

# **Scoil Íde Jesus and Mary Primary School**

## **Whole School Policy for the teaching of History**

Updated September 2020

### **Introductory Statement and Rationale**

#### **Introductory Statement**

This plan was updated, revised and redrafted in September 2020. It is our response to the 1999 Primary School Curriculum, to conform to the principles outlined in this curriculum statement and to review our practices in the light of these principles. All teaching staff attended the training days on History and worked collaboratively on this document. As a whole school plan, it will guide and organise the basis for all long and short terms plans in History. It will also guide our approach for new teachers joining the school.

#### **Rationale for the teaching of History**

We believe that SESE, of which History forms an important dimension, provides opportunities for the child to explore investigate and develop an understanding of the natural, human, social and cultural dimensions of their local and wider environment. It also allows the child to learn and practice a wide range of skills and to acquire open, critical and responsible attitudes to the world around them. The study of history in particular enables children to investigate and examine critically significant events in their own immediate past, the past of their families and local communities, and the history of people in Ireland and other parts of the world. In keeping with the guidelines laid down by the DES (1999) we focussed on this area of planning to ensure that the revised curriculum for History was introduced in our school in a well-planned and organised manner. This plan will benefit teaching and learning within our school.

#### **Vision**

It is the mission of the school to enable the child to reach his/her 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 that is not exclusively focused on the transmission of a body of knowledge but that it allows children to work as historians and we will help children to understand more fully the world in which they live. 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. It is our vision that through the history curriculum we can explore differences by investigating the lives and stories of people from the locality, from Ireland and other countries and from a variety of different religious and ethnic backgrounds. The history curriculum provides opportunities for the child to explore, investigate and develop an understanding of life in the past and their interpretation of it. The children's interpretation of life in the past is a central theme of our history curriculum.

### **Aims**

We endorse the aims of Social, Environmental and Scientific Education as outlined on page 12 of the SESE History Curriculum

- To develop an interest in and a 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 had an impact on 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 developmental 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 the 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 encourage children to recognise how past and present actions, events and materials may become historically significant. (SESE History Curriculum Statement Page 12)

Approaches and methodologies of the History Curriculum that relate to Scoil Íde:

#### **a) Approaches and methodologies**

Use of the Environment e.g.

- SESE Trails in the Local Environment - Infants - Sixth
- Links to Local Studies strand- school, church, homes, buildings in the locality
- Guided walking tour of Old Galway

- Documents - supporting class topics and themes e.g. History of Scoil Íde, History of Salthill Buildings, History of Galway City
- Documentary evidence to be used in all classes
- Local Historians to be invited in to talk to senior classes on Local History topics (not during academic year 2020 - 2021 due to Covid-19)

## **b) Skills and Concepts Development**

### Working as a Historian

- Time and Chronology - use of age appropriate timelines to be used in all classes- Infants to sixth
- Sequencing stories, use of artefacts, recording events local, national and international
- Change and continuity - recorded link to strand Local Studies and History/SESE Trails
- Using Evidence - Documentary Evidence as above

## **c) Curriculum Content**

- Integration within SESE
- Class selection of SESE topics/ themes
- Suggested topics - homes, food , farming, transport, clothes, education, local studies, European/ Non-European country (Geography )  
Infants - sixth

## **d) The History Plan will be addressed under the following headings**

### **Curriculum Planning:**

1. Strands and strand units
2. Skills development
3. Approaches and methodologies
4. Linkage and integration
5. Assessment and record keeping
6. Children with different needs
7. Equality of participation and access

### **Organisational Planning:**

8. Timetable
9. Resources and ICT
10. Health and safety
11. Individual teachers' planning and reporting
12. Staff development

- 13. Community links
- 14. Places of historical interest
- 15. Success criteria

## Curriculum Planning

### 1. Strands and Strand Units

Each teacher is familiar with the strands, strand units and content objectives for his/her relevant classes.

We are aware that infant to second classes have to cover all strands and strand units. Lessons from these groupings will be delivered mainly through an integrated thematic approach in the context of other SESE subjects as well as through integration with e.g. SPHE curriculum, therefore making the learning experiences more holistic and meaningful for the child.

