

GEOGRAPHY

Introductory Statement and Rationale

(a) Introductory Statement:

This plan was formulated over the school year 2012 by all teachers over staff meetings and Croke Park Hours. This plan was reviewed and re-drafted in May 2012. The plan forms the basis of each teacher's long and short term planning in Geography. It informs new or temporary teachers of our approaches and methodologies in this subject area.

(b) Rationale: We recognize that Geography is an integral part of the Social, Environmental and Scientific Education of our pupils. In our school, SESE provides opportunities for the child to explore, investigate, and develop an understanding of the natural, human, social, and cultural environment in which he/she lives. The distinct role Geography plays in SESE is one of helping the child understand and appreciate the physical and human features of their immediate and wider environments. This plan is drawn up in response to the 1999 Primary School Curriculum, to conform to the principles outlined in this curriculum, and to review our practices in light of these principles. As a whole- school plan, it guides the organized teaching and learning in Letterfrack NS.

(c) Vision: We believe that the Geography Curriculum enables children to make sense of the natural and human environments in which they live and in the wider world. As such, Geography is pivotal to each child's rounded environmental education. Geography prepares pupils to contribute and play a role in their communities by encouraging them to appreciate the interdependence of people. Geography promotes an understanding of and respect for different cultures and ways of life. The Geography curriculum fosters children's responsibility for the environment.

Aims:

We aim:

- To endorse the aims of the SESE Geography curriculum.
- To develop knowledge and understanding of local, regional, and wider environments and their interrelationships
- To encourage an understanding and appreciation of the variety of natural and human conditions on the Earth

- To develop empathy with people from diverse backgrounds and an understanding of human interdependence
- To develop the ability to use a range of communicative methods, especially those concerned with the development of graphicacy (mapping and other non-verbal, non-numerical forms of data presentation)
- To encourage the development of a sense of place and spatial awareness
- To encourage the development of caring attitudes and responsible behaviour towards the environment, and involvement in the identification, discussion, resolution and avoidance of environmental problems
- To develop an understanding of appropriate geographical concepts.

CURRICULUM PLANNING

1. Strands and Strand Units : Each teacher is familiar with the strands and strand units, content objectives for her class level and indeed for each other's class levels. The three strands of the Geography curriculum are: Human Environments, Natural Environments and Environmental Awareness and Care.

We are aware that one of the key messages in this Geography Curriculum is that children start developing geographical concepts by exploring their local, immediate environment. In this way, the children get a strong sense and appreciation of their own place. This will be reflected in our teaching at all levels.

Strands	Junior and Senior Infants
<p>Skills and concepts development</p>	<p><u>A sense of place and space</u></p> <ul style="list-style-type: none"> • Myself, family, friends • School • Picturing places <p><u>Geographical Investigation skills</u></p> <ul style="list-style-type: none"> • Questioning, observing predicting investigating and experimenting, estimating and measuring, analyzing, recording and communicating.
<p>Human Environments</p>	<p><u>Living in the local community</u></p> <ul style="list-style-type: none"> • my family and community • homes • school • people at work • people at play <p><u>People and places in other areas</u></p> <ul style="list-style-type: none"> • become more aware of people living in other areas • differences in homes outside the locality • develop knowledge of links between the school or local community and people in other places
<p>Natural Environments</p>	<p><u>Local and Natural environment</u></p> <ul style="list-style-type: none"> • explore the school grounds through the seasons i.e. hedgerows, waste ground • explore water in the locality i.e. rainfall, puddles, seashore • observe and collect natural materials in the local environment • record through pictures and communicate orally their experiences of the local environments <p><u>Weather</u></p>

	<ul style="list-style-type: none"> • observe and discuss a variety of weather conditions • Record weather observation daily (Junior Infants) and weekly (Senior Infants) using a weather chart. • Explore the effects of weather on humans, plants and animals. • Discuss the clothes used for different types of weather • Recognize the change in seasons <p><u>Planet Earth in space</u></p> <ul style="list-style-type: none"> • Identify and discuss the sun, moon and stars • Recognize the differences between day and night
Environmental awareness and care	<p><u>Caring for my locality</u></p> <ul style="list-style-type: none"> • Observe and develop a pride and appreciation for our school, town and locality • Appreciate that people share the environment with plants and animals • Develop a sense of responsibility for taking care and enhancing our environment • Identify discuss and implement ways of improving and caring for the environment

First and Second Classes

Skills and concepts development	First and Second Classes
<p>Skills and concepts development</p>	<p><u>A sense of place and space</u></p> <ul style="list-style-type: none"> • People living and working in the area • Local buildings • Natural features <p><u>Maps, Globes and graphical skills</u> Allow the children to use simple picture maps, globes and aerial photographs</p> <p><u>Geographical Investigation skills</u></p> <ul style="list-style-type: none"> • Questioning, observing predicting investigating and experimenting, estimating and measuring, analyzing, recording and communicating
Strand	Strand Units
<p>Human Environments</p>	<p><u>Living in the local community</u></p> <ul style="list-style-type: none"> • my family and community • homes and shelter • school • people at work • people at play <p><u>People and places in other areas</u></p> <ul style="list-style-type: none"> • become more aware of people living in Ireland, Europe and other areas (namely Kenya in First Class & India in Second Class) • differences in homes outside the locality • develop knowledge of links between the school or local community and people in other places
<p>Natural Environments</p>	<p><u>Local and Natural environment</u></p> <ul style="list-style-type: none"> • explore natural features in the local environment such as bogs, beach, river and mountain (Focus on The Shannon in First Class and Croagh Patrick in Second Class as well as other local features through field trips)

