

Plean Scoile
St Fiacc's NS

History Policy



Formulated/Ratified/Reviewed	By
Reviewed 10/10/18	Staff
Ratified 18/09/2019	BOM

Signed Chairperson BOM



History Policy

Introductory Statement:

This History policy was reviewed in October 2018 by the Principal and teaching staff of St. Fiacc's N.S. Individual elements of the plan are the result of collaborative staff discussion. The basis for the plan is the History Curriculum statement and accompanying Teacher Guidelines.

1. Rationale

This History Plan was formulated;

- to conform to the principles outlined in the revised Curriculum;
- to ensure greater continuity and coordination of teaching and;
- to provide clear guidelines for teachers.

2. Aims

- 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 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 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 behaviour 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.

3. Broad objectives

When due account is taken of intrinsic abilities and varying circumstances, the history curriculum should enable the child to;

- Study a range of people and events in the past in order to develop a balanced understanding of family, local, national and world history.
- Learn about the people, events, issues and cultural experiences which have helped to shape the local community and environment.
- Develop an understanding of chronology, in order to place people, events and topics studied in a broad historical sequence.
- Acquire some understanding of change and continuity, including an awareness of factors which may have caused or prevented change, and come to appreciate that events may have a number of causes and outcomes.
- Examine and use a range of historical evidence systematically and critically, and appreciate the fact that evidence can be interpreted in different ways.

- Use imagination and evidence to reconstruct elements of the past.
- Communicate historical understanding in a variety of ways, using appropriate language and other techniques or media.
- Develop an appreciation of the perspectives and motives of people in the past and accept that individuals and events should be understood in their historical context.
- Be aware that the attitudes and behaviour of people may be influenced by their understanding of the past and by their past experiences.
- Respect and value a range of options and acquire open, questioning attitudes to the beliefs, values and motivations of others.
- Develop tolerance towards minorities in society and appreciate the contribution of various ethnic, cultural, religious and social groups to the evolution of modern Ireland.
- Develop personal, local, national, European and wider identities through studying the history and cultural inheritance of local and other communities.
- Develop a sense of responsibility for, and a willingness to participate in the preservation of history.

4. Approaches and Methodologies

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

5. 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, SESE, Visual Arts, Geography, IT and Drama. Teachers will make provision for this linkage in their short-term planning.

6. Multi-grade teaching

- Using a thematic approach: agreed themes will be chosen annually by staff to prevent overlapping or repetition.
- Integration with other subjects: SESE – Geography and Science; SPHE; Maths; Language programme; Visual Arts; PE
- Selection of textbooks will be agreed annually.

7. Assessment and Record Keeping

Children's progress in History is assessed through the following tools:

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

The information gained from the assessments is used to inform future class and school planning. Teachers share information with children/parents through parent/teacher meetings and end-of-year reports.

8. Children with Different Needs

This History plan aims to meet the needs of all the children in the school. This will be achieved by teachers varying the pace, content and methodologies to ensure learning for all pupils. This will be recorded in the teacher's yearly notes. The requirements of children with special needs

will be taken into account when planning class lessons and related activities. The SNA supports particular children and groups as directed by the class teacher. Children who experience bereavement, personal loss, serious illness or other major personal situations are supported, and consideration is given to meeting their individual needs in the most appropriate manner.

9. 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. The history class is used as an opportunity to integrate the culture of all pupils. Specific cultural issues are addressed *e.g. festivals, religious celebrations*- at specific times during the year.

10. Timetable

As per curriculum guidelines the timetable for SESE allows;

- Junior and Senior Infant Classes: 2 hours 15 minutes
- 1st – 6th Classes: 3 hours

11. Resources and ICT

An inventory of resources available for the teaching of History are listed in the Appendix A and includes useful websites.

There is contact between the local history librarian at Carlow County Library and Carlow County Museum and our school. In line with our IT plan for the school, a wide variety of technologies are available in the school; *e.g. laptops, ipads, interactive whiteboards* - to support and enhance the teaching and learning of History.

12. Health and Safety

As per School Tours/Excursions Policy and Safety Statement.

