

SLIEVEARDAGH N.S.

SESE HISTORY PLAN

SESE History

Introductory Statement and Rationale

Introductory Statement

This plan was initially created by the principal and staff of Slieveardagh N.S. in 2014. It was reviewed in March 2020 and was subsequently revised, in accordance with the guidelines set out in the Primary School Curriculum 1999. It serves to ensure consistency throughout the school in our approach to the implementation of the History curriculum. This policy will provide guidelines for staff and will form the basis of teachers' long and short term planning. It will also inform new and temporary staff members of the methodologies and approaches used at our school in the teaching of History.

Rationale

As outlined in the Primary School Curriculum 1999, History is the interpretation of what are considered to be significant human activities in the past and the process by which these activities are selected, investigated and analysed. History is not the story of the past but rather our attempt to reconstruct and interpret elements of the past which are of interest to us. History gives children a knowledge of past human experiences at family, local, national and international levels. Pupils also develop an understanding, appropriate to their age, of time and chronology, change and continuity, cause and effect. They acquire skills appropriate to their developmental stages so that they may interpret evidence in a critical way. Historical themes and topics develop empathy with other people and a deeper understanding of past and current social, political and economic interactions. In keeping with these guidelines, we endeavour to ensure that the revised curriculum for History is being implemented in our school in a well-planned and organised manner, ensuring this plan will benefit teaching and learning within our school.

Vision

The whole school community of Slieveardagh NS consists of a wide variety of different people from different places and of different benefits. Our ethos statement states that all pupils are equally valued and respected irrespective of gender, race, social background, family circumstances, educational achievement, physical characteristics or intellectual functioning. It is our vision that through the History Curriculum, we can explore these differences by investigating the lives and stories of these people from the locality, Ireland and other countries of a variety of different religions 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. In line with the Primary School Curriculum 1999, we at Slieveardagh N.S. seek to ensure that all children acquire a broad and balanced understanding of local, national and international history, develop critical thinking skills, and broaden their knowledge of time and chronology, change and continuity, and cause and effect. We envisage that this will not be achieved solely through passive learning of knowledge, but through active learning whereby all children are afforded opportunities to Work as Historians, developing skills in the areas of time and chronology, using evidence, and communication.

Aims

We endorse the aims of the History Curriculum:

- To develop an interest in and a curiosity about the past.

- To make the children 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 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.

Curriculum Planning

1. Strands and Strand Units

Each teacher is familiar with the strands, strand units and content objectives for his/her relevant classes. Each teacher is also familiar with the strands, strand units, and content objectives of other classes also, ensuring continuity and coherence is provided in the delivery of the History curriculum throughout the school. Certain strand units are revisited throughout the school and covered in depth as the children progress; these strand units are recorded in the teachers' planning. Equal emphasis is given to each strand and strand unit. A full range of objectives will be covered during each year.

Junior Infants and Senior Infants

We are aware that the content of the History curriculum for infant classes is confined to two strands, as set out in the Primary School Curriculum (1999).

Strands/ Strand units which will be covered:

Strands:

- Myself and my family (through which the child will begin to explore aspects of his/her own immediate past and that of his/her family)
- Story (in which the child will encounter elements from the lives of a range of people in the past)

Strand units:

- Myself
- My Family or The family of a person known to me
- Stories

First Class and Second Class

We are aware that the content of the History curriculum for First Class and Second Class is confined to three strands, as set out in the Primary School Curriculum (1999).

Strands/ Strand units which will be covered:

Strands:

- Myself and my family (which encourages the exploration of the past experiences of the child and that of his/her wider family circle)
- Change and continuity (which involves the child in exploring items from the past in the immediate environment)
- Story (in which the child will encounter elements from the lives of a range of people)

Strand units:

- Myself
- My Family or The family of a person known to me
- When my grandparents were young
- Games in the past
- Feasts and festivals in the past
- Continuity and change in the local environment
- Stories

As detailed in the Primary School Curriculum (1999), when teaching History in the Junior Room, we will ensure that the stories and other activities selected by the school and teacher will:

- introduce children to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds
- include studies from a wide range of human experience (e.g. economic, technological, scientific, artistic, social, cultural, religious, political, etc.)
- come from local, national and international contexts.