	<ul style="list-style-type: none"> • explore water in the locality i.e. rainfall, puddles, seashore • observe and collect natural materials in the local environment such as pebbles, sand and stones • record through pictures and sketches and communicate orally their experiences of the local environments <p><u>Weather</u></p> <ul style="list-style-type: none"> • observe and discuss a variety of weather conditions using charts and suitable vocabulary • begin to associate cloud cover and other conditions with different types of weather • make weather predictions • explore the effects of weather on the lives of people (clothes, homes, farming and other work and travel) • observe and record the influences weather and seasonal changes have on people, animals and plants in the locality • contrast weather in the locality with that in other areas <p><u>Planet Earth in space</u></p> <ul style="list-style-type: none"> • Identify and discuss the sun, moon and stars, day and night • Recognize the sun as a source of heat and light • Develop familiarity with the spherical nature of the earth (through the use of the globe and pictures of the earth from space)
Environmental awareness and care	<p><u>Caring for my locality</u></p> <ul style="list-style-type: none"> • Observe and develop an awareness of living things in a range of habitats in local and wider environments • Begin to realise that people, animals and plants depend on each other • Identify strategies for improving and caring for the environment (recycling in school and in the

	<p>home, anti-litter campaigns, and the tidy towns competition in the broader community)</p> <ul style="list-style-type: none"> • Identify ways to protect and conserve our environment (pollution, vandalism, water and energy conservation)
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Resources for First and Second Classes

Earthlink and supplementary texts include All Around Me, What a Wonderful World, Geography Quest 1 & 2, Internet, Atlases, globes, aerial photos, the local environment.

Integration in First and Second Classes

Environmental Awareness and Care is a cross curricular strand common to the Geography and Science curricula. SPHE: Myself and the wider world and PE: Outdoor and adventure activities. It will also be integrated in other subject areas where possible (e.g. English – Poetry ‘Raindrops’ & History – St. Patrick & Croagh Patrick).

Classes are changing from three classes to four classes this school year, however, will change back again for school year 2013/2014. The class teacher will be choosing topics from both books as listed and will be decided upon after considering class range.

To be used during as desired by class teacher for , 3rd, 4th, 5th and 6th - using Fallons “Geography Quest”

Strands	3rd Class	4th Class
<i>Human environments</i>	<ul style="list-style-type: none"> • People living and working in the local area • People living and working in a contrasting part of Ireland – Maynooth • People and other lands: <ul style="list-style-type: none"> - Mexico - Italy • County, regional and national centres 	<ul style="list-style-type: none"> • People living and working in the local area • People living and working in a contrasting part of Ireland – Dublin • People and other lands: <ul style="list-style-type: none"> - China - France • County, regional and national centres

<p><i>Natural environments</i></p>	<ul style="list-style-type: none"> • The local natural environment • Land, rivers and seas of my county • Rocks and soils • Weather, climate and atmosphere • Planet earth in space 	<ul style="list-style-type: none"> • The local natural environment • Land, rivers and seas of my county • Rocks and soils • Weather, climate and atmosphere • Planet earth in space
<p><i>Environmental awareness and care</i></p>	<ul style="list-style-type: none"> • Environmental awareness • Caring for the environment 	<ul style="list-style-type: none"> • Environmental awareness • Caring for the environment

Strands	5th Class	6th Class
Human environments	<ul style="list-style-type: none"> • People living and working in the local area • People living and working in a contrasting part of Ireland – Cork (Golden Vale) • People and other lands: <ul style="list-style-type: none"> - UK - Australia • County, regional and national centres • Trade and development issues 	<ul style="list-style-type: none"> • People living and working in the local area • People living and working in a contrasting part of Ireland – The Burren, Co. Clare • People and other lands: <ul style="list-style-type: none"> - <i>The Netherlands</i> - <i>Egypt</i> • County, regional and national centres • Trade and development issues
Natural environments	<ul style="list-style-type: none"> • The local natural environment • Land, rivers and seas of my county • Physical features of Europe and the world • Rocks and soils • Weather, climate and atmosphere • Planet earth in space 	<ul style="list-style-type: none"> • The local natural environment • Land, rivers and seas of my county • Physical features of Europe and the world • Rocks and soils • Weather, climate and atmosphere • Planet earth in space
Environmental awareness and care	<ul style="list-style-type: none"> • Environmental awareness • Caring for the environment 	<ul style="list-style-type: none"> • Environmental awareness • Caring for the environment

Second & Third Class - Geography Plan
(Every 2nd or 3rd Year as Numbers change class allocations)
- using Folens “Earthlink”

Title	Strand	Link
Counties of Ireland	Natural Environments	

Communities	Human Environments	SPHE
The Weather	Natural Environments	Science
Rainfall	Geographical Investigation Skills	Science
People at Work	Human Environments	Science
Mountains of Ireland	Natural Environments	
Building in our Community	Human Environment	Science
Towns of Ireland	Maps, Globes and graphical skills	
Spain	Human Environments	History
The Environment	Theme	Science
Water, water everywhere!	Theme	Science & History
Rivers of Ireland	Natural Environments	Science
Getting Around	A Sense of Place and Space	
African Peoples – The San	Early People and Ancient Societies	History
Stones	Natural Environments	History
The World	Maps, Globes and graphical skills	
Soil	Natural Environments	Science
Peru (1)	Human Environments	History
Peru ()	Human Environments	Science & History
The Environment Game	Environmental Awareness and Care	Science
The Sun	Theme	Science & History