13. Individual Teacher's Planning and Reporting

Teachers will base their yearly and short term plans on the approaches set out in the whole school plan for History. A review of the two-year plan is conducted with the whole-staff and the end of the two year cycle.

14. Staff Development

Teachers are made aware of any opportunities for further professional development through participation in courses available in education centres, other venues or online.

15. Parental Involvement

Parents and grandparents may be involved in supporting the history curriculum in a variety of ways *e.g. interviews/class visits/questionnaires/looking at project work*
Parents with special relevant knowledge on topics 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; John McDarby, Eileen O'Rourke, Turtle Bunbury.

The school has links to other local services such as local newspapers and local radio.

Pupils are brought to local places of interest outlined in Appendix B at times throughout the year.

17. Use of the local environment

St. Fiacc's N.S is situated within 1.5km of several historical places of interest *and* relevance in our community's history, and are listed in Appendix B. The site of the school building, the former building and the local church are of significant historical importance to the school community. Trips to these sites are organised within year groups in conjunction with our Whole School Plan for History. (See table in Appendix B).

18. Public / Historical buildings

Places of historical interest are incorporated into school tours and excursions at times throughout the year appropriate to pupils' stage of development and their exposure to specific areas of the History curriculum. Excursions/trips to local public historical sites are organised within year groups in conjunction with our Whole School Plan for History and are outlined in Table 1 of Appendix B. See Appendix C for list of public/historical sites.

19. Cultural Heritage

Pupils' will understand and develop a sense of their cultural heritage by;

- Visiting the local market areas - Potato Market/Haymarket
- Learning the Placenames and townlands of local areas (Ms A. Nolan)
- Songs – Lovely Laois/Follow Me Up To Carlow/Irish National Anthem/School Anthem THE Boys' and Girls' of St. Fiacc's/Songs about Carlow/Laois (Mr. Kelly's CD)
- Poems
- Completing a local history trail with tasks (available on Google Drive or via Mr Kelly/Ms Kavanagh)
- Looking at digital/old photographs of the local area (Ms Kavanagh PPT on Graiguecullen in the Past, Mr Bolton and Mr Nolan to scan in photographs)
- Study headstones in local graveyard - (Sleaty Graveyard, Church of Ireland graveyard behind school)

20. Heritage features and natural environment

Pupils' from middle and senior classes participate in a local history trail to identify and observe a variety of local features in the natural environment. Local History Trails are available on the school's shared Google Drive folder.

21. Drama and Role Play

Teachers' will integrate History with role play and drama where appropriate including the use of;

- Talk and discussion of the Characters of History
- Role play of characters/ Hot Seating
- Freeze frames
- Possible performance for other classes

22. Oral Evidence

Children are provided with opportunities to find out more information from older family members through the use of interviews, surveys and questionnaires. Further activities include;

- Hot Seating activities in History Lessons
- Use of video/radio interviews as oral evidence
- Senior citizens are invited into class as speakers *e.g. Grandparents' Day*

23. Documentary Evidence

- Use of photographs, maps, newspaper cuttings, old textbooks and school roll books.
- Creation of a time capsule

- Local tours/excursions
- 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

24. Personal and Family History

- Children discuss family positions
- Family tree/family tree pack
- Discussions on how different subject matter *e.g. life/games/transport* can and have changed over time
- Use of personal and family timelines

25. Artefacts

- Possible creation of an on-line gallery of artefacts.
- 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 timelines.
- A trip to a museum or a place of historical significance at least once every two years for pupils in Fifth and Sixth Classes.

26. Pictures and Photos

- Storage of Art books with pictures/portraits, calendars, maps, textbooks 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 (local history trail)

27. 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, The Boy in the Striped Pyjamas*
- Possible visit of a storyteller

21. 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.

22. Implementation

Roles and Responsibilities

Class teachers are responsible for the implementation of the History programme in their own classes. Ms. Doyle has Curriculum Responsibility for History while the Principal is responsible for the overall SESE programme.

