

Policy for the teaching of History

Introductory statement

This policy was formulated in December 2011 by the teaching staff of St. Joseph's N.S. in accordance with the guidelines set out in the Primary School Curriculum 1999. Through the formulation of this policy, a common understanding of the purpose of the subject and how it will be implemented in this school has been created among the staff.

Rationale

As stated in the Primary School Curriculum 1999, History is not the story of the past but rather our attempt to reconstruct and interpret elements of the past which are of interest to us. History gives children a knowledge of past human experiences at family, national and international levels. Pupils also develop an understanding, appropriate to their age, of time and chronology, change and continuity, cause and effect. They acquire skills appropriate to their developmental stages so that they may interpret evidence in a critical way. They also acquire open, critical and responsible attitudes to the world around them. The study of History in particular enables children to investigate and examine critically significant events in their own immediate past, the past of their families and local communities, and the history of people in Ireland and other parts of the world. Historical themes and topics develop empathy with other people and a deeper understanding of past and current, political and economic interactions. We view History as having a distinct but complimentary role together with geography and science within SESE and as a contributor to the wider child-centred curriculum.

Vision

The teachers in St. Joseph's N.S. seek to assist the children in achieving a broad, balanced and coherent history education from Junior Infants to Sixth class. We feel that this is essential if a child is to become a confident, informed, critical and responsible adult member of society. We hope that by providing opportunities for children to experience a rounded historical education that is not solely focused on the transmission of a body of knowledge but that allows children to work as historians, we will help children to understand more fully the world in which he/she lives and how events and personalities have shaped the home and locality and wider environments in which he/she exists.

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 the 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 help the child to 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 the cultural and historical inheritances from local, national and global contexts.
- To enable the child to use imagination and evidence to reconstruct elements of the past.
- To enable the child to develop tolerance towards minorities in society and appreciate the contribution of various ethnic, cultural, religious and social groups to the evolution of modern Ireland.

Curriculum Planning

1. Strands and Strand units

Each teacher is familiar with the strands, strand units and content objectives for her relevant class level and indeed for all other class levels also. We feel that this is important in order to ensure a coherent History programme is provided throughout the school.

Junior and Senior Infants (will cover two strands)

STRAND	STRAND UNIT
1. Myself and my family	<ul style="list-style-type: none">• Myself
	<ul style="list-style-type: none">• My Family
2. Story	<ul style="list-style-type: none">• Stories

We are aware that content in history for the infant classes is confined to two strands.

Myself and my family, through which the child will begin to explore aspects of his/her own immediate past and that of his/her family

Story, in which the child will encounter elements from the lives of a range of people in the past.

First and Second classes (will cover three strands)

STRAND	STRAND UNIT
1. Myself and my family	<ul style="list-style-type: none">• Myself
	<ul style="list-style-type: none">• My Family
	<ul style="list-style-type: none">• When my grandparents were young
	<ul style="list-style-type: none">• Games in the past
	<ul style="list-style-type: none">• Feasts and festivals in the past
2. Story	<ul style="list-style-type: none">• Stories
3. Change and continuity	<ul style="list-style-type: none">• Continuity and change in the local environment

We are aware that content in history for the infant classes is confined to three strands.

Myself and my family, through which the child will begin to explore aspects of his/her own immediate past and that of his/her family.

Story, in which the child will encounter elements from the lives of a range of people in the past.

Change and continuity, which involves the child in exploring items from the past in the immediate environment.

We will ensure that the stories and other activities selected for Junior and Senior Infants and for First and Second classes will:

- Introduce children to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds.
- Include stories from a wide range of human experience (e.g. economic, technological, scientific, artistic, social cultural etc.)
- Come from local, national and international contexts.

We are aware that great emphasis is placed on the exploration of **personal and family history** at these levels as it provides excellent opportunities for the development of historical understanding. Some aspects of these topics will require sensitive handling however.

Third and fourth classes (will cover 5 strands and at least two strand units from each strand as outlined below.