Fourth Class - Geography Plan
(Every 2nd or 3rd Year as Numbers change class allocations)
- using Folens "Earthlink"

<i>Title</i>	<i>Strand/Skills</i>	<i>Integration</i>
Islands of Ireland	Natural Environment (Contrasting Ireland)	Science
The Weather	Natural Environment	Science
Sunlight	Natural Environment	Science
Lakes of Ireland	Natural Environment (Contrasting Ireland)	Science
Aerial Photos	Maps and Photos	Science
We depend on each other	Human Environment	S.P.H.E.
Norway	Human Environment (Contrasting World)	History, Art
Rainforests	Natural Environment (Contrasting World)	Science
Water	Natural Environment	Science
Headlands and Lighthouses	Natural/human Environment	History, Art, Science
Rocks and minerals	Natural Environment	Science
The Earth	Natural Environment	Science, Art
Map Work	Globes/Graphical Skills	Maths, Science
Tanzania	Human Environment (Contrasting World)	History

Fifth Class - Geography Plan**(Every 2nd or 3rd Year as Numbers change class allocations) using Folens
"Earthlink"**

<i>Title</i>	<i>Strand/ Skills</i>	<i>Integration</i>
Counties and Towns of Ireland	Natural environment	–
Planet Earth in Space	Natural environment	Science
Irish Forests	Human environment	Science
Windy Weather	Natural environment	History
Local Environment	A sense of place and space	History
Bays of Ireland	Natural environment	SPHE
Italy	Human environment	History
More About Italy	Human environment	History
Rocks and Fossils	Natural environment	Science
Trade	Human environment	SPHE
Europe	Human environment	History
Care for the Environment	Environmental awareness and care	Science
Transport	Human environment	Science
Keeping in Touch	Human environment	Science
Making Maps	Maps, globes and geographical skills	–
Mountains and Seas	Natural environment	History
A Place to Live	A sense of place and space	History
Australia (x 2)	Human Environment	History & Science
Community (x 2)	Myself and the Wider World	-
Game	Human and natural environment	History

Sixth Class - Geography Plan
(Every 2nd or 3rd Year as Numbers change class allocations)
using Folens “Earthlink”

Title	Strand/skill	Integration
Europe	Natural Environment	Science
The E.U.	Human Environments	SPHE
Planet earth in space	Natural Environment	Science
Aerial Images	Investigational skills	Science
USA	Human Environments	History
Maps	Maps, globes and geo skills	History
Latitude and Longitude	See above	History
Climate	Natural environments	Science
Forces of Nature	Natural environments	Science
Water pollution	Environmental awareness and care	Science
Transport	Sense of place/continuity and change over time	History
Communications	Human environments	Science
Rivers and waterways	Natural environments	History
Community	Human environments	SPHE
Map Break	Maps, globes, and graphical skills	
Settling down	A sense of place and space	History
Greece	Human environments	History
People at work	See above	SPHE
Game	Human and natural environment	History

2. Development

We are aware that the development of geographical skills is of equal importance to strand content in this curriculum. The skills of Geographical Investigation—a sense of space and place, and mapping and graphical skills—will be developed through the content of the strands and strand units.

Strategies for development of these skills will involve the children being actively involved in fieldwork, outdoor investigations. Maps, globes, and atlases will be used in age-appropriate ways from Infants to 6th class. By following the content of this curriculum and by developing their geographical skills, the children in our school are given opportunities to work as geographers at every class level.

3. Children’s Ideas

We plan to use the children’s ideas of places and spaces as a starting point for all geographical activity. We find out what the children already know by (a) talk and discussion, (b) questioning and

listening, (c) annotated drawings, (d) brainstorming, (e) concept maps. We do this to build on the children's previous knowledge or rectify them if they are wrong.

4. Approaches and Methodologies

We plan to use the key methodologies of the Primary Curriculum in the teaching of Geography: Active Learning, Problem-solving, Developing skills through content, Talk and discussion, Co-operative learning, Use of the environment.

In learning about our own natural and human environments, we will use methodologies specific to Geography, for example:

- Fieldwork
- Survey
- Interview
- Models
- Maps
- Photographs
- Artefacts
- Trails

We have completed a Geographical Environmental audit of our school grounds and immediate locality, and identified features that can be focused on when embarking on local environmental studies. These are

- School Grounds & Woodlands
- The beach
- The National Park & Heritage Centre
- Kylemore Abbey

5. Linkage and Integration

Linkage: When we are studying the local environment, we will study both the natural and human environments and the effect one has on the other. When we are studying distant places under the Human Environment strand, we also learn about the natural environments of these places. The strand Environmental Awareness and Care is by its nature, linked strongly with the other two strands.

Integration: We will explore possibilities to integrate the SESE subjects at all levels. Teachers create their own integrated topics by referring to the Teacher Guidelines in Geography, History and Science.

6. Assessment and Record Keeping

Assessment in Geography seeks to achieve a balanced picture of the children's progress in the acquisition of knowledge and skills, and in the development of important positive attitudes.

Methods we use:

- Teacher observation of the children's learning as the geography curriculum is implemented
- Teacher-designed tasks and tests
- Work samples e.g. finished projects and investigations.