Third Class and Fourth Class

We are aware that the content of the History curriculum for Third Class and Fourth Class is divided into five strands, as set out in the Primary School Curriculum (1999).

Strands/ Strand units which materials will be selected:

Strands:

- Local studies
- Story
- Early People and ancient societies
- Life, society, work and culture in the past
- Continuity and change over time.

Strand units:

- My family
- Homes
- My school
- Games and pastimes in the past
- Feasts and festivals in the past
- Buildings, sites or ruins in my locality
- My locality through the ages
- Myths and legends
- Stories from the lives of people in the past
- Stone Age peoples
- Bronze Age peoples
- Early societies of the Tigris and Euphrates valleys.

- Egyptians
- Greeks
- Romans
- Celts
- Early Christian Ireland
- Vikings
- Central and South American peoples
- Asian peoples
- African peoples
- North American peoples
- Australasian peoples
- Life in Norman Ireland
- Life in mediaeval towns and countryside in Ireland and Europe
- Life in the 18th century
- Life in the 19th century
- Life during World War II
- Life in Ireland since the 1950's
- Food and farming
- Clothes Homes and houses
- Transport
- Communications
- Shops and fairs
- Schools and education
- Caring for the sick

5 strands and at least two strand units from each strand will be covered.

Fifth Class and Sixth Class

We are aware that the content of the History curriculum for Fifth Class and Sixth Class is divided into seven strands, as set out in the Primary School Curriculum (1999).

Strands/ Strand units which materials will be selected:

Strands:

- Local Studies
- Story
- Early People and ancient societies
- Life, society, work and culture in the past
- Eras of change and conflict
- Politics, conflict and society
- Continuity and change over time

Strand units:

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

- Stories from the lives of people in the past
- Stone Age peoples
- Bronze Age peoples
- Early societies of the Tigris and Euphrates valleys
- Egyptians
- Greeks
- Romans
- Celts
- Early Christian Ireland
- Vikings
- Central and South American peoples
- Asian peoples
- African peoples
- North American peoples
- Australasian peoples
- Life in Norman Ireland
- Life in mediaeval towns and countryside in Ireland and Europe
- Life in the 18th century
- Life in the 19th century
- Life during World War II
- Life in Ireland since the 1950's
- Language and culture in late 19th and early 20th century Ireland
- Homes, housing and urban developments
- Nomadism
- Food and farming
- Clothes
- Transport
- Communications
- Energy and power
- Workshops and factories
- Schools and education
- Literature, art, crafts and culture
- Caring for the sick
- Barter, trade and money
- The Renaissance
- The Reformation Traders, explorers and colonisers from Europe
- The Great Famine
- The Industrial Revolution
- Changing land ownership in 19th century Ireland
- Changing roles of women in the 19th and 20th centuries
- World War I
- Modern Ireland
- 16th and 17th century Ireland
- Revolution and change in America, France and Ireland
- O'Connell and Catholic Emancipation
- 1916 and the foundation of the state
- Northern Ireland
- Ireland, Europe and the world,
- 1960 to the present

7 strands and at least two strand units from each strand will be covered.

As detailed in the Primary School Curriculum (1999), when teaching History in the Senior Room, we will ensure that the stories and other activities selected by the school and teacher will:

- introduce children to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds
- include studies from a wide range of human experience (e.g. economic, technological, scientific, artistic, social, cultural, religious, political, etc.)
- come from local, national and international contexts. An important aim of the programme is that children will acquire a balanced understanding of family, local, national and international history.

When selecting strand units to be addressed in the Senior Room, we are aware of the spiral approach recommended in the Primary School Curriculum (1999) in which some aspects of the past may be explored in increasing detail at a number of levels.

In selecting Strand Units from third to sixth we will endeavour to ensure that:

- The locality of the school is reflected in this 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 experience are included Local, national and international contexts are included

We understand the curriculum recommends that one strand unit in local history and one strand in national or world history is studied in more depth over a longer period each year. This recommendation is considered in the development of yearly planning.

