



# Oylegate NS History Policy

## 1. Introductory Statement and Rationale

### **Introductory Statement**

This plan was formulated by the principal and the staff of Oylegate NS in the autumn of 2015.

### **Rationale**

This policy was formulated in order to conform to the principles outlined in the revised Curriculum, to ensure greater continuity and co-ordination of teaching and to provide clear guidelines for teachers.

## 2. Vision

It is our vision that we will open the children's minds to their rich local heritage.

## 3. Aims

We endorse the aims of Social, Environmental and Scientific Education as outlined in 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.



- 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.

### **Strands**

Myself and my family	Myself My family When my grandparents were young Games in the past Feasts and festivals in the past
Change and continuity	Continuity and change in the local environment
Story	Stories

*All strand units are taught annually from Infants to Second.*

### **Overview                      Third and Fourth classes**

#### **Skills and concepts development**

Working as an historian	Time and chronology Change and continuity Cause and effect Using evidence Synthesis and communication Empathy
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Strategies we may use to develop the child's abilities to **Work as 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

<b>3<sup>rd</sup> and 4<sup>th</sup></b>	<b>Year 1 (Odd/Even e.g. 2015/16)</b>	<b>Year 2 (Even/Odd e.g. 2016/17)</b>
<b>Local Studies</b> Choose 2	<ul style="list-style-type: none"> <li>• My family</li> <li>• Homes</li> <li>• My school</li> <li>• Games and pastimes in the past</li> </ul>	<ul style="list-style-type: none"> <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>
<b>Story</b> A selection each year	<ul style="list-style-type: none"> <li>• Stories from the lives of people in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Myths and legends</li> </ul>
<b>Early People and Ancient Societies</b> Choose 2	<ul style="list-style-type: none"> <li>• Stone Age Peoples</li> <li>• Bronze Age Peoples</li> <li>• Early societies of the Tigris and Euphrates valleys</li> <li>• Egyptians</li> <li>• Greeks</li> <li>• Romans</li> <li>• Celts</li> </ul>	<ul style="list-style-type: none"> <li>• Early Christian Ireland</li> <li>• Vikings</li> <li>• Central and South American peoples</li> <li>• Asian peoples</li> <li>• African peoples</li> <li>• North American peoples</li> <li>• Australian peoples</li> </ul>
<b>Life, Society, Work and Culture in the Past</b> Choose 1	<ul style="list-style-type: none"> <li>• Life in Norman Ireland</li> <li>• Life in mediaeval towns and countryside in Ireland and Europe</li> <li>• Life in the 18th century</li> </ul>	<ul style="list-style-type: none"> <li>• Life in the 19th century</li> <li>• Life during World War II</li> <li>• Life in Ireland since the 1950s</li> </ul>
<b>Continuity and Change Over Time</b> Choose 2	<ul style="list-style-type: none"> <li>• Food and farming</li> <li>• Clothes</li> <li>• Homes and houses</li> <li>• Transport</li> </ul>	<ul style="list-style-type: none"> <li>• Communications</li> <li>• Shops and fairs</li> <li>• Schools and education</li> <li>• Caring for the sick</li> </ul>

## Overview

## Fifth and Sixth classes

### Skills and concepts development

Working as an historian

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

<b>5<sup>th</sup> and 6<sup>th</sup></b>	<b>Year 1 (Odd/Even e.g. 2015/16)</b>	<b>Year 2 (Even/Odd e.g. 2016/17)</b>
<b>Local Studies</b> Choose 2	<ul style="list-style-type: none"><li>• Games and pastimes in the past</li><li>• Homes</li><li>• Schools</li></ul>	<ul style="list-style-type: none"><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>
<b>Story</b> A selection each year	<ul style="list-style-type: none"><li>• Stories from the lives of people in the past</li></ul>	<ul style="list-style-type: none"><li>• Myths and legends</li></ul>
<b>Early People and Ancient Societies</b> Choose 2	<ul style="list-style-type: none"><li>• Stone Age Peoples</li><li>• Bronze Age Peoples</li><li>• Early societies of the Tigris and Euphrates valleys</li><li>• Egyptians</li><li>• Greeks</li></ul>	<ul style="list-style-type: none"><li>• Early Christian Ireland</li><li>• Vikings</li><li>• Central and South American peoples</li><li>• Asian peoples</li><li>• African peoples</li><li>• North American peoples</li></ul>