7. Children with Different Needs

It is important that all children experience a rounded environmental education. Geography plays a pivotal role in this education and so we will do our best to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities.

Teachers will use a mixture of whole-class teaching and group work, with different groups set tasks of various complexities. Teachers will develop their questioning techniques spanning from simple recall to more complex and analytical skills, so that all pupils will have opportunities for success. Map work will be differentiated for the less able and the more able students. Different ways of recording and communicating findings will be encouraged: drawing, ICT, written records, oral reports, and models. All children benefit from active involvement in the environment, so all will be encouraged to participate in fieldwork. Children who have lived in other countries will be invited to

share their experiences with the other pupils. Children will be provided with opportunities to work co-operatively.

8. Equality of Participation and Access

All children will have equal opportunities to participate in Geography lessons and activities.

9. Organisational Planning

Timetable: Our teachers work in keeping with the recommendations in the Primary School Curriculum (page 70) for SESE, i.e. a minimum of two and a quarter hours in Infant years, with three hours for classes 1st – 6th per week.

On occasion, time will be blocked as appropriate. This might occur when working on an integrated project or exploring the local environment.

As a result of the Numeracy and Literacy Strategy 2011 we have taken small amounts of time from our SESE subjects to facilitate this new regulation as set down for us to implement by the DES.

10. Resources and ICT

We have completed an environmental audit of the immediate locality, and have decided how to use it as a resource.

We have put in place maps, globes and atlases in our school.

We have a selection of geography DVDs/video resources. We have access to the internet so that we can use the web as a geographical resource.

We use text books as a resource in our teaching of geography. Education resource packs, Eg 'Something Fishy' are used to support the curriculum. Environmentalists are occasionally invited to talk to the children and share their knowledge with them (e.g., Gordon D'Arcy, Michael Jacobs,).

11. Health and Safety

We have a Health and Safety policy in place in our school which covers safety concerns around out-of-school activities, in this subject **fieldwork** (guidance from Geography TG p.74-78).

Follow-up and Evaluation: Discussion, written reports, project work, art work, computer work, completion of trail booklets may be employed.

12. Individual Teachers' Planning and Reporting

The curriculum is presented as a two-year cycle. We will introduce SESE integrated topics in a planned way.

Cuntais Míósúil will assist in the evaluating progress in Geography and inform future teaching.

Geography is included under the SESE category in our school's Individual Progress Record report books.

13. Staff Development

Teachers have the option of attending any in-service workshops and summer courses that may extend our understanding of Geography as a distinct subject and as part of SESE.

14. Parental Involvement

Parents have an important role to play as custodians of local knowledge that can be shared with their children as they explore the various aspects of the local environment. Parents are encouraged to help out with supervision during fieldwork when/if needed. Some of our parents actually co-ordinate many of the talk or projects during the school year which dramatically adds to our home school link.

15. Community Links

People in the local community who have an interest and knowledge in the environment may be invited to speak to the children. The mobile library may be used as a resource.

16. Success Criteria

We shall review this whole-school plan in the future under the following headings:

- How methodologies listed in this plan are working in the classroom?
- Resources?
- How procedures for fieldwork are working in the school?

- How well are geographical concepts learnt by the children?
- How well are the children's geographical skills progressing: a sense of place and space, geographical investigation skills, and mapping?

Are the key messages being adhered to:

1. the primary resource for geography is the environment, starting with the local, then regional, national, European and global;
2. knowledge and skills are of equal importance
3. Geography is about developing a sense of place and space.

Geography Field Trips

Jnr & Snr infants	Eg. School environs/ Conamara National Park
1 st to 3 rd classes	Eg. School environs/ Conamara National Park/ On occasion visits to the seashore/Kylemore Abbey
4 th to 6 th classes	Eg. School environs/ Conamara National Park/ On occasion visits to the seashore/Kylemore Abbey /Seashore/Rivers/Lakes/Mountains

Letterfrack NS, Plean Scoile -Curriculum

Science Plan

Whole School Science Plan

Introduction

All teachers were consulted in the formulation of this policy, their participation is noted and appreciated. We as a staff are dedicated to its operation and implementation. We believe this policy will aid and inform our teaching and provide a coherent approach to the teaching of science. (This plan is a reviewed version of the original which was created in Nov 2006 the date of this current plan is March 2012).

Rationale

The rationale for our science plan is:

- To benefit teaching and learning in our school
- To provide a coherent approach to the teaching of science across the whole school
- In order to ensure that pupils are given adequate opportunities to develop skills and understanding of concepts as envisaged in the Primary School Curriculum

Vision

Science in our school should encourage children to see science in the world around them and how it applies to everyday life. We want to science to inspire the children to be curious and to work scientifically in their quest for answers.

Aims

We endorse the aims as set out in the curriculum (p 5) and we would like to add to them in the following ways.

- Science is for all students and teachers.
- Enjoyment and pleasure is essential.
- Maximum participation by all children is at heart of our science lessons.
- Development of skills and understanding is crucial.
- Activities equally suitable for boys and girls will be provided.

Methodologies

We as a staff make full use of the different teaching methodologies and approaches as per the curriculum, with special emphasis on using our environment, active/guided/discovery learning and the spiral nature of the curriculum. This gives the teacher the flexibility to return to different topics and expand on them. We also use the children's own ideas/questions/knowledge as a starting point for our teaching.

All the teachers recognise the need for, and benefit of, paired and group work.