As outlined in the Primary Teaching Curriculum (1999), a strict adherence to a chronological treatment of Strand Units is not recommended because of the constraints this would impose on curricular planning. We recognise that the development of children's chronological understanding can be fostered through the use of timelines, and we shall incorporate timelines at all levels.

In our teaching of the History curriculum, we will endeavour to ensure a balance between the development of skills and the acquisition of knowledge, while ensuring that unnecessary repetition or significant gaps are avoided.

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.

Skills and concepts development for infant classes as outlined in the Primary School Curriculum (1999):

- Working as an historian

Through completing the strand units of the history curriculum the child should be enabled to:

Time and chronology:

- become aware of and discuss the sequence of events in simple stories about the past
- record sequences of events in personal or family history and in stories using simple timelines
- place a number of personal photographs or items in chronological order

Using evidence

- encounter some simple historical evidence
- family photographs, own clothes worn when younger, buildings

Communication

- communicate an awareness of stories from the past in a variety of ways
- listening to and retelling stories, drama, art work
- information and communication technologies.

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.

Skills and concepts development for first and second classes as outlined in the Primary School Curriculum (1999):

Working as an historian

Through completing the strand units of the history curriculum the child should be enabled to:

Time and chronology

- begin to distinguish between the past, present and future
- begin to develop an understanding of chronology through exploring and recording simple sequences and by placing objects or pictures in historical sequence

Change and continuity

- explore instances of change and continuity, especially in personal life, in family and local history features which have changed or remained unchanged in home, family and immediate local environment

Cause and effect

- discuss the reasons why some events happened and some of their consequences
- the actions of a character in a story

Using evidence

- examine a range of simple historical evidence photographs, objects, memories of older people, buildings, stories and songs
- begin to distinguish between fictional accounts in stories, myths and legends and real people

and events in the past

Synthesis and communication

- communicate an awareness of stories, people and events from the past in a
- variety of ways
- writing, drama, other media, information and communication technologies

Empathy

- imagine and discuss the feelings of characters in stories from the past.

At First Class and Second Class level, 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 reasons for change and the effects of change
- Use of simple historical evidence: photographs, objects, memories of older people, building, stones and songs.
- Allowing children opportunities to communicate an awareness of stories, people, and events from the past in a variety of ways: writing, drama

Skills and concepts development for third and fourth classes as outlined in the Primary School Curriculum (1999):

Working as an historian

Through completing the strand units of the history curriculum the child should be enabled to:

Time and chronology

- distinguish between the past, present and future
- develop an understanding of time and chronology through comparing the relative ages of people, objects and events
- record information about people and events in the past using simple timelines
- understand and use date conventions when studying the past, including day, month and year, year of own birth, birth of parents and family members, year of commencing school, other personal dates in immediate and more distant past
- use common words and phrases associated with time old/new, older/newer, before/after, later/earlier, a long time ago, a very long time ago

Change and continuity

- develop an understanding of change and continuity by exploring similarities and differences between the past and the present

Cause and effect

- discuss the reasons for, and the effect of, some events and changes in the past

Using evidenced in the locality or which is connected with local history

- photographs, pictures, objects, memories of older people, buildings, stories and songs,

written sources, films, other media, information and communication technologies examine and use a wider range of historical evidence, especially that which may be found

- ask questions about a piece of evidence
- summarise information in, and make simple deductions from, a single source of evidence

Synthesis and communication

- use evidence and imagination to reconstruct elements of the past a game played by grandparents when they were young conversation between two historical characters' appearance of an ancient rath
- communicate this understanding of the past in a variety of ways oral language, writing, drama, art work, modelling, other media, information and communication technologies

Empathy

- imagine and discuss the feelings and motives of people in the past.

