

OUR WHOLE-SCHOOL PLAN FOR HISTORY

Introductory Statement:

Following in-service in 2005, a whole-school plan for History was drawn-up. All teachers were involved in the development of this plan and Padraic Mac Eoin, took responsibility for leading the project. The plan was reviewed in October 2007 and up-dated on October 20, 2008, on our School Planning Day.

Rationale:

This plan is a record of whole-school decisions in relation to History in line with the Revised Curriculum. Its purpose is to guide the teachers in adopting a consistent and coherent approach to the teaching and learning of History in our school. It is intended to guide teachers in their individual planning for History to ensure appropriate coverage of all aspects of the curriculum from Infants to Sixth Class.

Following the guidelines proposed by PCSP, our teachers followed these

12 steps to planning:

1. We reviewed current History teaching practice in the school to date by reflecting on the questionnaire supplied by PCSP (handout p.4). It was agreed that :
 - teachers would continue to use a variety of approaches and methodologies in their teaching: story, drama and role play, oral evidence, personal and family history, using artefacts, pictures and photographs;

- timelines would continue to be used, and were seen to be very important in the teaching of history;
 - opportunities would be created to enable the pupils to develop the skills of working as an historian, particularly in the use of artefacts, pictures and photographs;
 - our teachers would continue to engage in collaborative school planning;
 - we would use an integrated approach, and make good use of the May 2007 SESE integration in-service day;
 - children would be encouraged to communicate their knowledge in a variety of ways, e.g. models, drama, projects, poems;
 - teachers' assessment would reflect this range of communicating knowledge;
 - teachers would cater for individual needs in their history classes;
 - use would be made of the environment and human resources in the locality;
 - a balance would be maintained between the development of knowledge and skills.
2. Each class teacher examined the content as outlined in the History Curriculum Document for their own class level. Teachers referred to the overview pages of the Curriculum Document—i.e. Infants teachers to p.15, 1st and 2nd to p. 23, 3rd and 4th to pp. 34-35, and 5th and 6th to pp. 54-55.

3. Menu Curriculum:

The staff decided which strand units will be explored at each class level for the coming year. When selecting strand units, they considered the following

- balance to be ensured between local, national and international contexts;
- local studies to be included at all levels;
- to ensure that a range of historical periods are included;
- depth of treatment.

Teachers are aware that 3rd to 6th classes have the option of a menu curriculum, but classes from Infants to 2nd must explore all the strand units. General/random documents such as birth certificates, census information etc will be used as a source of data for the senior classes only. These may be downloaded from the appropriate websites.

Strands	<i>Junior and Senior Infants</i>
<i>Skills and concepts development</i>	<p><u>Time and chronology:</u> Timelines, Story sequencing, Personal history.</p> <p><u>Using evidence:</u> Photographs, buildings, artefacts (e.g. toys, clothes, household appliances).</p> <p><u>Communication:</u> Recording in a variety of ways (i.e. pictures, drawings, simple sentences).</p>
<i>Myself and my family</i>	<p><u>Myself</u></p> <ul style="list-style-type: none"> • Individual timelines – using photographs (Junior Infants) • School year timeline – recording special class events • Comparing old and new e.g. clothes, toys, buildings, photographs • Me Growing Up Sheet (Senior Infants) – collecting information from home and using photographs. <p><u>My Family</u></p> <ul style="list-style-type: none"> • Explore the importance of different people in my family • Compare relatives' ages • Collect simple evidence i.e. photographs
<i>Story</i>	<p><u>Stories</u></p> <ul style="list-style-type: none"> • listen to, discuss, retell and record a variety of stories about famous and ordinary people. • listen to local people telling stories of the past e.g. games we played, food we ate, clothes we wore, school long ago. • chronology of a story – beginning, middle and end.