Practical investigations are carried out by all pupils and opportunities for free exploration and discovery of materials are provided.

Teachers also are aware of the numerous opportunities for linkage and integration with other subject areas.

Timetable:

It is at the teacher's discretion how best to timetable for Science, be it a block of hours per month or a weekly lesson.

Children with different needs

The class teacher will make every effort to accommodate the child with different needs and will differentiate the curriculum to suit the child's needs, whether this is allowing for oral instead of written presentation or allowing for the use of I.C.T.

Equipment

- All necessary equipment and resources are catalogued and located centrally and are easily accessible.

- There is Science software available also should teachers require it.

Homework

- Homework can be given on occasion to reinforce a particular concept or investigation.
- It can take the form of a written summary of the lesson or pictorial representation. Alternatively, the teacher can choose homework that is appropriate to the skill level or ability of a particular student.

Assessment

- Children will be encouraged to critique their own work and the work of others.
- Teacher observation shall be the main tool of assessment in this area, along with the student's own work. This can be kept in their folder or in their copy.
- The children will also be encouraged to present their work orally, using a variety of means, for example, concept maps or Powerpoint presentations.

Strand	Strand Unit
Junior Infants	
Senior Infants	
Living Things	Myself Plants and Animals

<p>Energy & Forces</p> <p>Materials</p> <p>Environmental Awareness and Care</p> <p>Design and Make</p>	<p>Light</p> <p>Sound</p> <p>Heat</p> <p>Magnetism and electricity</p> <p>Materials and change</p> <p>Properties and characteristics of materials</p> <p>Caring for my locality</p> <p>Knex</p> <p>Lego</p> <p>Blocks</p>
<p>1st and 2nd Classes</p> <p>Living Things</p> <p>Energy & Forces</p> <p>Materials</p>	<p>Myself</p> <p>Plants and Animals</p> <p>Light</p> <p>Sound</p> <p>Heat</p> <p>Magnetism and electricity</p> <p>Materials and change</p>

<p>Environmental Awareness and Care</p> <p>Design and Make</p>	<p>Properties and characteristics of materials</p> <p>Caring for my locality</p> <p>Sound box (shoebox with hole and elastic band)</p> <p>House from various materials i.e. lollipop sticks.</p>
<p>3rd and 4th Classes</p> <p>Living Things</p> <p>Energy & Forces</p> <p>Materials</p> <p>Environmental Awareness and Care</p>	<p>Myself</p> <p>Plants and Animals</p> <p>Light</p> <p>Sound</p> <p>Heat</p> <p>Magnetism and electricity</p> <p>Materials and change</p> <p>Properties and characteristics of materials</p> <p>Caring for my locality</p>

Design and Make	Make Bridge, Magnetic Car
5 th and 6 th Classes	
Living Things	Myself Plants and Animals
Energy & Forces	Light Sound Heat Magnetism and electricity
Materials	Materials and change Properties and characteristics of materials
Environmental Awareness and Care	Caring for my locality
Design and Make	Electric Quiz, Lighthouse

Extracurricular Science Activities:

- We participate in the Discovery Primary Science and Mathematics Awards.

- We participate in the *Green Schools Programme* and are currently working on our *Flag for Biodiversity*.
- We participate in the *Greenwave Programme*.
- We work with *Atlantaquarium in Galway* to set up and maintain a sea water fish tank throughout the school year.
- We have participated in the *First Lego League*.
- We welcome parental involvement in all our science activities.

History

Introductory Statement and Rationale

(a) Introductory Statement

The plan was formulated over the school year 2012 by all teachers over staff meetings, and Croke Park hours.

(b) Rationale

This plan is a record of whole-school decisions in relation to History in line with the Revised Curriculum. Its purpose is to guide the teachers in adopting a consistent and coherent approach to the teaching and learning of History in our school. It is intended to guide teachers in their individual planning for History to ensure appropriate coverage of all aspects of the curriculum from Infants to Sixth Class.

Vision and Aims

(a) Vision

We seek to assist the children in the learning of their history, to learn from the past and to look to the future, as history teaches us to learn from the mistakes of the past.

(b) Aims

We endorse the aims of the Primary School Curriculum for history

- 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 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

This History Plan will be addressed under the following headings

Curriculum Planning:

1. Strands and strand units
2. Skills and concepts development
3. Approaches and methodologies
4. Linkage and integration
5. Assessment and record keeping
6. Children with different needs
7. Equality of participation and access

Organisational Planning:

8. Timetable
10. Resources and ICT
11. Health and safety
12. Individual teachers' planning and reporting
13. Staff development
14. Parental involvement
15. Community links
16. Places of historic interest

1. Strands and strand units

- Teachers are familiar with the strands/strand units/content objectives for the relevant classes.
- Teachers for all classes have allocated time for history lessons according to the specified time as laid down by the curriculum
- During the formulation of the core curriculum the strand units to be taught were selected for each class 3rd-6th.
 - These strand units recorded in the core curriculum in this plan
 - There is continuity and progression in the history curriculum from class to class. As there is a core curriculum each teacher has a detailed outline plan for the standard they teach, therefore avoiding gaps and undue repetition. There is a balance between personal, local, national and international history. History is selected from the local environment and the locality of our school e.g. Kylemore Abbey ??????????

2. Skills and concepts development

1. Teachers use a variety of strategies to develop the child's skills to work as a young historian. These are recorded in yearly schemes, fortnightly schemes, and in this plan as follows.