At Third Class and Fourth Class level, strategies we may use to develop the children's abilities to Work as Historians 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

Skills and concepts development for fifth and sixth classes as outlined in the Primary School Curriculum (1999):

Working as an historian

Through completing the strand units of the history curriculum the child should be enabled to:

Time and chronology

- develop an understanding of time and chronology so as to place people, objects and events within a broad historical sequence
- record people and events in the past using a variety of simple timelines
- use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period, Stone Age, 600 BC, Early Christian Ireland, R. na mBard, Georgian period

Change and continuity

- develop an understanding of change and continuity by exploring similarities and differences between the past and the present and between different periods in the past

Cause and effect

- recognise some factors which may have caused, prevented or delayed changes in the past
- appreciate that events usually have a number of causes and outcomes

Using evidence

- examine and use critically a wide range of historical evidence e.g. photographs, pictures,

objects, memories of older people, buildings, stories and songs, written sources, films, other media, information and communication technologies

- develop some skills in the location and selection of evidence
- distinguish between primary and secondary sources
- ask questions about a piece of evidence
- compare accounts of a person or event from two or more sources
- make simple deductions from evidence
- recognise that evidence may be incomplete or biased
- appreciate that evidence can be interpreted in a number of ways

Synthesis and communication

- select and organise historical information
- use imagination and evidence to reconstruct elements of the past e.g. events of a 19th century school day, emigration scene during famine times, appearance of a crannog settlement, a letter or diary written by an historical character
- communicate this understanding of the past in a variety of ways e.g. oral language, writing, drama, art work, modelling, other media, information and communication technologies

Empathy

- imagine and discuss the feelings and motives of people in the past
- discuss how an event in the past may have been perceived by those who participated in it.

At Fifth Class and Sixth Class level, strategies we will use to develop children skills to work as young historians will include:

- use of timelines
- enabling children to use words, phrases and conversations associated with the recording of dates and times such as BC, AD, Stone Age, early Christian Ireland etc.
- allowing children to develop some skills in the location and selection of evidence
- encouraging children to compare accounts of a person or event from two different sources
- encouraging children to use imagination and evidence to reconstruct the past 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.

The range will include:

- story
- personal and family history
- using artefacts - visitors bringing artefacts e.g. butter churn
- drama and role-play
- using pictures and photographs
- use of the environment
- oral evidence - questionnaires, interviews, special visitors
- documentary evidence
- using ICT

4. Linkage and Integration

Linkage

We acknowledge that linkage and integration are recommended within the SESE curriculum. We endeavour to make a link between our history topics in so far as possible for all class levels.

Teachers will explore possibilities for linkage across the History curriculum and will note such opportunities in their classroom. e.g. Clothes and The Emperor's New Clothes, Life in the 19th century and the Famine, Caring for the sick and Marie Curie.

Integration

We agree with the statement made on page 9 of the history curriculum that 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. With this in mind, we will ensure to explore possibilities to integrate the SESE subjects, e.g. Harvest time, food and farming, St Brigid and St Patrick, dressing up day. Using integrated themes or topics will be one way we would strive to achieve this. Integration of elements of History will also be addressed in the context of English, Science, Geography, S.P.H.E., Drama, Visual Arts, Music, and P.E. Teachers' short-term planning will highlight provisions made for such linkage.

5. Mutli Grade Teaching

Slieveardagh N.S. is a three teacher school with Junior Infants to Second Class grouped together and Third Class to Sixth Class grouped together. When planning, we are aware of the necessity for teachers to engage in close consultation across class levels. The selection of textbooks, topics and resources is a collaborative exercise. Topics will also be addressed using the following approaches where appropriate, at the teacher's discretion, to accommodate multi grade teaching:

- thematic approach
- classroom organisation
- integration with other subjects

6. Assessment and Record Keeping

Assessment in History must seek to measure and report the child's progress and achievements in all aspects of the curriculum. Assessment will fulfil a diagnostic role, a summative role, and an evaluative role. 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

The assessment tools we will use will include:

- Teacher observation
- Teacher designed tasks and tests:

-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 storyline 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 dramatizing 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

Using a range of these learning activities means that assessment is intimately linked to the teaching and learning process and that the child's progress is assessed in the context of the historical material with which he/she is familiar.

- Work samples, portfolios and projects
- Feedback from pupils and parents

We are aware that the primary purpose underlying assessment in history is to enhance the learning experience of the child.