STRAND	STRAND UNITS
1. Local studies	<ul style="list-style-type: none"> • My family
	<ul style="list-style-type: none"> • Homes
	<ul style="list-style-type: none"> • My school
	<ul style="list-style-type: none"> • Games and pastimes in the past
	<ul style="list-style-type: none"> • Feasts and festivals in the past
	<ul style="list-style-type: none"> • Buildings, sites or ruins in my locality
	<ul style="list-style-type: none"> • My locality through the ages
2. Story	<ul style="list-style-type: none"> • Myths and legends
	<ul style="list-style-type: none"> • Stories from the lives of people in the past.
3. Early people and ancient societies	<ul style="list-style-type: none"> • Stone Age peoples
	<ul style="list-style-type: none"> • Bronze Age peoples
	<ul style="list-style-type: none"> • Early societies of the Tigris and Euphrates valleys.
	<ul style="list-style-type: none"> • Egyptians
	<ul style="list-style-type: none"> • Greeks
	<ul style="list-style-type: none"> • Romans

	<ul style="list-style-type: none"> • Celts
	<ul style="list-style-type: none"> • Early Christian Ireland
	<ul style="list-style-type: none"> • Vikings
	<ul style="list-style-type: none"> • Central and South American peoples
	<ul style="list-style-type: none"> • Asian peoples
	<ul style="list-style-type: none"> • African peoples
	<ul style="list-style-type: none"> • North American peoples
	<ul style="list-style-type: none"> • Australian peoples
4. Life, society, work and culture in the past	<ul style="list-style-type: none"> • Life in Norman Ireland
	<ul style="list-style-type: none"> • Life in mediaeval towns and countryside in Ireland and Europe
	<ul style="list-style-type: none"> • Life in the 18th century
	<ul style="list-style-type: none"> • Life in the 19th century
	<ul style="list-style-type: none"> • Life during World War II
	<ul style="list-style-type: none"> • Life in Ireland since the 1950's
5. Continuity and change over time	<ul style="list-style-type: none"> • Food and farming
	<ul style="list-style-type: none"> • Clothes
	<ul style="list-style-type: none"> • Homes and houses
	<ul style="list-style-type: none"> • Transport
	<ul style="list-style-type: none"> • Communications
	<ul style="list-style-type: none"> • Shops and fairs
	<ul style="list-style-type: none"> • Schools and education
	<ul style="list-style-type: none"> • Caring for the sick

Fifth and Sixth classes (will cover 7 strands and at least two strand units from each strand as outlined below.

STRAND	STRAND UNITS
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1. Local Studies	<ul style="list-style-type: none"> • Homes
	<ul style="list-style-type: none"> • Schools
	<ul style="list-style-type: none"> • Games and pastimes in the past
	<ul style="list-style-type: none"> • Feasts and festivals in the past
	<ul style="list-style-type: none"> • Buildings, sites or ruins in my locality
	<ul style="list-style-type: none"> • My locality through the ages
2. Story	<ul style="list-style-type: none"> • Myths and legends
	<ul style="list-style-type: none"> • Stories from the lives of people in the past.
3. Early people and ancient societies	<ul style="list-style-type: none"> • Stone Age peoples
	<ul style="list-style-type: none"> • Bronze Age peoples
	<ul style="list-style-type: none"> • Early societies of the Tigris and Euphrates valleys.
	<ul style="list-style-type: none"> • Egyptians
	<ul style="list-style-type: none"> • Greeks
	<ul style="list-style-type: none"> • Romans
	<ul style="list-style-type: none"> • Celts
	<ul style="list-style-type: none"> • Early Christian Ireland
	<ul style="list-style-type: none"> • Vikings
	<ul style="list-style-type: none"> • Central and South American peoples
	<ul style="list-style-type: none"> • Asian peoples
	<ul style="list-style-type: none"> • African peoples
	<ul style="list-style-type: none"> • North American peoples
	<ul style="list-style-type: none"> • Australasian peoples
4. Life, society, work and culture in the past	<ul style="list-style-type: none"> • Life in Norman Ireland
	<ul style="list-style-type: none"> • Life in mediaeval towns and countryside in Ireland and Europe

