St. John of God Primary School, The Faythe, Wexford, Y35 YT38

P. 053 9123105 | P. 087 965 7964 HSCL | Roll No. 11361T | Info@thefaytheschool.org

www.thefaytheschool.org

History Policy

Introduction

This primary school is based in Wexford Town with approximately 227 pupils. The school has 11 mainstream classrooms with 1 special class. There are 8 SEN teachers supporting the pupils. This Whole School History Policy has been devised in consultation with the whole staff taking from their experiences of teaching in our school.

Rationale

This policy has been designed to benefit the teaching and learning of History in our school. It aims to outline how we propose to implement the History Curriculum in our school by providing clear guidelines for teachers, ensuring consistency throughout the school and complying with legislation. History planning in our school is based on a 2 year cycle.

Vision

We seek to assist the children in our school in achieving their potential. Our school hopes to promote a coordinated approach to the planning and teaching of History so as to ensure development and continuity and can facilitate the evaluation of learning, teaching resources and approaches and methodologies.

Aims

We endorse the aims of the Primary School Curriculum 1999 for History which are:

- 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 recognise and examine the influences of the past on the attitudes and behavior 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 recognise 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

History Whole School Year 1/Year 2 Plan: Junior and Senior Infants

	Year 1	Year 2
Strand	Strand Unit	Strand Unit
Myself and My Family	Myself Myself and my Family	Myself Myself and my Family
Story	Stories	Stories
Themes as laid out in 'Explore with me' (Edcolearning) Year 1: Senior Infants book Year 2: Junior Infants book	When I was born My Family My Favourite Place Look how much I've changed The Little Red Hen Halloween Traditions Mozart The Legend of the Giant's Causeway Tom Crean The Christmas Spider The Olympic Games Famous Irish Olympians The Legend of Brigid's Cloak The Story of Walt Disney The Ugly Duckling Aesop's Fables: The Wind and the Sun The Lighthouse Keeper The Children of Lir We went camping A holiday in the past	I grow and I change Young and Old Fionn's House Old and New Toys Old and New Transport My Summer Holidays The Story of the Hedgehog The Halloween Party The Story of the Three Little Pigs Fionn's Snowman Rosie's Christmas The Story of Playdough Town Mouse and Country Mouse Growing up in Dublin Saint Patrick Easter Eggs Amelia Earhart The Salmon of Knowledge Frank the Fisherman Sean Óg and Fungie

History Whole School Year1/Year 2 Plan: First and Second Class

	Year 1	Year 2
Strand	Strand Unit	Strand Unit
Myself and My Family	Myself My Family When my grandparents were young Feasts and Festivals in the Past	Myself My Family When my grandparents were young Feasts and Festivals in the Past
Story	Stories	Stories
Change and Continuity	Continuity and change in the local environment	Continuity and change in the local environment
Themes as laid out in 'Explore with me' (Edcolearning) Year 1: 1st class book Year 2: 2nd class book	My Summer Holidays First Day at School Family Timelines Diwali- Festival of Light The History of Halloween A Cottage in the past Christmas in the Past- An Interview Winter traditions around the world Games from the past Toys 100 years ago and today Spanish festivals St. Patrick's Day long ago The History of Trains When Rosie was Young Seaside holidays today and in the past The Enormous Turnip Hans Christian Anderson Christopher Columbus Pablo Picasso The Brown Bull of Cooley A train journey to school Keelings- A family business Stone soup Household items from the past	All about me A Timeline of posessions When I lost my first tooth The Farm Long Ago The History of Clocks Telephones in the past Spring Traditions near and far Dear Rosie Favourite childhood places The First Moon Landing Seán the Boat Builder Postcards from the past John Barry (Small World) The Hawthorn Tree Alexander Graham Bell Turlough O' Carolan and the Harp Snowy Days- now and then Famous German people A winter interview Stephen Roche and the Tour de France The Winter Olympic Games The Legend of Setanta The Heron and the Hummingbird Space travel through time Chris Hadfield- A famous astronaut

	Explore a landmark Weather instruments now and then Famous Irish Bridges Newgrange and Carrowkeel	The Titanic The Submarine and John Philip Holland Vincent Van Gough The GAA and Croke Park Limerick- then and now

History Whole School Year 1/Year 2 Plan: Third and Fourth Class

	Year 1	Year 2
Strand	Strand Unit	Strand Unit
Local Studies	My Family. Games/ pastimes in the past	My locality through the ages Homes
Early people and Ancient Societies	Stone age people Early societies of Tigris +Euphrates valleys Egyptians Bronze Age People	Vikings Greeks Celts Romans Early Christian Ireland
Life, Society, work and culture in the past	Life in Medieval towns countryside in Ireland & EU Life in Norman Ireland	Life in Medieval towns countryside in Ireland & EU Life in 18th Century Life in 19th Century
Story	Stories from lives of people in the past Myths and legends	Stories from lives of people in the past Myths and Legends
Continuity and change over time	Transport Schools and education. Food and Farming	Homes and houses Caring for the sick
Themes as laid out in Small World History (CJ Fallon) Year 1: 3rd class book Year 2: 4th class book	My Family Games and pastimes The Stone Age People of Tigris +Euphrates rivers The Egyptians The Bronze Age Life in Medieval Towns Life in Norman Ireland Stories from lives of people in the past: Christopher Columbus/ Tom Crean Myths and legends: Fionn and the Fianna/ Setanta/ The Wooden Horse of Troy/ St. Brendan/ King Arthur and Excalibur Transport Schools and Education Food and Farming	My Locality Homes and Houses My school Vikings Greeks Celts Romans The Spread of Christianity Medieval Towns of Europe Life in Ireland in the 18th Century Life in Ireland in the 19th Century Stories from lives of people in the past: St. Colmcille/ The Saga of Leif Erikson/ Amelia Earhart/ Great Irish Musical Maestros Myths and Legends: The Children of Lir, Tuatha Dé Danann, Princess Hase of Japan Homes and Houses Caring for the sick