History Plan: Skills and Strands

Overview

Infant classes

Skills and concepts development

Working as an historian

Time and chronology
Using evidence
Communication

Strands

Story

Stories

Myself and my family

Myself
My family (or the family of a person known to me)

Overview

First and Second classes

Skills and concepts development

Working as an historian

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

Strands

Myself and my family

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

Change and continuity

Continuity and change in the local environment

Story

Stories

Note: 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

Strands

Local studies

Strand Units

My family
Homes
My school

	<p>Feasts and festivals in the past</p> <p>Buildings, sites or ruins in my locality</p> <p>My locality through the ages</p>
Story	<p>Stories from the lives of people in the past</p> <p>Myths and legends</p> <p><i>A selection of stories should be explored each year</i></p>
Early people and ancient society	<p>Study a selection from:</p> <p>Stone age peoples</p> <p>Bronze age peoples</p> <p>Early societies of the Tigris and Euphrates valleys</p> <p>Greeks</p> <p>Romans</p> <p>Celts</p> <p>Early Christian Ireland</p> <p>Vikings</p> <p>And a selection from:</p> <p>Central and South American peoples e.g. Aztecs</p> <p>Asian peoples e.g. peoples of the Indus valley,</p> <p>Ch'in and Han empires of China</p> <p>African peoples e.g. Benin peoples</p> <p>North American peoples e.g. Native American peoples</p> <p>Australasian peoples e.g. Maori</p>

Note: Two strand units should be selected from this strand during each year.

Life, society, work and culture in the past	<p>Life in Norman Ireland.</p> <p>Life in the 18th century.</p> <p>Life in mediaeval towns and countryside in Ireland and Europe.</p> <p>Life in the 19th century</p> <p>Life during World War 11</p> <p>Life in Ireland since the 1950's</p>
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Note: Two strand units should be selected from this strand during each year.

Strands	Strand Units
Continuity and change over time	<p><i>Possible units may include</i></p> <p>Food and Farming</p> <p>Clothes</p> <p>Homes and housing</p> <p>Communications</p> <p>Shops and fairs</p> <p>Schools and education</p> <p>Caring for the sick</p>

Note: *Two strand units should be selected from this strand during each year.*

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

Strands

Local studies

Strand Units

Schools
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

Note: *Two strand units should be selected from this strand during each year.*

Story

Stories from the lives of people in the past
Myths and legends
A selection of stories should be explored each year

Early people and ancient society

Study a selection from:

Stone age peoples
Bronze age peoples
Early societies of the Tigris and Euphrates valleys
Egyptians
Greeks
Romans
Celts
Early Christian Ireland
Vikings

And a selection from:

Central and South American peoples e.g. Aztecs
Asian peoples e.g. peoples of the Indus valley,
Ch'in and Han empires of China
African peoples e.g. Benin peoples
North American peoples e.g. Native American
peoples
Australasian peoples e.g. Maori

Note: *Two strand units should be selected from this strand during each year.*

Strands

Life, society, work

Strand Units

Life in Norman Ireland.

and culture in the past	<p>Life in the 18th century.</p> <p>Life in mediaeval towns and countryside in Ireland and Europe.</p> <p>Life in the 19th century.</p> <p>Language and culture in late 19th and early 20th century Ireland.</p> <p>Life during World War 1</p> <p>Life in Ireland since the 1950's</p>
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Note: *One strand unit should be selected from this strand during each year.*

Eras of change and conflict	<p>The Renaissance</p> <p>The Reformation</p> <p>Traders, explorers and colonisers from Europe</p> <p>The Great Famine</p> <p>The Industrial Revolution</p> <p>Changing land ownership in 19th century Ireland</p> <p>Changing roles of women in the 19th & 20th centuries.</p> <p>World war 1.</p> <p>Modern Ireland</p>
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Note: *Two strand units should be selected from this strand during each year.*

Politics, conflict and society	<p>16th & 17th century Ireland</p> <p>Revolution and change in America, France and Ireland.</p> <p>O'Connell and Catholic Emancipation</p> <p>1916 and the foundation of the state</p> <p>Northern Ireland</p> <p>Ireland, Europe and the world, 1960 to the present.</p>
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Note: *Two strand units should be selected from this strand during each year.*