	<ul style="list-style-type: none"> • Life in the 18th century
	<ul style="list-style-type: none"> • Life in the 19th century
	<ul style="list-style-type: none"> • Life during World War II
	<ul style="list-style-type: none"> • Life in Ireland since the 1950's
	<ul style="list-style-type: none"> • Language and culture in late 19th and early 20th century Ireland
5. Continuity and change over time	<ul style="list-style-type: none"> • Homes, housing and urban developments
	<ul style="list-style-type: none"> • Nomadism
	<ul style="list-style-type: none"> • Food and farming
	<ul style="list-style-type: none"> • Clothes
	<ul style="list-style-type: none"> • Transport
	<ul style="list-style-type: none"> • Communications
	<ul style="list-style-type: none"> • Energy and power
	<ul style="list-style-type: none"> • Workshops and factories
	<ul style="list-style-type: none"> • Schools and education
	<ul style="list-style-type: none"> • Literature, art, crafts and culture
	<ul style="list-style-type: none"> • Caring for the sick
	<ul style="list-style-type: none"> • Barter, trade and money
6. Eras of change and conflict	<ul style="list-style-type: none"> • The Renaissance
	<ul style="list-style-type: none"> • The Reformation
	<ul style="list-style-type: none"> • Traders, explorers and colonisers from Europe
	<ul style="list-style-type: none"> • The Great Famine
	<ul style="list-style-type: none"> • The Industrial Revolution
	<ul style="list-style-type: none"> • Changing land ownership in 19th century Ireland
	<ul style="list-style-type: none"> • Changing roles of women in the 19th and 20th centuries

	<ul style="list-style-type: none"> • World War I
	<ul style="list-style-type: none"> • Modern Ireland
7. Politics, conflict and society	<ul style="list-style-type: none"> • 16th and 17th century Ireland
	<ul style="list-style-type: none"> • Revolution and change in America, France and Ireland
	<ul style="list-style-type: none"> • O'Connell and Catholic Emancipation
	<ul style="list-style-type: none"> • 1916 and the foundation of the state
	<ul style="list-style-type: none"> • Northern Ireland
	<ul style="list-style-type: none"> • Ireland, Europe and the world, 1960 to the present

In choosing the Strand Units for third to sixth classes, we are conscious of the ***spiral approach***

recommended in this curriculum, in which some aspects of the past may be explored in increasing detail at a number of levels.

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

- The locality of the school is reflected in this programme
- Children are introduced to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds
- Studies from a wide range of human experience are included
- Local, national and international contexts are included

We recognise that the curriculum recommends that in each year **one strand unit in local history and one strand in national or world history is studied in more depth over a longer period** and this has been taken on board in the development of our yearly plan.

We will strive to ensure a balance between the development of skills and the acquisition of knowledge in our teaching of history.

We understand that a strict adherence to a chronological treatment of Strand Units is not recommended in this curriculum because of the constraints this would impose on curricular planning. We are aware that the development of children's chronological understanding can be fostered through the use of **timelines**, and will consider using timelines at all levels.

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.

We agree that through local history children can readily acquire and practice historical research skills. They become familiar with and learn to value the local environment. They also learn to appreciate the elements of the past which have given them and their locality a sense of identity.

We have discussed how to ensure that **Oral Evidence** is incorporated and we have identified people in the area who are willing to come to the school to speak to the children about the past. We are conscious of the planning and preparation that is vital for such a visit and will refer to pg 36 Teacher

Guidelines and Exemplar 10 pg 76 in this regard. We have a list of local history sites for a guided trail for pupils.

2. Skills and concepts development

As outlined in our vision for history in our school, we are aware of the importance of providing opportunities for the children to work as young historians in order to develop a wide range of skills and concepts. Each teacher is aware of the aspects of *Working as a Historian* that apply to each class level.

Infants: (Pg 18 History Curriculum Statement)

Through completing the strand units of the History Curriculum, Infants should be enabled to develop the following skills:

- 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 their own personal lives; sequencing of elements in a story etc.
- Discuss the sequence of events in simple stories about the past.
- Use of simple timelines to record sequence of events in personal history and in stories.
- Using evidence – artefacts from their own personal past: clothes, toys, birthday cards, photographs etc.
- 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 and ICT.