Junior infants will also cover these lessons during Aistear, oral language and through discreet lessons.

From third to sixth class there is a menu curriculum from which we have planned and selected the relevant strand units.

### Overview of the History Programme for Infants to Second

All strands and all strand units to be covered every year (see following grid).

Myself and My Family	Story	
<ul style="list-style-type: none"> <li>• Myself</li> <li>• My family</li> </ul>	<ul style="list-style-type: none"> <li>• Stories</li> </ul>	
Myself and My Family	Change & Continuity	Story
<ul style="list-style-type: none"> <li>• Myself</li> <li>• My family</li> <li>• When my grandparents were young</li> <li>• Games in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity &amp; change in the local environment</li> </ul>	<ul style="list-style-type: none"> <li>• Stories</li> </ul>

<ul style="list-style-type: none"> <li>• Feasts &amp; festivals in the past</li> </ul>		
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We will ensure that the *stories* selected in the infants to second classes will encompass a range of perspectives and will:

- Introduce the children to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds.
- Include stories from a wide range of human experiences
- Come from local, national and international contexts

We endorse the emphasis this curriculum places on the exploration of personal and family history at this level and we are also conscious of the sensitivities some aspects of these topics will require.

### Overview of the History Programme for third to sixth

<p><b>Local Studies</b></p> <ul style="list-style-type: none"> <li>• My Family</li> <li>• My school</li> <li>• Homes</li> <li>• Games and pastimes in the past</li> <li>• Feasts and festivals in the past</li> <li>• Buildings, sites or ruins in my locality</li> <li>• My locality through the ages</li> </ul>	<p><b>Early People and ancient societies</b></p> <ul style="list-style-type: none"> <li>• Stone age</li> <li>• Bronze age</li> <li>• Egyptians</li> <li>• Greeks</li> <li>• Romans</li> <li>• Celts</li> <li>• Early Christian Ireland</li> <li>• Vikings</li> </ul>	<p><b>Story</b></p> <ul style="list-style-type: none"> <li>• Stories from the lives of people in the past</li> <li>• Myths and legends</li> </ul>
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<p><b>Life, society work and culture in the past</b></p> <ul style="list-style-type: none"> <li>• Life in Norman Ireland</li> <li>• Life in mediaeval towns in Ireland and Europe</li> <li>• Life in the 18th century</li> <li>• Life in the 19th century</li> <li>• Life during World War 2</li> <li>• Life in Ireland since the 1950s</li> </ul>		
<p><b>Politics, conflict and society 5th/ 6th</b></p> <ul style="list-style-type: none"> <li>• 16th/17th century Ireland</li> <li>• Revolution and change</li> <li>• O' Connell &amp; Catholic Emancipation</li> <li>• 1916 &amp; the foundation of the state</li> <li>• Northern Ireland</li> <li>• Ireland, Europe &amp; the world, 1960 to the present</li> </ul>	<p><b>Continuity and change over time</b></p> <ul style="list-style-type: none"> <li>• Food and farming</li> <li>• Clothes</li> <li>• Homes and houses</li> <li>• Transport</li> <li>• Schools and Education</li> <li>• Communications</li> <li>• Shops and fairs</li> <li>• Caring for the sick</li> <li>• Irish Music</li> <li>• Energy &amp; Power</li> <li>• The Irish Language</li> <li>• Barter, Trade &amp; Money</li> </ul>	<p><b>Eras of change and conflict 5th/6th</b></p> <ul style="list-style-type: none"> <li>• Renaissance</li> <li>• Reformation</li> <li>• Traders, explorers from Europe</li> <li>• Famine</li> <li>• Industrial Rev</li> <li>• Land ownership in 19<sup>th</sup> century Ireland</li> <li>• Changing roles of women 19<sup>th</sup>/ 20<sup>th</sup> century</li> <li>• World War 1</li> <li>• Modern Ireland</li> </ul>