	<u>1st and 2nd Class</u>
	Textbooks: Earthlink for First and Second Class (supplemented by other texts including History Quest, All Around Me, What a Wonderful World etc.)
<i>Skills and concepts development</i>	<p><u>Time and chronology:</u> Begin to distinguish between the past, present and future Begin to develop an understanding of chronology through exploring and recording simple sequences</p> <p>Change and Continuity Explore change and continuity in personal life, in family and in local history</p> <p>Cause and Effect Discuss reasons why some events happen i.e. the actions of a character in a story</p> <p>Using evidence Examine a range of simple historical evidence e.g. photographs, memories of older people Begin to distinguish between fictional and real people and events in the past</p> <p>Synthesis and Communication Communicate an awareness of stories, people and events from the past in a variety of ways e.g. writing, drama, and other media</p> <p>Empathy Imagine and discuss the feelings of characters in stories from the past</p>
<i>Strands</i>	<i>Strand Units</i>
<i>Myself and my family</i>	<p><u>Myself</u></p> <ul style="list-style-type: none"> • Explore and record significant personal dates and events e.g. birthdays, how I change as I grow • Collect, discuss and compare items of evidence from own past e.g.

	<p>photographs, toys, clothes</p> <ul style="list-style-type: none"> • Construct simple personal timeline or storyline <p><u>My Family</u></p> <ul style="list-style-type: none"> • Explore and record significant features, events and dates in the past in the child's family • Compare ages of family members e.g. old/older • Discuss and record significant family events e.g. births, holidays • Collect, explore and discuss a range of simple evidence noting items that have changed and those that have stayed the same e.g. items used by parent/guardian when they were young. <p>When my grandparents were young</p> <ul style="list-style-type: none"> • Explore and record aspects of the lives of people when his/her grandparents were young e.g. homes, work they did, toys, how they travelled etc. • Listen to adults talking about their own past • Collect and/or examine simple evidence in school or local museum e.g. farm tools, household tools • Compare lives of people in the past with lives of people now • Learn songs or dances or play games from the past • Record material on appropriate timeline <p><u>Games in the past</u></p> <ul style="list-style-type: none"> • Explore and record traditional games e.g. Halloween games • Explore information on rules, traditions or songs associated with games <p><u>Feasts and Festivals from the past</u></p> <ul style="list-style-type: none"> • Explore and discuss the origins and traditions of some common festivals e.g. Halloween, St. Bridget's Day, St. Patrick's Day • Listen to, discuss, explore and record associated stories, legends, games and songs
<p><i>Continuity and Change</i></p>	<p>Continuity and Change in the local environment</p> <ul style="list-style-type: none"> • Visit, explore and become aware of elements in the local environment which show continuity and change e.g. my home, street scene now and then

	<ul style="list-style-type: none"> • Listen to and record memories of older people about such places • Compare photographs and drawings of the site in the past with the site now. • Record findings through drawing and other art work • Use appropriate timelines
Story	<p><u>Stories</u></p> <ul style="list-style-type: none"> • Listen to, discuss, retell and record some stories from the lives of people who have made a contribution locally/nationally • Become aware of the lives of people from different social, cultural, ethnic and religious backgrounds • Listen to local people tell stories about their past • Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds • Distinguish between fictional accounts in stories, myths and legends and real people and events from the past • Discuss chronology of events in a story • Discuss the actions and feelings of character • Express or record stories through visual arts, drama and IT • Display storyline pictures showing episodes in sequence • Use appropriate timelines

The plan to follow can be used in the event of there being four **straight** (*not split*) classes of 3rd, 4th, 5th and 6th.

3rd Class

Strand	Strand Units/ Topics
<i>Local Studies</i>	<ul style="list-style-type: none"> • My family • My school
<i>Story</i>	<ul style="list-style-type: none"> • A selection of stories, myths and legends to be explored.
<i>Early people and ancient societies</i>	<ul style="list-style-type: none"> • Stone Age peoples • Early societies of the Tigris and Euphrates Valleys • Central and South American peoples: Peru – The Incas • Australasian peoples: Maoris
<i>Life, society, work and culture in the past</i>	<ul style="list-style-type: none"> • Life in the 19th Century: Famine times • Life in Mediaeval towns and countryside
<i>Continuity and change over time</i>	<ul style="list-style-type: none"> • Food and farming • Schools and education

4th Class

Strand	Strand Units/ Topics
<i>Local Studies</i>	<ul style="list-style-type: none"> • Buildings, sites or ruins in my locality • My locality throughout the ages
<i>Story</i>	<ul style="list-style-type: none"> • A selection of stories, myths and legends to be explored.
<i>Early people and ancient societies</i>	<ul style="list-style-type: none"> • Greeks • Vikings • North American peoples: The Native Americans • Asian peoples
<i>Life, society, work and culture in the past</i>	<ul style="list-style-type: none"> • Life in Norman Ireland • Life in Ireland since the 1950s
<i>Continuity and change over time</i>	<ul style="list-style-type: none"> • Shops and fairs • Transport