Continuity and change over time	<p>Possible units may include:</p> <p>Homes, housing and urban development</p> <p>Nomadism</p> <p>Food and Farming</p> <p>Clothes</p> <p>Communications</p> <p>Energy and power</p> <p>Workshops and factories</p> <p>Schools and education</p> <p>Literature, art, crafts and culture.</p> <p>Caring for the sick</p> <p>Barter, trade and money</p>
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Note: *Two strand units should be selected from this strand during each year.*

APPENDICES

Appendix A Resources

- Local library (Carlow Town Library)
- School library
- Carlow County Museum
- Carlow County Military Museum
- Dermot O'Brien *Old Carlow Photos* Books 1 & 2
- Powerpoint presentations (*Shared resources on Google Drive*)
- Gallery of Historical photographs (*history box in annex*)
- Artefacts brought in by children/parents
- Artefacts available in attic storage
- Visitors (Grandparents' Day, John McDarby, Eileen O'Rourke, Turtle Bunbury)
- Old school photos, roll books and textbooks

- Useful Websites

census.nationalarchives.ie	askaboutireland.com	ncca.ie
census.ie	primaryresources.co.uk	nccaplanning.ie
irishgenealogy.ie	teachnet.ie	into.ie
twinkl.ie	scoilnet.ie	
bbc.co.uk/history	pdst.ie	
nationalarchives.ie	museum.ie	

Appendix B Local History/Use of the Environment

Our School

St. Fiacc's Boys School opened 1825 (premises not known by writer). Girls school opened in 1875. In 1840, the swimming pool building was erected and this was the site of the school. In 1991, the school became co-educational, and the school moved to its current site on the Killeslin Road. It has been extended twice, in 2008 and again in 2018.

In 1994, the old school was renovated and opened as a swimming pool under the guidance of local PP Fr John Fingleton.

Saint Fiacc

*Fiacc's father was Erc, a prince from the ancient kingdom. His mother was the sister of the chief bard of Leinster, Dubhtach. Fiacc was a pupil to his uncle in the *bardic* profession, became an apprentice bard and embraced his faith.*

Fiacc was widowed at a young age, his wife died of illness, and he had one son, Fiacre.

His poem on St. Patrick is probably one of the best sources for the history we have today of our national saint. When St Patrick, defying the orders of King Laoghair at Tara, lit the Easter fire at Slane, the lighting of the fire allowed him to encounter the apprentice bard Fiacc and also then a young druid Erc, both of whom would convert during the standoff that ensued.

Patrick gave Fiacc an alphabet written with his own hand, and Fiacc acquired with marvellous rapidity the learning necessary for the episcopal order.

When Patrick came to Leinster, he temporarily stayed at Dubhtach's house and selected Fiacc, on Dubhtach's recommendation, to be dedicated Archbishop of Leinster. Fiacc was consecrated at Sleaty. This is when Sleaty became central in the Fiacc story, because it was here that an old and aging St. Patrick marked out the site for the first Church. Here they built a large monastery, which Fiacc ruled as abbot while at the same time, governing the surrounding country as bishop. This foundation does not survive, but a medieval church and two undecorated crosses do.

Fiacc was extremely devout. One Lenten story states that Fiacc went out to a cave about seven miles from Sleaty for the forty days and nights, bringing five loaves mingled with ashes! He returned to his abbey at Sleaty using a subterranean passage and bringing the remnants of his loaves. He didn't even eat all the bread he had been allocated!

Fiacc suffered for many years from a painful disease and Patrick, commiserating his infirmity, sent him a chariot and a pair of horses to help him in the visitation of the diocese. He lived to a very old age; some records say he lived to 105 years. Sixty of his pious disciples were gathered to their rest before him. He was buried in his own church at Sleaty, his son Fiacre, whom Patrick had ordained priest, occupies the same grave.

