



Whole School Plan for SESE History – Lisnafunchin National School

Introductory Statement

This plan was created by the staff of Lisnafunchin, in consultation with local historians and community members. It reflects our local heritage and the principles of the new Primary Language Curriculum (PLC). Our focus of School Self Evaluation for 2023-2028 is Outdoor Learning. We have received guidance from local community members in relation to the oral history of Lisnafunchin. Our school is also over 100 years old, with the previous school situated right beside the modern building.

Rationale

In keeping with DES (1999) guidelines and the PLC, this plan ensures the History curriculum is implemented in a structured, language-rich, and engaging manner while reflecting our Conahys' unique local heritage.

Vision

All pupils in Lisnafunchin are equally valued and respected irrespective of gender, race, background, or ability. Through the History curriculum, pupils will explore the lives and stories of people locally, nationally, and internationally, with a focus on our community's rich heritage. History learning will also develop pupils' oral and written language skills in line with the PLC.

Aims

We endorse the aims of the SESE History curriculum and align them with the PLC:

- Develop curiosity about the past and the language to express it.
- Make pupils aware of the lives of women, men, and children in the past, using inclusive language.
- Develop understanding of change and continuity and how to talk about it.
- Equip pupils with the skills of sequencing, evidence gathering, interpretation, and communication (oral, written, visual, digital).
- Foster appreciation of conservation and change in the local environment.
- Recognise how the past influences present-day attitudes and behaviour.

Short-Term Aims

- Create class plans reflecting our multi-grade groupings.

- Establish timelines and language-rich displays in each classroom.
- Organise “artefact terms” where children bring in items from home, creating a “mini-museum” in the senior classroom.
- Build resource packs for local and national history topics with integrated literacy tasks (e.g. oral recounts, writing frames).

Vision

- All pupils in Lisnafunchin National School are equally valued and respected irrespective of gender, race, background, or ability. Through the History curriculum, pupils will explore the lives and stories of people locally, nationally and internationally, with a focus on Conahy’s rich heritage. Our local environment provides a unique opportunity to connect children with their past — from Conahy Church and graveyard to Foulksrath Castle and the mining history of Castlecomer.

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- Make pupils aware of lives of women, men and children in the past.
- Develop understanding of change and continuity.
- Equip pupils with the skills of sequencing, evidence gathering and interpretation.
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Curriculum Planning

- All strands and strand units of the curriculum will be covered with an emphasis on local and national studies. Two in-depth studies per year (from 3rd–6th class): at least one on Conahy or the surrounding area (e.g. Conahy Church, Foulksrath Castle, Castlecomer coal mining heritage).

Skills and Concepts Development

- Pupils will work as historians: sequencing, using timelines, exploring change, continuity, and cause and effect. Use of primary sources such as photographs, artefacts, local maps, oral histories from parents/grandparents, and visits to local historical sites. Senior pupils will compare different accounts of local events and reconstruct elements of the past through writing, drama, or modelling.

Approaches and Methodologies

We will use:

- Local Stories (e.g. Conahy folklore, local saints).
- Personal & Family History projects.
- Artefacts from local farms or homes.
- Drama & Role-play based on Conahy historical events.
- Fieldwork (Conahy Church, Old Graveyard, Foulksrath Castle, Castlecomer Discovery Park).
- Oral evidence: interviewing local people about past times (e.g. school days, farming practices).
- ICT to research Conahy's history and present projects.

Linkage and Integration

- History topics will be linked to Geography (e.g. mapping Conahy townlands) and Visual Arts (illustrating local landmarks). Themes such as St. Brigid's Day, farming, and rural crafts will integrate SESE strands.

Assessment

- Assessment tools will include:
- Teacher observation.
- Oral/written/pictorial accounts of visits and interviews.
- Timelines.
- Role play, model making, and project work (including use of ICT).

Children with Different Needs

- We will use hands-on activities, group work, and differentiated tasks to make the History curriculum accessible to all pupils.

Equality of Participation and Access

- We will highlight the roles of local women and ordinary people in history, ensuring equal representation in our teaching.

Timetable

- SESE History will receive at least the recommended time allocation weekly. Time may be blocked for local projects or field trips (e.g. Conahy heritage trail).

Resources

- We will continue to build a local-history resource bank: old maps, photographs, oral histories, artefacts, and digital archives.

Community Links

- Parents and grandparents will be invited to share memories and artefacts.
- Pupils will undertake interviews with local residents (e.g. "School in my grandparents' time").
- Visits to local sites of historical interest.
- Local Sites of Interest
- Conahy Church and graveyard.
- Old Graveyard.
- Foulksrath Castle.
- Castlecomer Discovery Park (mining heritage).
- Kilkenny Castle, St. Canice's Cathedral, Rothe House.

Success Criteria

- Pupils engaged in local, national and international history studies.
- Evidence of outdoor observation and trails in the local environment.
- Consistent use of timelines and artefacts in classes.
- Feedback from pupils, teachers and parents.

- Signed Annette Healy on behalf of the Board of Management
- Date: 23/10/25
- Date for Review: September 2028