5th Class

Strand	Strand Units/ Topics
<i>Local Studies</i>	<ul style="list-style-type: none"> • Games and pastimes in the past • Building, sites or ruins in my locality
<i>Story</i>	<ul style="list-style-type: none"> • A selection of stories, myths and legends to be explored.
<i>Early people and ancient societies</i>	<ul style="list-style-type: none"> • Romans • Bronze Age peoples • Central and South American peoples: Aztecs • African peoples
<i>Life, society, work and culture in the past</i>	<ul style="list-style-type: none"> • Life during World War II
<i>Eras of change and conflict</i>	<ul style="list-style-type: none"> • The Industrial Revolution • Changing roles of women in the 19th and 20th centuries
<i>Politics, conflict and society</i>	<ul style="list-style-type: none"> • Revolution and change in America, France and Ireland • Northern Ireland
<i>Continuity and change over time</i>	<ul style="list-style-type: none"> • Communications • Workshops and factories

6th Class

Strand	Strand Units/ Topics
<i>Local Studies</i>	<ul style="list-style-type: none"> • Feasts and festivals in the past • Schools
<i>Story</i>	<ul style="list-style-type: none"> • A selection of stories, myths and legends to be explored.
<i>Early people and ancient societies</i>	<ul style="list-style-type: none"> • Celts • Egyptians • African peoples: Nomads • Australasian peoples: Aboriginals
<i>Life, society, work and culture in the past</i>	<ul style="list-style-type: none"> • Language and culture in late 19th and early 20th-century Ireland: The Gaelic revival
<i>Eras of change and conflict</i>	<ul style="list-style-type: none"> • The Great Famine • World War I
<i>Politics, conflict and society</i>	<ul style="list-style-type: none"> • 16th and 17th Century Ireland: Plantations and Settlements • 1916 and the foundation of the state
<i>Continuity and change over time</i>	<ul style="list-style-type: none"> • Clothes • Caring for the sick: Marie Curie

N.B. It is essential to remember, at this point, that whilst the class teacher can use these tables of topics in his/ her planning, a great many more topics than listed in the tables may, in reality, be covered during history lessons throughout the school year.

The plan to follow can be used in the event of there being **split** (*not straight*) classes situations.

3rd Class

(in a split class situation, possibly with 2nd class and/ or 4th class)

Strand	Strand Units/ Topics
<i>Local Studies</i>	<ul style="list-style-type: none"> • Games and pastimes • Homes
<i>Story</i>	<ul style="list-style-type: none"> • A selection of stories, myths and legends to be explored.
<i>Early people and ancient societies</i>	<ul style="list-style-type: none"> • Stone Age peoples • Bronze Age peoples • African peoples: The San • Central and South American peoples: Aztecs
<i>Life, society, work and culture in the past</i>	<ul style="list-style-type: none"> • Life in Mediaeval times: Dublin in the Middle Ages • Life in the 19th century: The Great Famine
<i>Continuity and change over time</i>	<ul style="list-style-type: none"> • Food and farming • Homes and houses

4th Class

(in a split class situation, possibly with 3rd class and/ or 5th class)

Strand	Strand Units/ Topics
<i>Local Studies</i>	<ul style="list-style-type: none"> • Feasts and festivals in the past • My school
<i>Story</i>	<ul style="list-style-type: none"> • A selection of stories, myths and legends to be explored.
<i>Early people and ancient societies</i>	<ul style="list-style-type: none"> • Early Christian Ireland • The Vikings • North American peoples: The native Americans • Central and South American peoples: Aztecs
<i>Life, society, work and culture in the past</i>	<ul style="list-style-type: none"> • Life in the 18th and 19th centuries: The Industrial Revolution • Life in Mediaeval towns and countryside in Ireland and Europe
<i>Continuity and change over time</i>	<ul style="list-style-type: none"> • Barter, trade and money • Communications