History Whole School Year 1/Year 2 Plan: Fifth and Sixth Class

	Year 1	Year 2
Strand	Strand Unit	Strand Unit
Local Studies	Buildings, sites or ruins in my locality	Feasts and Festivals in the Past
Early People and Ancient Societies	Asian peoples	Central and South American Peoples
Life, Society, work and culture in the past	Life in 19th Century Language and Culture in Late 19th- and early 20th century Ireland Life during World War 2	Life in Medieval towns countryside in Ireland & EU Life in Norman Ireland Life in 18th Century
Story	Stories from lives of people in the past Myths and Legends	Stories from lives of people in the past Myths and Legends
Continuity and change over time	Literature, Arts, Crafts and Culture Barter, trade and money	Literature, Arts, Crafts and Culture Energy and Power Communications
Eras of change and conflict	Changing Land Ownership in 19th Century Ireland World War 1 Modern Ireland	Traders, explorers and colonisers from Europe The Great Famine The Industrial Revolution Changing Roles of Women in 19th and 20th centuries
Politics, Conflict and Society	1916 and the foundation of the state Revolution and change in America,	16th and 17th Century Ireland

	France and Ireland Northern Ireland	
Different Themes as laid out in Small World History textbook and teacher book (CJ Fallon) Year 1: 6th class book Year 2: 5th class book	Buildings, sites and ruins in Ireland Ancient China The Fenians Irish Culture World War 2 Stories from lives of people in the past: Stories from the Titanic/ Mahatma Gandhi/ Mary Robinson The Irish Language Barter, trade and money The Land War World War 1 Modern Ireland The 1916 Easter Rising Revolution and independence Northern Ireland The Troubles	Feasts and Festivals in Ireland The Maya Life in Medieval Times in Ireland The Normans Life in 18th century Ireland Stories from the lives of people in the past: Granuaile/ Daniel O' Connell/ Leonardo da Vinci Myths and Legends: The story of Diarmuid and Gráinne The History of Irish music Energy and Power Communication Traders and explorers The Great Famine (2 parts) The Industrial Revolution Irish Women in Science Ireland in the 16th and 17th centuries

Concept skills and development

Junior and Senior Infants

Working as a historian

- Time and chronology
- Using evidence
- Communication

1st -6th class

Working as a historian

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

Approaches and Methodologies

- Story
- Drama and Role Play
- Oral evidence
- Documentary evidence
- Using ICT
- Active learning
- Problem solving
- Developing skills through content
- Talk and discussion
- Co-operative learning
- Use of the environment
- Using a thematic approach
- Personal and family history
- Using artefacts
- Pictures and photographs
- Timelines

Linkage and Integration

At each class level the teachers will seek to integrate History with other curricular areas. Teachers will make provision for this linkage in their short-term planning.

Multi-Grade Teaching

- Our plan is divided into Year 1 and Year 2
- Using a thematic approach
- Integration with other subjects
- Text books
- Classroom organization

Assessment and record keeping

Children's progress in History is assessed through:

- Teacher observation
- Teacher designed tasks and tests
- Portfolios and projects
- Pupil self-assessment and peer assessment

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.

Organisational Planning

Timetable
As per curriculum guidelines
SESE- Infants 2hrs 15 mins
1st-6th class 3 hrs

Resources, ICT and Community Links

This list is not exhaustive of the resources used in our school

- Local library textbooks and visits
- Classroom library books
- Photos, newspaper cuttings & other resources brought in by children/parents/teachers
- Interactive whiteboard
- Local History trails with Monica Crofton
- Visitors with local historical knowledge
- Websites: www.scoilnet.ie , www.twinkl.co.uk , www.heritageinschools.ie, www.youtube.ie , www.nationalarchives.ie , www.iqua.ie , www.pcsp.ie , www.sdps.ie , www.enfo.ie , www.teachnet.ie , https://www.wexfordcoco.ie , www.askaboutireland.ie ,
- Junior Infants-2nd Class use Explore with Me as the base programme
- 3rd-6th class use Small World as the base programme

Health and Safety

The teaching of History in our school will at all times, be governed by our Health and Safety policy.

Individual Teacher's Planning and Reporting

Teachers will base their yearly and short term plans on our whole school plan for History which is divided into Year 1 and Year 2 plans.
Teachers will consult this whole school plan and the curriculum documents for History when they are drawing up their long and short term plans, ensuring that the correct number of strand units under each strand are taught. Each teacher's Cuntas míosúil will assist in recording work covered and in evaluating progress in History and informing future teaching and learning.

Staff Development

- Teachers have access to reference books, resource materials, and websites dealing with History.
- At times there may be appropriate SESE courses available. Teachers are encouraged to attend.
- Teachers are encouraged to share the expertise acquired at these courses as well as other aspects of the subject. This is organised at staff meetings and as part of our CPHs.
- Working with local people who have good historical knowledge of the area benefits teachers and children alike.

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

Success Criteria
The success of this plan will be measured using the following criteria:
- Teacher observation.
- Teacher designed tasks and tests.
- Samples of children's work e.g. projects, portfolios, art displays.
- Feedback from pupils and parents.
- Inspectors' suggestions/feedback.
- Staff meetings/CPHs so that time is given to discuss, review and amend if necessary.

Roles and Responsibilities
Class teachers are responsible for the implementation of the History programme in their own classes.

Ratification and Communication

Ratification:
This revised policy was ratified by the Board of Management on _____ (date)

Signed: _____ Date: 8/10/25

Signed: _____ Date: 8/10/25