**Local Studies**

- My Family
- My school
- Homes

- Games and pastimes in the past
- Feasts and festivals in the past
- Buildings, sites or ruins in my locality
- My locality through the ages

#### Life, society work and culture in the past

- Life in Norman Ireland
- Life in mediaeval towns in Ireland and Europe
- Life in the 18th century
- Life in the 19th century
- Life during World War 2
- Life in Ireland since the 1950s

#### Politics, conflict and society 5th/ 6th

- 16th/17th century Ireland
- Revolution and change

#### Early People and ancient societies

- Stone age
- Bronze age
- Egyptians
- Greeks
- Romans
- Celts

#### Early Christian Ireland

- Vikings

#### Continuity and change over time

- Food and farming
- Clothes
- Homes and houses
- Transport
- Communications
- Shops and fairs

#### Schools and education

- Caring for the sick

#### Story

- Stories from the lives of people in the past
- Myths and legends

## Eras of change and conflict 5th/6th

- Renaissance
- Reformation
- Traders, explorers from Europe
- Famine
- Industrial Rev
- Changing roles of women 19th/ 20<sup>th</sup> century
- World War 1
- Modern Ireland in America, France, Ireland
- O' Connell and Catholic Emancipation
- 1916 and foundation of state
- Northern Ireland, Ireland, Europe and the world, 1960 - present

We are attentive to the requirements of the "menu curriculum", as outlined in the Curriculum Statement. We are informed of the strand units from the different strands that must be covered in each school year. We have chosen the correct number of strand units in consultation with the teachers of third to sixth classes in order to ensure coverage of most aspects of the curriculum before the children leave sixth class. In choosing the strand units from third to sixth classes, we are conscious of the spiral approach recommended in this curriculum, in which some aspects of the past will be explored in increasing detail at a number of levels.

In selecting strand units we will endeavour to ensure that:

- The locality of the school is reflected in the programme
- Children are introduced to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds
- Studies from a wide range of human experiences are included
- Local, national and international contexts are included

We recognise that the curriculum recommends that in each year one strand unit in local history and one strand unit in national or world history is studied in more depth. We understand that a strict adherence to a chronological treatment of strand units is not recommended in this curriculum because of the constraints this would impose on curricular planning. We are aware that children's chronological understanding can be fostered through the use of timelines and



we will consider using these at all levels. We support the emphasis this curriculum places on the exploration of personal and family history at this level and are conscious of the sensitivities some aspects of these topics will require.

### History yearly planning strand unit selection third - sixth classes

Two strand units will be selected each year.

<b>Year</b>	<b>Local Studies</b>	<b>Early People &amp; Ancient Societies</b>	<b>Life, Society, Work &amp; Culture in the Past</b>	<b>Eras of Change &amp; Conflict</b>	<b>Politics, Conflict &amp; Society</b>	<b>Continuity &amp; Change over Time</b>
<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b>	-Games & Pastimes -My Family -My Locality	-The Stone Age -People of the Tigris & Euphrates Rivers -The Bronze Age -The Egyptians -The Greeks -The Celts -The Romans -The Spread of Christianity -The Vikings	- Life in Norman Ireland -Life in Medieval Towns -Medieval Towns in Europe -Life in Ireland in the 18 <sup>th</sup> century -Life in Ireland in the 19 <sup>th</sup> century	NA	NA	-Food & farming Schools and Education -Transport -Homes & Houses Schools & education -Caring for the Sick
<b>Year</b>	<b>Local Studies</b>	<b>Early people &amp; Ancient Societies</b>	<b>Life, Society, Work, &amp; Culture in the Past</b>	<b>Eras of Change &amp; Conflict</b>	<b>Politics Conflict &amp; Society</b>	<b>Continuity &amp; Change over Time</b>
<b>5<sup>th</sup></b>	-Local History -Feasts & Festivals in Ireland	-The Maya (Sth. America)	-The Normans -Life in medieval Times in Ireland -Life in 18 <sup>th</sup> century Ireland	-The Great Famine The Industrial Revolution	-16 <sup>th</sup> century Ireland -17 <sup>th</sup> century Ireland -World Revolutions	-The history of Irish Music -Energy & Power -Communication
<b>6<sup>th</sup></b>	-Buildings, Sites & Ruins in Ireland	-Ancient China	-The Fenians -The Home Rule Crisis -Nationalism & Unionism -Irish Culture -World War 2	-The land War -World War 1 -Modern Ireland	-The 1916 Easter Rising -Revolution & Independence -The Irish Free State -Northern Ireland -The Troubles	-The Irish Language -Barter, Trade & Money