	<ul style="list-style-type: none"> <li>• Romans</li> <li>• Celts</li> </ul>	<ul style="list-style-type: none"> <li>• Australian peoples</li> </ul>
<b>Life, Society, Work and Culture in the Past</b> Choose 1	<ul style="list-style-type: none"> <li>• Life in Norman Ireland</li> <li>• Life in mediaeval towns and countryside in Ireland and Europe</li> <li>• Life in the 18th century</li> <li>• Life in the 19th century</li> </ul>	<ul style="list-style-type: none"> <li>• Language and culture in late 19th and early 20th-century Ireland</li> <li>• Life during World War II</li> <li>• Life in Ireland since the 1950s</li> </ul>
<b>Eras of Change and Conflict</b> Choose 2	<ul style="list-style-type: none"> <li>• The Renaissance</li> <li>• The Reformation</li> <li>• Traders, explorers and colonisers from Europe</li> <li>• The Great Famine</li> <li>• The Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>• Changing land ownership in 19th-century Ireland</li> <li>• Changing roles of women in the 19th and 20th centuries</li> <li>• World War 1</li> <li>• Modern Ireland</li> </ul>
<b>Politics, Conflict and Society</b> Choose 2	<ul style="list-style-type: none"> <li>• 16th and 17th-century Ireland</li> <li>• 1916 and the foundation of the state</li> <li>• O'Connell and Catholic Emancipation</li> </ul>	<ul style="list-style-type: none"> <li>• Northern Ireland</li> <li>• Ireland, Europe and the world, 1960 to the present</li> <li>• Revolution and change in America, France and Ireland</li> </ul>
<b>Continuity and Change Over Time</b> Choose 2	<ul style="list-style-type: none"> <li>• Homes and houses/housing and urban development</li> <li>• Nomadism</li> <li>• Food and farming</li> <li>• Clothes</li> <li>• Transport</li> <li>• Communications</li> </ul>	<ul style="list-style-type: none"> <li>• Energy and power</li> <li>• Shops/workshops and fairs and factories</li> <li>• Schools and education</li> <li>• Literature, art, crafts and culture</li> <li>• Caring for the sick</li> <li>• Barter, trade and money</li> </ul>

## 5. Approaches and Methodologies

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

**This includes:**

- Story (pp. 65-71 TG)
- Personal and family history (pp. 72-75 TG)
- Using artefacts-visitors bringing artefacts e.g. butter churn (pp. 81-86 TG)
- Drama and role-play (pp. 109-113 TG)
- Using pictures and photographs- A Look Back in Time, Oylegate Glenbrien Journals (pp. 87 -98 TG)
- Use of the environment – As in the Use of the Local Environment section (pp. 104-108 TG)
- Oral evidence-questionnaires, interview, special visitors (pp. 77-80 TG)
- Documentary evidence (pp. 104-108 TG)
- Use of ICT (p. 114 TG)

## **6. 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, Geography, IT and Drama. Teachers will endeavour to make provision for this linkage in their short-term planning.

## **7. Assessment and Record Keeping**

Children's progress in History is assessed through:

- Teacher observation
- Teacher designed tasks and tests
- Portfolios and projects

## **8. 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.

## **9. 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.

If there are any children experiencing any form of disadvantage-physical/English not their first language or any other needs we endeavour to adapt the teaching and learning to meet their needs e.g. by use of alternative resources, ICT and visual aids.

## **10. Timetable**

In keeping with the recommendations in the Primary School Curriculum (Introduction p. 70) a minimum of three hours will be allocated to SESE per week, from first class to sixth, and two and a quarter hours with infant classes.

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

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

## **11. Multi-Grade Teaching**

Oylegate NS is an eight-teacher school with five mainstream classes. As a result, the class groupings can change from year to year as we endeavour to create classes of an even size. It is a necessity for teachers to engage in close consultation with colleagues. The Principal and other members of staff facilitate such consultations. The selection of textbooks, topics and resources is a collaborative exercise. We do not use a specific textbook but aim to build up a set of relevant resources taken from a variety of textbooks and other sources.

Wexford Week will take place the week after the Halloween break. We will focus on the history, trivia, songs, facts and stories of County Wexford, with a quiz at the end of the week.

