



Mount Anville Montessori Junior School



History Plan

School Year 2015/2016

Whole School Plan for SESE History – a work in progress

■ Introductory Statement and Rationale

Introductory Statement

We aim through this plan, drawn up by MAMJS teachers to set out our approaches to the teaching and learning of history. It will form the basis for teachers long and short term planning. It will also inform new and temporary teachers of the approaches and methodologies used in our school. The plan was drafted in the School Year 2015/2016 after a process of consultation within the staff. All class and support teachers were involved.

Rationale

We recognise History as an integral element of Social, Environmental and Scientific Education. . We recognise the distinct role History has to play in enabling the child to explore and understand the natural, human, social and cultural environments in which she lives. We hope that historical education in our school will enable the child to investigate and examine critically significant events in their own immediate past, the past of their families and local communities and the histories of people in Ireland and other parts of the world. We believe that History develops an understanding of the actions, beliefs and motivations of people in the past and is fundamental to an informed appreciation of contemporary society and environments. We view history as having a distinct but complementary role together with geography and science within SESE and as a contributor to the wider child centred curriculum.

Vision and Aims

Vision

The Sacred Heart founder, Saint Madeline Sophie's philosophy was the education of the 'whole person'. In Mount Anville we promote and foster the holistic development of each individual child. The images and words on display at the entrance express our school spirit and the values that we hold dear for our Mount Anville pupils.

Ten main themes of our vision statement are on display in our school. Among these, the inclusion of History in our curriculum will aim to implement the following:

- Active Involvement
- Personal Development
- Life-Long Learning
- Mutual Respect

Aims

We endorse the aims of the SESE History Curriculum:

- 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 had an impact on each other.
- To develop an understanding of the concepts of change and continuity.
- Development of Age appropriate Timelines in the Montessori Department
- To provide for the acquisition of concepts and skills associated with timelines i.e. 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 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.
- 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 enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts
- Development of History Trails on the Mount Anville Campus
- Creation of the Sacred Heart Schools exhibition of photos and artefacts in Mount Anville House

Curriculum Planning

1. Strands and Strand Units

Each teacher is familiar with the history development and content objectives for one's relevant class level and indeed for each other's class levels. We feel this is important in order to ensure a coherent programme throughout the school.

The Montessori philosophy emphasises that classes from Morning class to 2nd class work very closely to deliver history through integrated themes in the context of the other SESE subjects as much as possible as well as through integration with the SPHE curriculum and other curricular areas, therefore making the learning experience more holistic and meaningful for the child.

Montessori Department

We endorse the emphasis this curriculum places on the exploration of personal and family history at this level and are conscious of the sensitivities some aspects of these topics will require. The Timeline in 1st and 2nd classes ensure a macro view of the timescales in history and then the teacher can focus their pupils' knowledge on an area on the timeline for discrete lessons of exploration. At the end of a topic, the pupils

will place their new knowledge back on the Timeline for a perspective on the timeline in history.

3 rd /4 th Classes	5 th /6 th classes
<p>We are familiar with the MAMJS History Programme that comprises of</p>	
<ul style="list-style-type: none"> • Local studies (2) • Story • Early People and ancient studies. • Life, society, work and culture in the past (2) • Continuity and change over time (2) 	<ul style="list-style-type: none"> • Local studies (2) • Story • Early people and ancient societies (2) • Life, society, work and culture in the past • Continuity and change over time (2) • Eras of change and conflict (2) • Politics, conflict and society (2)
<p>We are aware of the requirements of the ‘menu curriculum’ that must be covered in each school year.</p> <p>Teachers may focus on particular areas or themes that arise a various times e.g. 100th Anniversary of 1916 Rising</p> <p>We are conscious of the spiral approach and some aspects of the past may be explored in increasing detail at a number of level</p> <p>We are aware that the development of children’s chronological understanding can be fostered through the use of timelines</p> <p>At all class levels we will strive to ensure a balance between the development of skills and the acquisition of knowledge in our teaching of history</p>	

2. Skills and Concepts Development.

In MAMJS school we are not solely concerned with the transmission of a body of knowledge about the past, but also with ensuring children experience something of the way in which the historian goes about her work. Each teacher is aware that the history programme 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.