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

Each teacher is aware that the curriculum provides for the development of a growing range of historical skills and concepts. Each teacher is aware of the aspects of Working as a historian that apply at each class level. See overview of skills below.

Strategies that we will use in each classroom to develop the History skills include the following:

Infants: Page 18 SESE History Curriculum Statement

- Time and Chronology
- Using Evidence
- Communication

At infant level strategies we may use 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 timelines
- Using simple evidence: artefacts from own personal past: clothes, toys, birthday cards etc; photographs from own personal past
- 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.

First and Second classes: page 26 History Curriculum Statement - we are aware of the skills and concepts that children will continue to develop through engagement with the History Curriculum and by having the opportunity to Work as historians.

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

Strategies we may use to develop the child's ability to work as a young historian will include:

- Sequencing activities: placing objects or pictures in historical sequence
- 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
- Use of simple historical evidence: photographs, objects, memories of older people, buildings, stories and songs
- Allowing children opportunities to communicate an awareness of stories, people and events from the past in a variety of ways: writing, drama, ICT etc.

Third and Fourth Classes: Page 40 History Curriculum Statement - we recognise the skills and concepts that children will continue to develop through engagement with the History Curriculum and by having the opportunity to work as historians:

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

Strategies we may use to develop the child's abilities to work as a 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
- Providing opportunities for children to use evidence and imagination to reconstruct elements of the past and communicate this understanding in a variety of ways

Fifth and Sixth Classes: Page 60 History Curriculum Statement - we are conscious of the skills and concepts that children will continue to develop through engagement with the History Curriculum and by having the opportunity to work as historians:

- Time and chronology
- Change and continuity
- Cause and effect
- Using evidence
- Synthesis and communication
- Empathy

Strategies we will use to develop children's skills to work as young historians will include:

- Use of timelines
- Enable children to use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, Stone Age, Early Christian Ireland etc.
- Allow children to develop some skills in the location and selection of evidence
- Encourage children to compare accounts of a person or event from two different sources
- 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**

Our History Curriculum states that one of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies. We are aware of the variety of approaches and methodologies outlined as particularly suited to history and will endeavour to employ as many as we can as appropriate to our individual circumstance.

We plan to use the six central methodologies of the Primary Curriculum in the teaching of History:

- Active learning
- Problem solving
- Developing skills through content
- Talk and discussion
- Co-operative learning
- Use of the environment

In addition to the central methodologies we will use the methodologies specific to History namely

- Story (pgs 65-71 TG)
- Personal and family history (pgs 72-75 TG)
- Using artefacts (pgs 81-86 TG)
- Drama and role-play (pgs 109-113 TG)

- Using pictures and photographs-Mayo (pgs 87 -98 TG)
- Use of the environment - (pgs 104-108 TG)
- Oral evidence- interview, special visitors (pgs 77-80 TG)
- Documentary evidence (pgs 104-108 TG)
- Use of ICT (pg 114 TG)

#### **4. Linkage and Integration**

##### Linkage

We acknowledge that linkage and integration are recommended within the SESE curriculum. We hope to make a link between our history topics in so far as possible for the class levels. Teachers will explore possibilities for linkage across the History curriculum and will note such opportunities in their individual classroom plans.

##### Integration

"While history makes an important and distinctive contribution to the development of the child, historical education complements the growth of the child's geographical and scientific learning" Curriculum Statement pg. 11. With this in mind, we will endeavour to explore possibilities for integration of the SESE subjects. When choosing our European and non European country in Geography we will integrate them with our choices under the strand Early People and Ancient societies. For example, we will integrate Aboriginal people and Australia; Romans and Italy.