Junior and Senior Infants

- o Time and chronology
- o Using evidence
- o Communication

First to Sixth classes

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

2. □ Teachers ensure that there is a balance between skills development and the acquisition of knowledge in implementing the curriculum

3. Approaches and methodologies

- The following approaches and methodologies are implemented in our school
 - o Story
 - o Drama and role play
 - o Oral evidence
 - o Documentary evidence
 - o Using ICT
 - o Personal and family history
 - o Using artefacts
 - o Pictures and photographs
 - o Use of the environment

4. Linkage and integration

- Teachers are aware of opportunities to link with history and integrate with other subjects, particularly Geography and Science, but also English, Drama, Irish, SPHE,

etc. This has been discussed at our history planning meetings and individual teachers link and integrate as suits and document this in their schemes.

5. Assessment and record keeping

- Teachers assess-Progress in children's knowledge of the past, Ability to use historical skills, Development of attitudes
 - o Teacher observation
 - o Teacher-designed tasks and tests
 - o Work samples, portfolios and projects (consider use of ICT, pictures, paintings, models, story board)

- Information gained from the assessments is used to guide future learning and reinforcement where necessary. This information can also be used as a home-school link.

6. Children with different needs

- Teachers support and ensure the participation of children with special needs through differentiation of materials, grouping and paired activities, using assistance of SNAs (if present)
- Teachers are always sensitive to the needs of children who have sensitive family situations. They are as careful as possible to allow for the following situations which arise in every class .e.g. the death of a parent or sibling, lone parents, separated parents, adopted children, fostered children, cultural backgrounds....

7. Equality of participation and access

- History class provides opportunities for studying the ordinary lives of women, men and children
 - Equal opportunities are provided to boys and girls to participate in classes/activities in accordance to our school's policy on equality
 - History class used as an opportunity to integrate the culture of all pupils e.g., international pupils...
 - Where there are children from different ethnic backgrounds, teachers will do their best to include them in specific cultural events without causing offence and also to include their cultural events in class content where opportunities present themselves taking into account the child's capabilities e.g. festivals, religious celebrations ...

Organisational Planning:

8. Timetable

- Time is allocated at each class level for history as per the curriculum guidelines i.e. 1 hour per week from 1st-6th and 45 minutes per week in the infant classroom
- Teachers do time block on occasions for history e.g. using a thematic approach, working on a project, gathering artefacts for a class museum, visits to local historical sites
- Discretionary curriculum time can be used occasionally for SESE if needed and at the discretion of each individual teacher

9. Resources and ICT

- There is an inventory of general resources in the school including those available for history
- Appropriate artefacts are displayed in classrooms during lessons
- Resources purchased centrally at the request of individual and groups of teachers
- Teachers can request additional resources on a wish list and these can be purchased as funding becomes available

ICT

- There is a selection of technologies available in the school e.g. tape recorder, digital video camera, digital camera, computers
- Appropriate software is listed in the ICT policy document
- How and where the software is stored is recorded in the school's ICT policy documents in the school plan
- The code of practice to ensure safe Internet usage is recorded in the school's ICT policy documents

10. Health and safety

- Teachers act in locus parentis and as in any school trip teachers will take the upmost care to ensure the safety of all children visiting areas of historical significance e.g. handling artefacts, going on trails, visits to museums, ruins, archaeological sites ...

11. Individual teachers' planning and reporting

- Each teacher receives a copy of the school plan including core curriculum which informs their long and short-term planning
- Teachers can plan using the strands and strand units or use a thematic approach depending on which is most appropriate to the lesson content and time frame needed.

- Teachers will record their content of work and assessment in the area of history in the Cuntas Miosuil. This will serve as a starting point in reviewing and developing the whole school plan (core curriculum)/individual preparation for following years.

12. Staff development

- Teachers have access to reference books, resource materials, and websites dealing with history. Each teacher is responsible for this during preparation.
- Teachers are made aware of any appropriate history courses available. Teachers are encouraged to attend these during school year and summer holidays. As in all subject areas teachers share their expertise etc with the rest of the staff at staff meetings and informal discussions.

13. Parental involvement

- Parents and grandparents are invited to become involved in supporting the history curriculum through participating in interviews with children, sharing stories/pictures/artefacts from their past. Some parents, grandparents are invited in to speak to classes on specific topics where their experiences and knowledge provides a perfect stimulus for a lesson.

14. Community links & Places of historic interest

- Members of local historical areas of interest visit our school to discuss topics of interest and likewise the school very often are invited to attend same. The school has embarked on many tours to places of historical interest. The national park, furniture college, radio station, Kylemore Abbey, CEECC are but a few friendly neighbours of the school. Many of the co-ordinators are past teachers/principals or parents or family members of the children here at Letterfrack NS.

Success criteria

- We will know that the plan has been implemented if:
 - o Teachers' preparation is based on this plan
 - o Procedures outlined in this plan are consistently followed
- Means of assessing the outcomes of the plan include
 - o Teacher/parent feedback
 - o Children's feedback
 - o Inspectors' suggestions/reports
 - o Second level feedback
 - o If the plan has promoted the key considerations when implementing the history curriculum
 - o That history is defined as an attempt to reconstruct and interpret the

past rather than the past itself

- o That there is a balance between the process (how the child learns) and content (what the child learns)
- o That the child must acquire skills and concepts to work effectively as a young historian
- o That the curriculum is spiral and developmental in its structure
- o That the child engages in studies ranging from personal to local, national and international history
- o That history is integrated across the curriculum from Infants to Sixth Class.