Local Buildings/Local Places of Interest

- St Clare's Church
- Convent of the Poor Clares'
- St. Fiacc's Monument
- The Original St Fiacc's School building – Now the Graiguecullen Swimming Pool
- Wellington Bridge/Graiguecullen Bridge
- Carlow Castle
- Potato Market – sight of the 1798 Battle of Carlow
- Millennium Bridge
- The People's Park
- The Croppy Graves
- 98th Street
- River Barrow

Table 1:

LOCAL EXCURSIONS (Trips are completed by the end of the class stream below)	
Junior & Senior Infants	St. Clare's Church St. Fiacc's School Building
First & Second Class	St. Clare's Church Convent of the Poor Clares' St Fiacc's Old School Building (Swimming Pool) Millennium Bridge and the Carlow Town Park (People's Park) Grandparent visit
Third & Fourth Class	Graiguecullen (Wellington) Bridge Potato Market Carlow (site of 1798 battle) 98th Street The Carlow Dolmen Stone Croppy Grave Carlow Library Local Historian Visit
Fifth & Sixth Class	The Romanesque Doorway, Killeshin

	WWII Memorial Site Carlow Jail Carlow Courthouse Carlow Cathedral Carlow County Museum GBS Theatre/St. Patrick's College Local Historian visit/talk - John McDarby 1798 Trail: Potato Market & Tullow Street.
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Appendix C **Public Sites/Historical Buildings**

- *Carlow Castle*
- *Carlow Cathedral*
- *Carlow Courthouse*
- *Carlow Jail*
- *Carlow Post Office*
- *St Dymphna's Hospital*
- *Romanesque Doorway Killeshin*
- *Carlow Dolmen*
- *Duckett's Grove*
- *Shankill Castle*
- *Deighton Hall*
- *WWII Memorial Site*
- *Old Garda Barracks*
- *Potato Market, Carlow*
- *Haymarket, Carlow*

Whole School Plan for History St Fiacc's

Year One

	Local Studies (2)	Myself and My Family	Change and Continuity	Story	Early People and Ancient Societies (2)	Life, society, work and culture in the past (2) (1)	Eras of conflict and change (2)	Politics, conflict and society (2)	Continuity and change (2)
1st /2nd Yr 1	Walking Tour	Myself and my family Grandparents	My local area Food and Farming	Clann Lir Salmon of Knowledge Gráinne Ní Mháille Icarus & Daedalus Alexander Graham Bell Neil Armstrong Mother Teresa	N/A	N/A	N/A	N/A	N/A
3rd/4th Yr 1	My locality through the ages-1798 in Graiguecullen/Carlow My locality through the ages-ballads & stories Walking Tour	N/A	N/A		Bronze Age Australasian Peoples: Maori peoples	Life in Medieval towns and countryside in Ireland & Europe Life in 18 th Century	N/A	N/A	Caring for the sick (possible link with 18 th C) Communications(possible link with W War 2)
5th/6th Yr 1	Church and graveyard Games and pastimes in the past Walking Tour	N/A	N/A		Aboriginal Peoples Egyptians	World War 2	The Great Famine Renaissance	16 th & 17 th Century Ireland <i>Plantations & Settlements</i> O'Connell and Catholic Emancipation Northern Ireland	Food and Farming Marie Curie

Whole School Plan for History St Fiacc's

Year Two

	Local Studies (2)	Myself and My Family	Change and Continuity	Story	Early People and Ancient Societies (2)	Life, society, work and culture in the past (2) (1)	Eras of conflict and change (2)	Politics, conflict and society (2)	Continuity and change (2)
1st & 2nd Yr 2	Walking Tour	Grandparents Games in the past Feasts and festivals in the past	Houses and Homes Transport	Oisín and Tí na nÓg Fionn and the Giant's Causeway Setanta Thomas Edison Pelé Florence Nightingale	N/A	N/A	N/A	N/A	N/A
3rd & 4th Yr 2	Feasts & Festivals in the past (Halloween, Chinese New Year.....) My Locality through the ages-placenames Walking Tour	N/A	N/A		Central and South American Peoples Vikings Stone Age	Life in Norman Ireland Life in Ireland since the 1950's	N/A	N/A	Clothes Shops and fairs
5th & 6th Yr 2	Schools Feasts & festivals Walking Tour	N/A	N/A		Aztecs Romans/Greeks	Gaelic revival	World War 1 Industrial Revolution	Revolution & Change 1916 and foundation of the state	Schools & Education Energy & Power