#### **5. Assessment and Record Keeping**

As in all areas Assessment is an integral part of the teaching and learning in SESE. Assessment will fulfil the following roles:

- Diagnostic - to identify areas of difficulty in order to respond to the needs of the children
- Summative - to establish the outcomes of learning after completing a unit of work. This can provide the essential information for reporting and communicating to parents
- Evaluative- to assist teachers in their own practice, methodologies, approaches and resources

Assessment in History must seek to measure and report the child's progress and achievements in all aspects of the curriculum. We are aware that the primary purpose underlying assessment in history is to enhance the learning experience of the child. We will assess the following:

- Progress in children's knowledge about the past
- Children's ability to use and the development of historical skills
- Development of children's attitudes, interests, critical thinking skills

These will include:

- *Teacher observation (pgs 79,80 C.S)*
  - Responses to children's questions and suggestions
  - Level of participation in whole class discussions
  - Interaction with others in group discussion and collaborative activities
  - Reaction to learning materials and tasks assigned
  - Reaction to and the using of historical evidence
  - Empathy displayed for historical situations
  
- *Teacher designed tasks and tests (pgs 80,81 C.S)*
  - Telling and re-telling of events and stories
  - Oral, written and pictorial accounts and descriptions of sites visited or people interviewed
  - Construction of timelines varying from simple episodes in a story, to more complex lines of historical periods
  - Work cards or activity sheets
  - Trail booklets which help the child to examine the evidence of the past in the environment or in an exhibition
  - Maps of historical sites
  - Role play or dramatising a conversation or event
  - Speculating on the feelings and emotions of others so as to create a spoken or written account (integration with English)
  - Model making
  - Drawings
  - Compilation of a book on a particular historical topic or the presentation of project work using information and communication technologies
  - Projects completed on historical themes. Interactive, multi-media computer programmes which enable children to explore historical topics
  - Results of the child's independent historical research
  - Teacher-designed revision test on a unit of work
    - *Children's work and projects*
      - Examples of work in progress
      - Written accounts
      - Drawings, diagrams and concept maps
      - Completed work cards
      - Tests
      - Photographs of models
      - Tapes of story telling and dramatisations
        - *Curriculum Profiles with indicators/tick list*

- Conveys knowledge of the past through oral, written or drawn accounts.
- Re-tells events in sequence
- Re-tells with understanding
- Handles and describes artefacts and makes deductions from it
- See the difference between past and present.
- Talks about the past in critical but empathetic way
- Can discuss the reasons why some events happened and their causes
- Can identify motives for past events and appreciate various perceptions of those events.

## **6. Children with Different Needs**

We are aware of the distinct role history can play in the harmonious development of each and every child. We will do our best to ensure that all children have the opportunity to experience a rounded historical education. In the same way as we endeavour to provide for individual difference in every curricular area, we will also strive to make the history curriculum accessible to as many children as possible. In order to do this we will consider:

- Making an effort to create opportunities for hands on practical activities
- Using a mixture of whole class teaching, focused group work or paired work, grouping children across the classes
- Employing a variety of methodologies in the classroom
- More able pupils will be encouraged to carry out research in certain topic areas
- Offer a variety of recording methods

We endorse the emphasis this curriculum places on the exploration of personal and family histories at all levels and are very conscious of the sensitivities some aspects of these topics may require. In instances where it would be insensitive to explore a child's own personal and family history we will consider the substitution of the personal and family history of another person. The curriculum unit allows for this within the strand unit, My family or a family of a person known to me.

## **7. Equality of Participation and Access**

History will be for all children within the school regardless of their age, gender or ability. We will place an equal emphasis on the role of women in history, looking at the contribution women from a local, national and international perspective. In our school we recognise the contribution of ordinary people to history and we will place emphasis on the roles of everyday people in history. At

all levels we include the lives of men, women and children from different social, cultural, ethnic and religious backgrounds.

