the past	Ask questions about a piece of evidence	Distinguish between primary and secondary sources and ask questions about a piece of evidence
		Summarise information in, and make simple deductions from, a single source of evidence	Make simple deductions from evidence and recognise that evidence may be incomplete or biased
			Compare accounts of a person or event from two or more sources
			Appreciate that evidence can be interpreted in a number of ways
<i>Cause and effect</i>	<i>Cause and effect</i>	<i>Cause and effect</i>	<i>Cause and effect</i>
	Discuss the reasons why some events happened and some of their consequences	Discuss the reasons for, and the effect of, some events and changes in the past	Recognise some factors which may have caused, prevented or delayed changes in the past
			Appreciate that events usually have a number of causes and outcomes
<i>Communication</i>	<i>Synthesis and communication</i>	<i>Synthesis and communication</i>	<i>Synthesis and communication</i>
Communicate an awareness of stories from the past in a variety of ways	Communicate an awareness of stories, people and events from the past in a variety of ways	Communicate this understanding of the past in a variety of ways	Communicate this understanding of the past in a variety of ways
		Use evidence and imagination to reconstruct elements of the past	Use evidence and imagination to reconstruct elements of the past
			Select and organise historical information
	<i>Empathy</i>	<i>Empathy</i>	<i>Empathy</i>
	Imagine and discuss the feelings of characters in stories from the past.	Imagine and discuss the feelings and motives of people in the past.	Imagine and discuss the feelings and motives of people in the past

Approaches and Methodologies:

Teachers select appropriate methodologies to accommodate the different learning styles of the children.

- Active learning
- Problem solving
- Talk and discussion
- Co-operative learning
- Use of the environment
- Developing skills through content
 - Story
 - Drama and role
 - Oral evidence
 - Documentary evidence
 - Using ICT
 - Personal and family history
 - Using artefacts
 - Pictures and photographs
 - Use of the environment
 - Use of think, pair, share strategy in talk and discussion
- Timelines are used and displayed in each class/throughout the school.
- In the junior room classroom much of the SESE programme is taught during Aistear; introducing & developing locational language in context, simple drawings of home, school and immediate environment, model building, mapping activities and role play of people in the community.

Linkage and Integration

- At each class level the teachers will seek to integrate History with other curricular areas.
- Aspects of History will be dealt with in the context of English, Gaeilge, S.E.S.E., Visual Arts, Music, Drama and Religion

- Teachers will make provisions for this linkage in their short-term planning.

Multi-grade teaching:

In planning for the multi grade setting the teacher will consider the following

- Using a thematic approach
- Integration with other subjects: SESE - history and science; SPHE; Maths; Language programme; Visual Arts; PE
- Teachers will organize the class as appropriate
 - whole class work
 - group work/ability groups
 - individual work

Assessment:

Children's progress in History regarding, children's knowledge of the past, ability to use historical skills & the development of attitudes is assessed using the following tools and will be used to differentiate for individuals and inform teacher's individual future planning.

• Teacher observation:

The details of children's learning which teachers notice as historical topics are explored and taught provide essential and immediate information about each child's learning. Observations may be made as children complete work, engage in discussions, interact with the teacher or receive guidance and help.

• Teacher designed tasks and tests:

Teachers will use a wide range of activities to introduce children to the units of the history curriculum, to allow them to learn about aspects of the historical topics involved and to reinforce knowledge and skills acquired. These activities will include oral discussions, asking and answering questions, the handling of evidence, recording and communicating in oral, pictorial, model written drama and role play. (KWL as a form of AOL and AFL, Mind maps, Pupil and group evaluation sheets)

Work Samples, portfolios and projects:

The collection of sample of the children's work in the copybooks/ assessment folder/ scrapbook provides one of the most important tools of assessment

Records of progress will be kept by the teacher and discussed with

- parents during parent teacher meetings
- children in teacher pupil conferencing
- And as part of the end of year report.

I.C.T:

Computers, tablets and ICT provides opportunities for the children to demonstrate what they know and understand about the topic and what historian skills they can apply.

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. Evidence of this differentiated approach will be recorded in the teachers planning.
- The requirements of children with special needs will be taken into account when planning class lessons and related activities.
- The S.N.A. supports children with particular needs and groups as directed by the class teacher. (when applicable)
- Where a teacher recognises that a child displays a particular ability or interest in History; this will be communicated to the parents so that the child is encouraged and supported at home also.
- Children of exceptional ability are encouraged to access additional information through the school library, the internet and conducting independent research projects.

Equality of Participation and Access

- We view the History programme as playing a key role in ensuring equality of opportunity for all children.
- The programme at each class level will be flexible so that the learning requirements of all children may be addressed.
- We provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements.
- Children with special needs will be included in all activities.
- No child will be excluded from workshops or fieldtrips due if parents/guardians are unable to cover the cost of the activities. In such instances the school will cover the cost.

Timetabling:

Teachers allocate a specific weekly amount of time to S.E.S.E. in their timetable. Time allocation may be flexible, as work in each area will complement learning in other subjects.

Teachers should ensure that pupils attending supplementary teaching are included for as much of the History programme as possible.

There is discretionary time available each week that teachers can occasionally use to support the History curriculum

Homework:

Homework is given in history when it is deemed appropriate. Project work can often be included in homework.