## **12. Resources and ICT**



- Local library
- School library
- Use of word processing and powerpoint presentations
- Draw up a list of potential possible CD/DVDs to be purchased
- E-mail links with other schools
- Create an online gallery of historical photographs
- Artefacts brought in by children/parents
- Relevant software will be used for project work and teacher presentations.
- Visitors
- Useful Websites –

Primary Curriculum Support Programme	<a href="http://www.pcsp.ie">www.pcsp.ie</a>
School Development Planning Support	<a href="http://www.sdps.ie">www.sdps.ie</a>
Irish National Teachers Organisation	<a href="http://www.into.ie">www.into.ie</a>
National Council for Curriculum and Assessment	<a href="http://www.ncca.ie">www.ncca.ie</a>
Resources	<a href="http://www.wikipedia.org">www.wikipedia.org</a>
Resources	<a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a>
Resources	<a href="http://www.teachnet.ie">www.teachnet.ie</a>
Resources	<a href="http://www.scoilnet.ie">www.scoilnet.ie</a>

## 13. Individual Teacher's Planning and Reporting

- Teachers will report on work completed on a Monthly Report template (Cúntas Miosúil). These are kept in individual teacher's planning folders and in a central folder in the principal's office.
- Teachers will use the Whole School Plan and Yearly plans to inform their classroom planning.
- Teachers will use the History Curriculum strands and strand units when planning
- Teachers also keep long-term and weekly/fortnightly plans

## 14. Staff Development

Teachers will be made aware of any opportunities for further professional development through participation in courses available in education centres, other venues or on-line. Teachers are encouraged to try out/pilot different teaching methodologies and to share this with peers. Teachers also have access to reference books and materials to further their knowledge.

## 15. Parental Involvement

Parents with special relevant knowledge may be invited into school to speak to children.

## 16. Community Links

The School may liaise with local library and the following local people with good historical knowledge or interests:

- ICA – statue in village, longest running branch
- Carmel Maher – Edermine House and Eileen Gray
- Aidan Ryan – local history
- Maureen Somers – local history
- Marion Downes - 1916
- Seán Quirke - GAA

## **17. Use of the local environment.**

The following headings are areas discussed by staff as potential sources of local history for the pupils and teachers of Oylegate NS.

### **School**

- Name of school: Scoil Bearna na hAille (The gap in the cliff)
- Photos and dates of building progress of current school.
- Find out history of previous school buildings – Redgate Cross, the churchyard
- Past pupils - old school photos.
- Roll books
- Old text books
- Foundation stone

### **Buildings and Places of Historical Interest**

- St. David's Well
- Pouldarrig Mass Rock
- Edermine House
- St. David's Church and Graveyard
- Bleachlands
- Powers houses
- Fishing on the Slaney
- Woodfield House
- Garda station
- Enniscorthy – Enniscorthy Castle, 1798 Centre, Vinegar Hill
- 1916 links

### **Oral Evidence**

- Give children opportunities to find out more information from older family members
- Invite senior citizens into class as speakers.

### **Documentary Evidence**

- "Oylegate Glenbrien – A Look Back in Time" – history book about the area
- Use of photographs, maps, newspaper cuttings, old textbooks and school roll books.
- Creation of a time capsule
- Tour of local graveyard
- Use of library and internet
- Compile a school document pack
- Copies of birth and death certificates
- Compile a school scrapbook of pictures throughout the years.

### **Personal and Family History**

- Children discuss family positions

- Family tree/family tree pack
- Discussions on how life/games/transport have changed over time

#### **Artefacts**

- Possible creation of an on-line gallery of artifacts.
- Physical storage of artefacts where possible including: film canisters, old diaries, roll books, video recorder, tape recorders, old photos, clothes, money, newspapers/documents and toys. . Artefacts arranged on time lines.
- A trip to a museum or a place of historical significance at least once every two years.

#### **Pictures and Photos**

- Storage of Art books with pictures/portraits, calendars, maps, text books and use of Art in History e.g. Clay.
- Pictures showing old and new streets etc.
- Creation of a guided walk of an old area/graveyard.

#### **Story**

- Arouse enthusiasm and curiosity about the past by stimulating discussion and questioning and possible use of Irish Legends.
- Use of ICT for further information gathering
- Use of the novel e.g. Under the Hawthorn Tree.
- Possible visit of a storyteller.

## **16. 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 work
- Continuity of content and methodology will be evident in teachers' preparation
- Ongoing assessment will show that pupils are acquiring concepts thought and ability to engage with others in a manner appropriate to their age and personality.

## **18. Implementation**

#### **Roles and Responsibilities**

The Board of Management and Principal are responsible for the overall implementation of this policy. Class teachers are responsible for the implementation of the history programme in their own classes.

## **19. Timeframe**

We hope to ratify and implement this policy in the autumn of 2015.

## **20. Review**

This policy will be reviewed in 2020.

## **21. Ratification and Communication**

This plan was ratified by the Board of Management in (Date)\_\_\_\_\_

Chairperson BOM\_\_\_\_\_

Next review: 2020

### **Communication**

This policy will be published on the school website. It will also be available in the Principal's office in the ratified policies folder.