5th Class*(in a split class situation, possibly with 4th Class).*

Strand	Strand Units/ Topics
<i>Local Studies</i>	<ul style="list-style-type: none"> • My locality through the ages • Games and pastimes in the past
<i>Story</i>	<ul style="list-style-type: none"> • A selection of stories, myths and legends to be explored.
<i>Early people and ancient societies</i>	<ul style="list-style-type: none"> • The Celts • Egyptians • Australasian peoples: Maoris • African peoples
<i>Life, society, work and culture in the past</i>	<ul style="list-style-type: none"> • Life in Norman Ireland
<i>Eras of change and conflict</i>	<ul style="list-style-type: none"> • The Renaissance • The changing roles of women in the 19th and 20th centuries
<i>Politics, conflict and society</i>	<ul style="list-style-type: none"> • 16th and 17th century Ireland • O'Connell and Catholic Emancipation
<i>Continuity and change over time</i>	<ul style="list-style-type: none"> • Energy and Power • Homes, housing and urban developments

It is unlikely that 6th class will be placed in a split class situation. However, in the event of this, the plan for 6th class in a straight class situation may be employed.

4. The Local Environment:

A list of potential items, locations, topics, people of interest, etc. in the locality that teachers may consider using as a resource with their class was compiled. Reference was made to PCSP Audit for Local History as a guide, also to p. 36 of Teacher Guidelines and p.78 (Exemplar 10). Development of a local History Trail at each class level was considered. In order to facilitate this, P. Mac Eoin supplied a list of local History sites. It was decided that 3rd, 4th, 5th and 6th classes would, in summer term, visit Burrishoole Abbey, Rockfleet Castle, and Rosturk Castle respectively, with the rationale that pupils should be aware of important local historical sites before studying sites further afield.

5. History Methodologies

History methodologies were discussed as per: (a) Story pgs. 65-71, TG; (b) Drama and role play, pgs. 109-113, TG; (c) Oral evidence pgs. 77-80, TG; (d) Documentary evidence pgs.104-108, TG; (e) Using ICT pg.114, TG; (f) Personal and family history pgs. 72-75, TG; (g) Using artefacts pgs. 81-86, TG; (h) Pictures and photographs pgs. 87-98, TG; (i) Use of the environment pgs. 99-103. The majority of these methodologies were identified as already being successfully implemented in the school. It was agreed that historical documentary evidence was in short supply and needed to be built up. Sources to be utilised were County Library services, e.g. Local History and Genealogy information, local journals and newspapers, census information on microfilm, and other historical documentary evidence.

6. Resources:

Pages 8-11 of PCSP Guidelines were examined and resources were prioritised for the coming year. It was decided that Mrs. Smith and P.

Mac Eoin would be responsible for developing and storing a central bank of materials that can be accessed by all teachers. These are now available in Mrs. Smith's room and include ; 'Archaeology in the Classroom' manual, 'The Heritage of Mayo' by Aine Ní Cheannain, 'Know Your Roots (Newport Local Surnames), 'Newport—Our Own Place', 'Antiquities of West Mayo' (Christian Corlett), 'St. Patrick's Church, Newport, Co. Mayo; 'Mayo'-ed. Bernard O'Hara; 'Croagh Patrick' (Harry Hughes); 'Granuaile/Grace O'Malley' (Anne Chambers).

7. Time and Chronology:

The teachers considered developing Timelines for each class level. Pages 8 and 25-54 of Teacher Guidelines were referred to; also 'Archaeology in the Classroom' (Limerick Education Centre). It was agreed that timelines were very useful in tracking human development and would be used at an appropriate level in each class.

8. School Museum:

It is agreed that the school will continue its custom of having a 'Heritage Week' in alternate years, with the support of the local community.

9. Skills:

The skills of working as a historian were discussed, and the importance of developing these skills in the children through the content was emphasised. Reference was made to (a) Time and Chronology, pgs. 6-10 Teacher Guidelines; (b) Change and Continuity, pg.10; (c) Cause and Effect, pg. 11; (d) Using Evidence, pgs. 11-13; (e) Synthesis and Communication, pgs. 13-14; (f) Empathy, pg. 14. Parents were to be asked to send in old photographs (which would be scanned and returned safely) and other historical records.

10. Assessment:

Assessment tools to be used in History are (a) Teacher Observation, (b) Teacher-designed Tasks and Tests, (c) Work Samples (in copies and workbooks), and (d) Projects.