7.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 hand-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 to meet the needs of all learners, including story, drama/ role play, documentary evidence, use of ICT, personal and family history, using artefacts, use of pictures/ photographs, using the environment, and using evidence
- More able pupils will be encouraged to carry out independent research in certain topic areas, and will be provided with extra reading/ research materials to complete project based work
- Offering a variety of recording methods, including the use of ICT, presentations, diagrams, and construction of models
- Using a range of effective questioning techniques including the use of Bloom's Taxonomy to support questioning and develop critical thinking skills, including 'knowledge', 'comprehension', 'application', 'analysis', 'synthesis' and 'evaluation' based questions to ensure all learners experience success
- Ensuring learning objectives, teaching methodologies, assessment techniques, groupings, pace of teaching and learning, tasks, and supports are differentiated to suit the needs of children of different abilities

We endorse the emphasis that 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'.

8. Equality of Participation and Accessible

History will be provided 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 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.

9. Organisational Planning

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 to 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
- Using a thematic approach

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

10. Resources:

- Teachers' resources, including text books, are stored in the staff room
- Children have access to a variety of historical books, including those in our school library
- Guest speakers, including those from the locality, will be invited in to deliver talk to the children, where appropriate
- Each classroom has an Interactive White Board and broadband connection which teachers can use to access appropriate websites and show videos, powerpoint presentations, pictures and photographs to the children
- Children in the Senior Room are encouraged to complete research using laptops and iPads, and to present project work using Microsoft Word and Powerpoint presentations

11. Health and Safety

(Refer to school's Health & Safety Policy and Preparing for Fieldwork, Geography Teacher Guidelines pp. 74-78)

We follow our school's Health and Safety Statement when engaging in fieldworks

12. 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.
- 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.
- Teachers will adopt a thematic approach where appropriate and practical to do so
- Teachers will inform parents of children's progress in history in yearly parent-teacher meetings and end of year reports

13. Staff Development

All teachers are encouraged to participate in history courses running locally and in education centres. Teachers are encouraged to try out different teaching methodologies and to share this with peers. Teachers have access to reference books and materials to further their knowledge.

14. Parental involvement

We encourage parental involvement in the formation of our school policies. We encourage parental involvement particularly when a parent has a skill or interest in a particular area. We encourage parents to participate in interviews and surveys conducted by the children. We encourage parents to come on trips and to share their own personal memories of when they were young. We hope to invite some parents and grandparents in to talk to the children. Parents send in photographs and artefacts and help with other aspects of the history curriculum when asked to do so.

15. Community links

We have identified a number of individuals, groups and agencies in our local community who may be able to support our history programme. The local community supports the history curriculum in many ways:

- The school can use the library in Urlingford and Killenaule as a resources for SESE

- Children have access to the Old School and the history displays and artefacts contained within

16. Places of Historical Interest

Our local area is of immense historical value, linking with our history curriculum, in particular the Famine Warehouse, the rich mining history of the local area, locals of historical significance and local buildings of historical importance

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
- Development of historical skills and the ability to work as a historian throughout the classes
- Use of timelines throughout the school
- That the curriculum is spiral and development in its structure
- Classes engaged in outdoor observations and trails or the local environment
- Photographs, displays, use of artefacts and evidence in classes
- Procedures outlined in this plan consistently followed throughout the school
- Children's feedback
- Teacher/ parent feedback
- Inspector's suggestions/ feedback
- That History is integrated, where appropriate, across the curriculum
- That there is a balance between process and content
- Teacher observation and informal assessment of learning
- Pupils' self-assessment

Implementation

Roles and Responsibilities

All class teachers are responsible for the implementation of the history curriculum in their own classrooms. Teachers will be encouraged to present feedback during staff meetings on review of history. We at Slieveardagh N.S. also acknowledge the role of parents and the local community in the delivery and enrichment of the History curriculum.

Timeframe

To be implemented in school year 2023 /24

Review

All staff, parents and BOM will be involved in the review of this policy.

Ratification and Communication

This plan will be presented to and ratified by the Board of Management.

Reviewed: _____

Chairperson BOM: _____

Next Review 2023- having reviewed this policy we as a staff have decided to come up with a 4 year table as to what exact strand units will be covered each year to ensure continuity in the children's learning. This table will be presented to BOM before June 23