Implementation

(a) Roles and Responsibilities

The plan be supported, developed and implemented by the staff at Letterfrack N.S

(b) Timeframe

This plan is to be implemented from May 2012

Review

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

(a) Roles and Responsibilities

Those involved in the review

- Teachers
- Pupils
- Parents
- BoM/DES/Others.
- This plan was updated and entered into the school plan on May 2012
- This plan will be communicated to staff at staff meetings and by distributing copies of the school plan
- Date for review: School Year 2014

Useful Websites

Sources of Local History

National Archives www.nationalarchives.ie

National Museum www.museum.ie

National Library of Ireland www.nli.ie

Heritage Council www.heritagecouncil.ie

An Chomhairle Leabharlanna www.askaboutireland.ie

Other Websites

Primary Curriculum Support Programme www.pcsp.ie

School Development Planning Support www.sdps.ie

National Council for Curriculum and Assessment www.ncca.ie

ENFO www.enfo.ie

TeachNet Ireland www.teachnet.ie

Scoilnet www.scoilnet.ie

Irish National Teachers Organisation www.into.ie

Strands	Junior and Senior Infants
Skills and concepts development	<p><u>Time and chronology:</u></p> <p>Timelines, Story sequencing, Personal history.</p> <p><u>Using evidence:</u></p> <p>Photographs, buildings, artefacts (e.g. toys, clothes, household appliances).</p> <p><u>Communication:</u></p> <p>Recording in a variety of ways (i.e. pictures, drawings, simple sentences).</p>
Myself and my family	<p><u>Myself</u></p> <p>Individual timelines – using photographs My Age</p> <ul style="list-style-type: none"> - When I was born - When I took my first step - As I grow - First Day at school, Places where I have lived <ul style="list-style-type: none"> • School year timeline – recording special class events <p>Comparing old and new e.g. clothes, toys, buildings, photographs Baby Box</p> <ul style="list-style-type: none"> - Baby Books - First Toys - Clothes, Bottles etc. <ul style="list-style-type: none"> • My growing up book (Senior Infants) – collecting information from home and using photographs. <p><u>My Family</u></p> <p>Explore the importance of different people in my family</p> <p>Family Photographs</p> <p>Places/homes where I have lived</p> <ul style="list-style-type: none"> - New Cars, New Additions, Pets <ul style="list-style-type: none"> • Compare relatives' ages • Collect simple evidence i.e. photographs

<p>Story</p>	<p><u>Stories</u></p> <p>Listen to, discuss, retell and record a variety of stories about famous and ordinary people. St Brigid, St Patrick,</p> <ul style="list-style-type: none"> • Listen to local people telling stories of the past e.g. games we played, food we ate, clothes we wore, school long ago. <p>chronology of a story – beginning, middle and end. Eg. Goldilocks, 3 Little Pigs, Little Red Riding Hood etc.</p>

History Plan for 1st and 2nd Class

<p>Working as an historian</p>	<p>Strand Units</p>
<p>Time and chronology</p> <ul style="list-style-type: none"> • Begin to distinguish between the past, present and future • Begin to develop an understanding of chronology through exploring and recording simple sequences 	<p><u>Myself</u></p> <ul style="list-style-type: none"> • Explore and record significant personal dates and events e.g. birthdays, how I change as I grow, things I can do now & as a baby • Collect, discuss and compare items of evidence from own past e.g. photographs, toys, clothes • Construct simple personal timeline or storyline
<p>Change and Continuity</p> <p>Explore change and continuity in personal life, in family and in local</p>	<p><u>My Family</u></p> <ul style="list-style-type: none"> • Explore and record significant features, events and dates in the past in the child's

<p>history</p>	<p>family e.g. diary</p> <ul style="list-style-type: none"> • Compare ages of family members e.g. old/older • Discuss and record significant family events e.g. births, holidays • Collect, explore and discuss a range of simple evidence noting items that have changed and those that have stayed the same e.g. items used by parent/guardian when they were young. Simple family tree (to grandparents)
<p>Cause and Effect</p> <ul style="list-style-type: none"> • Discuss reasons why some events happen i.e. the actions of a character in a story 	<p><u>When my grandparents were young</u></p> <ul style="list-style-type: none"> • Explore and record aspects of the lives of people when his/her grandparents were young e.g. homes, work they did, toys, how they travelled etc. Water in the home, Clothes from the past, Food • Listen to adults talking about their own past • Collect and/or examine simple evidence in school or local museum e.g. farm tools, household tools, Telephone – types • Compare lives of people in the past with lives of people now

	<ul style="list-style-type: none"> • Learn songs or dances or play games from the past • Record material on appropriate timeline
<p>Using evidence</p> <ul style="list-style-type: none"> • Examine a range of simple historical evidence e.g. photographs, memories of older people • Begin to distinguish between fictional and real people and events in the past 	<p><u>Games in the past</u></p> <ul style="list-style-type: none"> • Explore and record traditional games e.g. Halloween games • Explore information on rules, traditions or songs associated with games
<p>Synthesis and Communication</p> <ul style="list-style-type: none"> • Communicate an awareness of stories, people and events from the past in a variety of ways e.g. writing, drama, and other media 	<p><u>Feasts and Festivals from the past</u></p> <ul style="list-style-type: none"> • Explore and discuss the origins and traditions of some common festivals e.g. Halloween, St. Bridget's Day, Easter, St. Patrick's Day • Listen to, discuss, explore and record associated stories, legends, games and songs
<p>Empathy</p> <ul style="list-style-type: none"> • Imagine and discuss the feelings of characters in stories from the past 	<p>Continuity and Change in the local environment</p> <ul style="list-style-type: none"> • Visit, explore and become aware of elements in the local environment which show continuity and change e.g. my home, street scene now and then, machines • Listen to and record memories of older