All teachers will endeavour to include a balance between the development of these skills and the acquisition of knowledge when designing their short and long term planning and when implementing it in the classroom

Montessori Classes

We are aware that the skills and concepts developed by the children as they work as historians are :

- Time and Chronology
- Using Evidence
- Communication

At Infant level strategies we will 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 simple 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.

1st / 2nd Classes

We are aware that the following skills and concepts will be developed by the children as they are provided with opportunities to engage with the History Programme and to work as historians:

- Time and Chronology
- Change and Continuity
- Cause and Effect
- Using Evidence
- Synthesis and Communication
- Empathy

Strategies we will use to develop the child's ability to work as a young historian at this level 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 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.

Third/Fourth Classes

We are aware of that children will continue to develop these skills and concepts through engagement with the History Curriculum and by having the opportunity to Work as Historians:

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

Strategies we will use to develop the child's abilities to work as a young historian at this level 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.

Fifth/ Sixth classes

We are aware of the skills and concepts that children in 5th and 6th classes will continue to develop through engagement with the History Curriculum and by having the opportunity to Work as Historians:

- 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 examine and use critically a wide range of historical evidence
- Enable children to develop some skills in the location and selection of evidence
- Encourage children to ask questions about a piece 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.

3. Approaches and Methodologies

Our History Curriculum asserts that one of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies. We plan to use the key methodologies of the primary school curriculum in the teaching of History.

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

In addition to this we are aware of the variety of approaches and methodologies outlined as particularly suited to History and will endeavour to employ the following methodologies:

- Story (Stories we have identified as suitable for enhancing our teaching of History)
- Personal and family history (Parents, grandparents and other family members will be encouraged to share family history with our children)
- Using Artefacts Typical artefacts will be older clothes, shoes, vinyl records, old mobile phones, old textbooks, artefacts do not all have to be ancient ones)
- Drama and role play (Activities such as hot seating and drama through story are ways in which children will empathise with people of the past and recreate human experience)
- Using pictures and photographs (We will use historical photographs of our locality and also study a range of photos from the Sacred Heart Exhibition)
- Use of the environment (Heart & Minds Exhibition)
- Oral evidence (visits from people in the locality and pupils will have an opportunity to interview)
- Documentary evidence (gathering old newspapers, birthday cards, postcards, magazines, receipts, census returns, marriage, birth and death certificates)
- Use of ICT (using suitable software programmes and the internet)

4. Linkage and Integration

- **Linkage:**

In order to make learning more meaningful for the child and to ensure the simultaneous development of historical skills and to provide for the application of these skills teachers will explore possibilities for linkage across the History curriculum and will consider and note such opportunities in their classroom planning. This is particularly evident in our choice of stories which link in with the selected strand units. Line of Development studies chosen from the strand "Change and Continuity over time" in 3rd – 6th classes will also reflect linkage across the strand units which we have selected.

- **Integration:**

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 look for opportunities where by the elements from the history and science and geography curricula may be explored concurrently. Using systematically planned integrated themes or topics will be one way we would hope to achieve this. We are conscious not only to seek out opportunities to integrate content, but also to be mindful of opportunities for transferral and application of skills.

We also acknowledge the scope that exists to integrate history with other subject areas.

- Oral Language – Discussion of historical events
- Literacy – Reading and writing of stories, myths and legends
- Mathematics – Use of timelines
- Visual Arts – Analysis of paintings and famous artists
- Drama – Role play
- SPHE – Myself and my Family.

6. Assessment

Assessment is an integral part of the teaching and learning of SESE history.

Assessment in history will fulfil the following roles :

- A diagnostic role – to identify areas of difficulty in order to respond to the needs of the child
- A summative role- to establish the outcomes of learning after completing a unit of work. In this way assessment can provide the basis for reporting to and communicating with parents and others.
- An evaluative role – to assist teachers in assessing their own practice, methodologies, approaches
- Teacher observation of the child's learning as the history curriculum is being implemented.
- Teacher designed tasks and tests at the end of units of work.
- Work samples and projects

We recognise that assessment techniques used in history must seek to assess progress in

- Children's knowledge of the past
- Children's ability to use historical skills
- Children's development of attitudes

The assessment records will form the basis for reporting and discussing the child's progress. This information will be relayed at Parent Teacher Meetings and in annual school reports.