## **Organisational Planning**

### **8. Timetable**

In keeping with the recommendations in the Primary School Curriculum Introduction (p70) a minimum of three hours will be allocated to SESE per week, from first class to sixth, and two and a quarter hours for infant classes. This will include  $\frac{3}{4}$  hours per week for infant classes and 1 hour per week for third to sixth classes for the teaching of history.

On occasion, time will be blocked as appropriate. This might occur when:

- Working on a project
- Exploring the local environment
- Devising and undertaking a local trail
- Visiting a local museum

Teachers will consider the use of discretionary curriculum time for SESE when appropriate.

### **9. Resources and I.T.**

Our historical resources will be stored in individual classrooms. We will use a variety of text books as a resource in the teaching of history.

### **10. Health and Safety**

When visiting sites in the environment the following will be considered:

- Children learn most effectively in small groups under supervision of a responsible adult
- Teachers should have visited the site before the class trip to assess for any potential dangers
- Teachers/helpers should be aware of safety procedures, insurance and other regulations
- The Principal and/or Board of Management should sanction any parental or adult supervision
- Helpers should be given clear instructions on the work to be undertaken by the children and details of any dangers and emergency procedures  
Please refer to our school's Health and Safety Statement.

### **11. Individual Teacher's Planning and Reporting**



- Teachers will consult this whole school plan and curriculum documents when they are drawing up their short term plans
- From infants to second all strands and strand units will be covered each year as outlined in the documents
- In third to sixth classes the menu curriculum is in place with all strands covered and a selection of strand units chosen- see grid in the earlier section of this plan
- Teachers will report on work completed on a Monthly Report -Cúntas Miosúil. These are kept in individual teachers' planning folders and in a central folder in the principal's office
- Teachers also keep long-term and weekly/fortnightly plans

## **12. Staff Development**

All teachers attended the History in service day. Teachers are encouraged to participate in history courses running locally and in the Galway Education Centre. Teachers are encouraged to try out/pilot different teaching methodologies and to share this with peers.

## **13. Community Links**

Parents and grandparents will be an invaluable source of artefacts. - Grandparents will be welcome to share stories of their schooldays or other relevant stories with the children

- People in the local community who have an interest and knowledge in the locality may be invited in to speak with the children
- The local library will be used as a source of historical knowledge for the children where necessary
- We will welcome visits by speakers from national agencies & organisations e.g. Duchas, Heritage Council, Galway Co Library. Galway Museum
- Children will be brought on visits to different places of local interest as they progress through the school. Trips to museums, sites, galleries and interpretive centres will form part of the history programme
- Parents send in photographs and artefacts and help with other aspects of the history curriculum when they are requested to do so

**Due to Covid-19 these events will, more than likely, not take place during the academic year 2020/2021**

## **14. Places of Historical Interest**

Our local area is of immense historical value. We are very fortunate that our school is located near Galway City and so we can actively explore our local environment. Places of historic interest around Salthill and beyond include, for example:

- Salthill-In the past
- History of Scoil Íde
- History of Jesus and Mary Religious Order
- Old Galway
- Fourteen Tribes of Galway
- Spanish Arch
- Lynch's Castle
- Dunguaire Castle

### **15. Success Criteria**

We will use the following criteria to assess the success of this plan:

- Evidence that pupils are engaging in studies from personal to local, national and international history
- That history is defined as an attempt to reconstruct and interpret the past as well as the past itself
- Our yearly and classroom planning is based on the Whole School Plan
- There is a balance between skills and content
- Development of historical skills throughout the classes
- Integrated themes are being developed across the school
- Use of timelines throughout the school
- That the curriculum is spiral and developmental in its structure
- Classes engaged in outdoor observation and trails of the local environment
  
- Procedures outlined in this plan consistently followed throughout the school
- Children's feedback
- Teacher/parent feedback
- Inspectors' suggestions/feedback

### **Implementation, Roles and Responsibilities**

All the teachers are responsible for the implementation of the history curriculum in their own classrooms. Teachers will be encouraged to present feedback during staff meeting on a review of their history programme.

### **Ratification and Communication**

This plan was revised, re-drafted and worked on collaboratively and agreed by all staff in March 2015.

**It was revised again in September 2020.**

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

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