	<p>people about such places</p> <ul style="list-style-type: none"> • Compare photographs and drawings of the site in the past with the site now. • Record findings through drawing and other art work • Use appropriate timelines
	<p><u>Stories</u></p> <ul style="list-style-type: none"> • Listen to, discuss, retell and record some stories from the lives of people who have made a contribution locally/nationally • Become aware of the lives of people from different social, cultural, ethnic and religious backgrounds • Listen to local people tell stories about their past • Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds E.G Oisin in Tir na nOg, Fionn the Giant, Children of Lir, St Patrick, The Lion and the Mouse • Distinguish between fictional accounts in stories, myths and legends and real people and events from the past

	<ul style="list-style-type: none"> • Discuss chronology of events in a story E.g We're going on a bear hunt, The very hungry caterpillar • Discuss the actions and feelings of character • Express or record stories through visual arts, drama and IT • Display storyline pictures showing episodes in sequence • Use appropriate timelines
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3rd

Title	Strand	Link
Games and Pastimes	Local Studies	
The First Farmers	Early People and Ancient Societies	Science
The Story of Setanta	Story	
Farming and Food	Continuity and Change over time	Science
Oisin in Tir na nOg	Story	
The Stone Age	Early People and Ancient Societies	Geography
Homes	Local Studies	Science
Buildings in our Community	Human Environment/ Continuity and Change over time	Science
The Bronze Age	Early People and Ancient Societies	Science
Cuchulainn	Story	
St. Patrick	Story	Geography
Romulus and Remus	Story	Geography
Famous Irish People	Story	Geography
Dublin in the Middle Ages	Life, Society, Work and Culture in the past	
Famine Times	Environmental Awareness and Care	Science

<i>Title</i>	<i>Strand/Skills</i>	<i>Integration</i>
Brother MacCudda	Story	Geography
Early Christian Ireland	Early People/Ancient Societies	Religion
Fionn and Salmon of Knowledge	Story	Geography
Fionn and the Beggar	Story	Geography
The Wooden Horse of Troy	Story	Geography
Bjorn the Viking	Early People/Ancient Societies	Geography
Viking raids on Ireland	Early People/Ancient Societies	Geography
Feasts and Festivals	Local Studies	Geography/ Art
St. Brigid	Story	Religion
Shopping	Continuity/ Change over time	Geography/ Maths
Life in the Middle Ages	Life, Society, Work and Culture in the past	Geography
My School	Local Studies	Science, Geography, Maths
The Industrial Revolution	Life, Society, Work and Culture in the past	Science
The Native Americans	Early People and Ancient Societies	Geography, Art
The Race is On	Story	Geography

<i>Title</i>	<i>Strand/ Skills</i>	<i>Integration</i>
St Brendan	Story	Geography
Barter	Continuity& change over time	Geography
The Celts	Early people and ancient societies	Geography
Local History	Local studies	Geography
Maoris	Early people and ancient societies	Geography
Androcles	Story	Geography
The Normans (x2)	Life, society, work, culture in the past	Geography
The Renaissance	Eras of change and conflict	Science
The Reformation	Eras of change and conflict	Geography
16 th Century Ireland	Politics, conflict and society	Geography
17 th Century Ireland	Politics, conflict and society	Geography
The War of the Two Kings	Politics, conflict and society	Geography
18 th Century Ireland	Life, society, work, culture in the past	Geography
The Wexford Rebellion	Politics, conflict and society	Geography
Daniel O'Connell	Politics, conflict and society	Geography
The Great Famine (x 2)	Eras of change and conflict	SPHE
Place Names	Local studies	-
Clothes	Continuity& change over time	-
Hugh O'Flaherty	Story	SPHE

<i>Title</i>	<i>Strand/Skills</i>	<i>Integration</i>
Fionn and the Giant	Story	Geography
St. Colmcille	Story	English and geography
Going to School	Local Studies	SPHE
Buildings and Ruins	Local Studies	Science and Geography
Ancient Egyptians	Early people and societies	Geography
The Aztecs	Early Peoples and societies	Geography
The Industrial Revolution	Eras of change and conflict	Geography and SPHE
The American Revolution	Eras of change and conflict	Geography and science
The French Revolution	Politics, conflict and society	Geography and science
19 th Century Ireland	Eras of change and conflict	Geography and science
Nomads	Continuity and Change over time	Geography
Ireland around 1900	Eras of change and conflict	Geography
Transport	Sense of place/continuity and change over time	Science and geography
1916 and Independence	Politics, conflict and society	
Polar Exploration	Theme	Geography
Civil War in Ireland	Politics, conflict and change	Geography
A Soldier of Ireland	Eras of change and conflict	SPHE
Women in History	Eras of change and conflict	SPHE
World War II	Life, society, work, culture in the past	Geography
The Odyssey	Story	Geography
Northern Ireland	Politics, conflict and society	Geography
World Poverty	Politics, conflict and society	Science and Geography