7. Children with Different Needs

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:

- Using a mixture of whole class teaching and focused group work
- Choosing more accessible or more demanding pieces of evidence for different children.
- Use a range of questions spanning from simple recall to the more complex and analytical
- Planning for the use of a wide range of communication skills. (Drawing, ICT, written and oral accounts, photographs and models.)
- The exceptional child will be encouraged to undertake additional research and record their findings in a variety of ways
- Content, methods of recording and desired learning outcomes will be differentiated for children with general learning difficulties.

8. Equality of Participation and Access

- Provision for children with physical difficulties will be made so that they can access the history curriculum.
- Children whose first language is not English will be supported in accessing the history curriculum also.
- Our studies will include one from local , national and international places

- Our history classes will place an emphasis on the lives of ordinary women, men and children of the past as is recommended in the curriculum.
- We will consider in our teaching of History the contribution made by women in the past as well as men.
- At all class levels we include the lives of men women and children from different social, cultural, ethnic and religious backgrounds.

Organisational Planning

9. Timetable

- In keeping with the recommendations in the Primary School Curriculum Introduction (page 70) a minimum of two and quarter hours per week is devoted to SESE in infant classes and a minimum of three hours per week for classes 3rd to 6th.
- On occasion, time will be blocked as appropriate. This might occur when:
 - -using a thematic approach which is integrated with other subjects
 - -working on a project
 - -exploring the local environment i.e. on a trail or fieldwork activity
- Teachers will consider the use of discretionary curriculum time which is 2 hours, for SESE when appropriate.

10. Resources and ICT

- We will complete an environmental audit in Mount Anville that includes aspects of SESE
- We will use textbooks as a resource in our teaching of History
- We have embarked on the gathering of artefacts for the children to examine. We are in ongoing contact with our local library.
- In relation to ICT we have a stock of software with historical focus for use in our computers
- We have access to the internet so we can use the web as a historical resource
- We will seek to acquire the following resources and materials

11. Health and Safety

- Teachers will consult the principal whenever it is proposed to engage children in History activities in the environment. The schools 'School Tours Policy' will be consulted and provision made for adult help suitable clothing, footwear, insurance and transport.
- Before use in the classroom artefacts will be examined by the teacher and checked for potential danger i.e.; sharp edges. Artefacts with small parts will not be used with infants.

12. Individual Teachers' Planning and Reporting

- Teachers will consult this whole school plan and the curriculum documents for History when they are drawing up their long and short term plans.

- Each teacher will have a long term plan for the year drawn up collaboratively with teachers of the same class level, from this teachers will tailor them according to the individual needs of their own classes.
- Where it is meaningful and suitable history will be taught in a thematic way to integrate with the other SESE subjects
- Parents are informed of children's progress in history at parent teacher meetings and in end of year report cards

13. Staff Development

- Teachers will have access to reference books, resource materials and websites dealing with history
- Staff will be encouraged to research and try out new approaches and methodologies
- Teacher x will be responsible for keeping resource material up to date and will arrange for opportunities for resources to be assessed for purchase and for new approaches to be piloted in the school
- Teachers will be encouraged to attend in service workshops and course in history. They will share new practices with other staff members in what they have learned at staff meetings.
- Our school has a culture where teachers share their expertise, good experience and practice with others.

14. Parental Involvement

- Parents will be advised of our History Programme at our Welcome Meetings in September of each school year
- We will encourage parents to talk to their children about their personal and family history. This may also involve sourcing family photographs, lending artefacts for display and taking children to see historic places.
- Parents and grandparents will be encouraged to come into the school and participate in history trails and to share their historical experiences with the children

Success Criteria

Ways of assessing this plan will be

- Revisiting the plan as a staff
- Teacher feedback
- Parental feedback
- Children's feedback

Review

It will be necessary to review this plan on a needs basis to ensure optimum implementation of the history curriculum.