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.
- Each individual teacher will be responsible for their own short and long term planning
- Work completed will be recorded using monthly planning. These documents will be used to aid reviewing and developing the whole school policy and

individual teacher preparation for the following years. Any changes staff wish to make to improve the whole school plan for history will be discussed at staff meetings.

Staff Development:

Teachers have access to reference books, resource materials, equipment and websites dealing with history. Teachers research new approaches and methodologies. They are encouraged to attend in-service courses and to impart/discuss information acquired at these courses. Time is allocated at staff meetings to discuss aspects of the curriculum subject areas. Skills and expertise within the school are shared and developed through input at staff meeting.

Parental Involvement

- Parents are kept informed of developments in the school's history programme through meetings, online platforms and school displays.
- Parents with particular expertise may be invited to address classes.
- Grandparents may be invited to address classes / or may be interviewed by the children based on their experience/knowledge/ memories of local, national, international history.
- In the junior classes a parent and new baby may be invited to visit the class when working on personal history and generations.
- As per the homework policy, parents should monitor their children's work and check finished work.

Community Links

Ballymore National School is at the heart of the community. We strive to ensure that all members of the school and wider community are involved in school projects and activities where appropriate.

Places of historical interest

- Places of historic interest may be incorporated into school tours in accordance with the strands/ strand units and the topics being addressed in class.

- Field trips and trails may be organized annually to support the teaching of local and national history

Resources and Equipment:

- There is a library of CDs, DVDs and ICT programmes that support the history programme available.
- Teachers have access to a broad range of textbooks and ancillary materials which will support the strands and strand units being taught. Therefore, teaching and learning is not textbook driven and uses the prior knowledge of the child as a starting point.
- Teachers manuals/posters are available for numerous topics and themes.

Books: see Appendix 1.

Health and Safety

During practical work teachers should be aware of the safety implications of any exploratory or investigative work to be undertaken. Children should be encouraged to observe safety procedures during all tasks.

Success Criteria

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

- Implementation of the History curriculum will be evident in the teacher's plans
- Continuity of content and methodology will be evident in teacher's preparation and monthly reports
- Ongoing assessment, formal and informal will show that pupils are acquiring understanding of concepts and proficiency in scientific skills appropriate to their age and ability.
- Positive feedback from teachers/pupils/ parents

Implementation:

Roles Responsibilities:

This plan will be implemented and developed in both classrooms by the teachers. We will monitor the implementation/ progress of the History Plan by formal and informal discussions amongst the staff and by encouraging and accepting feedback on its implementation.

Timeframe:

Following consultation with the Parents Association and ratification from the Board of Management, this policy will be implemented during term 1 of the school year 2022/2023.

Review:

This policy will be reviewed in 2026 or earlier if required.

Teachers, pupils, parents, Board of Management and Department of Education may be involved in any future review.

Ratification and Communication:

This plan was communicated to and ratified by the Board of Management in March 2022.

Signed: W. George IRUM
Chairperson

Date: 25/05/2022

Signed: [Signature]
Principal

Date: _____

Resources available to support the delivery of the History Curriculum:

Senior Room - Four Year Plan for History

Year 1		Year 2	
Life, Society work & culture	Life in the 18th century Life in the 19th century	Life, Society work & culture	Life in Norman Ireland Life in Medieval towns and countryside. Life in Ireland in the 1950's
Early, People and Ancient Societies	The Vikings Early Christian Ireland The Bronze Age Australasian Peoples eg Maori	Early, People and Ancient Societies	The stone Age Egyptians American Peoples- Sioux People Asian Peoples
Continuity and change	Transport Food and farming Clothes Schools and education	Continuity and change	Shops and fairs Houses and homes Caring for the sick Communications
Local studies	My school Games and pastimes Buildings, sites and ruins in the locality Feasts and festivals	Local studies	My family Homes My locality through the ages Feasts and festivals
Story	Christopher Columbus The salmon of knowledge Santa Claus Androcles and the lion Helen of Troy Tom Crean	Story	Marco Polo Oisín in Tír na nOg. Setanta/Cuculainn Nano Nagle The Olympic Games.
Year 3		Year 4	
Life, Society work & culture	Life in the 18th century Life in the 19th century	Life, society work and culture	Language and culture in late 19th century early 20th century Ireland- The Gaelic Revival Life during WW2
Early, People and Ancient Societies	The Aztecs The Greeks The Romans Early Societies of Tigris and euphrates	Early, People and Ancient Societies	Celts The Romans Aboriginals African people
Continuity and change	History of medicines Energy and Power Workshop and factories Homes, houses and Urban developments	Continuity and change	Clothes School and education Communications Barter, Trade and Money
Eras of conflict and change	The Renaissance The Industrial Revolution World War 1 Changing roles of women in 19th/20th century	Eras of conflict and change	Traders Explorers and colonisers from Europe The Great Famine

			Changing role of women in 19th/20th century.
Politics, conflict and change	Revolution and change in America, France and Ireland Northern Ireland, Europe and the World 1960 to present.	Politics, conflict and change	16th, 17th century Ireland-Plantations O'Connell and Catholic Emancipation. 1916 War of Independence
Local studies	Buildings, sites or ruins in my locality	Local studies	My locality through the ages Feasts and festivals
Story	Nelson Mandela Myths and Legends-King Midas	Story	Martin Luther King Jr Marie Curie