11. Classroom Planning:

Template PCSP p.12 was distributed to each teacher and used in discussion, in giving feedback to the group, and in classroom planning.

12. Review of Implementation:

It was agreed that time would be allowed at the next teacher meeting to discuss how the implementation of the History curriculum is progressing.

Reference Books available in Mrs. Smith's room:

LOCAL HISTORY SITES

c.f.' Clew Bay Archaeological Trail':

1. Clew Bay Heritage Centre, Westport Quay.
2. Boheh Stone, Leenane Road, Westport—rolling sun
3. Carrownalurgan Ringfort, West Road, Westport
4. Oughavale (Aughaval) Graveyard and Churches
5. Annagh-Killadangan Archaeological Complex
6. Murrisk Abbey
7. National Famine Monument
8. Statue of Saint Patrick
9. Glaspatrick Church remains (Glaise Phadraic= Patrick's Stream)
10. Kilgeever Abbey, Louisburgh
11. Lime Kiln, Mooneen, Louisburgh
12. Famine Museum and Granuaile Centre, Louisburgh
13. Srahwee or Altóir Megalithic Wedge Tomb, Cregganbaun, Leenane Road, Louisburgh.
14. Bunlahinch Clapperbridge, near Killeen, Louisburgh
15. Killeen Graveyard and Cross Slab, Louisburgh
16. Clare Island Tower House (Granuaile's Castle)
17. Clare Island Abbey (incl. wall paintings)
18. Bronze Age Promontory Fort, Lecarrow, Clare Island.
19. Signal Tower, Toormore, Clare Island.
20. Megalithic Tomb, Clare Island.
21. Fulachta Fiadh, Clare Island.

Reference: 'Antiquities of West Mayo':—

MEGALITHIC TOMBS:

Aillemore, Devlin South, Feenone, Srahwee (near Lough na hAltóra),
Furmoyle—all southwest of Louisburgh;

Lecarrow, Clare Island;

Rosbeg (Diarmuid and Gráinne's bed).

TUMULI AND CAIRNS:

Carrowmacloughlin and Glencally (just west of Croagh Patrick)—Reilig
Mhuire;

Cashel—Turnincorraigh;

Derrygorman near Westport;

Devlin South, Killadoon, Louisburgh;

Letterkeen;

Liscarney

Murrisknabol;

Sheeaun, near Westport;

Teevnacroaghy;

Toberrooan.

ROCK ART:

Bohea

STANDING STONES:

Askillaun, Louisburgh;

Boheh;

Cloonmonad, Westport;

Cross Strand, Louisburgh ;

Derryheagh, Leenane Road, Louisburgh;

Devlin North, Louisburgh;

Furmoyle, Louisburgh;
Killadangan;
Klilladoon, Louisburgh;
Knockalegan;
Lanmore;
Murrisk Demesne;
Rossgalliv;
Rusheen, Carrowholly.

CHURCH SITES:

Aghadooey Glebe, near Kiltarnet, Newport;
Aghagower;
Boheh;
Caher Island;
Capnagower, east Clare Island;
Carrowrevagh;
Cloonlaur, Louisburgh;
Croagh Patrick;
Dadreen and Tallabaun, Silver Strand, Louisburgh;
Doughmakeon, Louisburgh;
Fahburren;
Feenone, Louisburgh;
Furgill (Gloonpatrick);
Glaspatrick (church and graveyard);
Islandeady;
Kilbree;
Kilbride, Newport;
Kilgeever, Louisburgh;
Kilmeena;
Knappaghmanagh;
Lankill;
Moyna;

Oughaval;
Rossclave;
Roskeen;
Rushbrook---Kilmaclasser, near Clogher Lake.

ABBEYS:

Burrishoole Abbey;
Clare Island Abbey;
Murrisk Abbey

CASTLES:

Brockagh, near Fahy;
Castleaffy, Clew Bay;
Clare Island;
Corraunboy (Tyremore), in grounds of Burrishoole House;
Doon;
Rockfleet;
Tobberrooan.

OTHER BOOKS OF REFERENCE:

- a) 'Know Your Roots' / Newport Local Surnames;
- b) 'St. Patrick's Church, Newport';
- c) 'Mayo' ed. by Bernard O'Hara