First and Second classes: (Pg 26 History Curriculum Statement)

Through completing the strand units of the History Curriculum at this level, First and Second class pupils should be enabled to develop the following skills:

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

Strategies we will use to develop the child's skills to work as a young historian at First and Second class levels will include:

- Sequencing activities – placing objects or pictures in historical sequence to distinguish between the past, present and future.
- Exploring instances of change and continuity in personal life, family and immediate local environment; looking at features that 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. To help the children to distinguish between fictional accounts in stories, myths and legends and real people and events in the past.

- Allowing children opportunities to communicate an awareness of stories, people and events from the past in a variety of ways: writing, drama ICT etc.
- Discuss the feelings of characters in stories from the past to develop empathy.

Third and Fourth classes: (Pg 40 History Curriculum Statement)

Through completing the strand units of the history curriculum at this level, Third and Fourth class pupils should be enabled to further develop the following skills:

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

Strategies we will use to develop the child's skills to work as a young historian at Third and Fourth class levels will include:

- Using simple timelines to record information about people and events in the past.
- Understand and use date conventions when studying the past, including day, month and year; use common words and phrases associated with time – old/new, older/newer, before/after, later/earlier, a long time ago, a very long time ago.
- Using pictures, photographs and artefacts where possible, children will develop and understanding of change and continuity by exploring similarities and differences between the past and the present e.g. washboard/washing machine.
- Examining and using a wider range of historical evidence, some of which is connected with local history– 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 and make simple deductions from a single source of evidence.
- Providing opportunities for children to use evidence and imagination to reconstruct elements of the past e.g. a game played by grandparents when they were young/appearance of an ancient rath and communicate this understanding in a variety of ways – oral language, drama, writing, art work, modelling, ICT.
- Through story and drama, imagine and discuss the feelings and motives of people in the past to develop empathy for them.

Fifth and Sixth classes: (Pg 60 History Curriculum Statement)

Through completing the strand units of the history curriculum at this level, Fifth and Sixth class pupils should be enabled to further develop the following skills:

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

Strategies we will use to develop the child's skills to work as a young historian at Fifth and Sixth class levels will include:

- Use of timelines to develop an understanding of time and chronology so as to place people, objects and events within a broad historical sequence.

- Use words, phrases and conventions associated with the recording of dates and time such as BC, AD, age, period – Stone Age/Early Christian Ireland/Georgian period etc.
- Examine and use critically a wide range of historical evidence.
- Enable the 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 or more sources.
- Encourage children to use their imagination and evidence to reconstruct elements of the past e.g. events of a 19th-century school day/emigration scene during famine times, and communicate this understanding of the past in a variety of ways – oral language, drama, writing, art work, modelling, ICT.

The teachers in St. Joseph's N.S. will endeavour to include a balance between the development of these skills and the acquisition of knowledge when planning for the short and long term.

3.Approaches and Methodologies

We believe that one of the keys to successful history teaching is the use of a broad range of approaches and methodologies. Children's learning experiences in history should arouse enthusiasm and curiosity about the past and engage children in lively, purposeful activities in the classroom. We plan to use the key methodologies of the Primary School Curriculum for the teaching of History.

- Story (pp. 65-71 TG)
- Drama and Role play (pp. 109-113 TG)
- Oral evidence (pp. 77-80 TG)
- Documentary evidence (pp. 104-108)
- Using ICT (pg. 114 TG)
- Personal and family History(pp. 72-75 TG)
- Using artefacts (pp. 81-86 TG)
- Pictures and photographs (pp. 87-98 TG)
- Use of the environment (pp. 99-103 TG) The local Historical Group in Maudabawn in Cootehill have compiled historical information on Cavan. We are also close to the Boyne Valley, Loughcrew Neolithic passage grave, Trim Castle and Cabra Castle, Hill of Tara, Hill of Slane, Cavan Museum which are all suitable for history trails.

We are aware that the sequencing of objects and pictures and the use of timelines can play a major role in the development of chronological understanding and therefore will be used at all levels in St. Joseph's N.S.. These will range from sequencing stories using pictures and/or a 'washing line' style timeline in the Infant classes to a three dimensional style of pictorial class timetable in the Middle and Senior classes. (Refer to pg 8 TG for timeline ideas)

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.

Integration:

We agree that the assertion made in the Curriculum Statement pg9 that while history makes an important and distinctive contribution to the development of the child, historical education complements the growth of the child's geographical and scientific learning. With this in mind, we will ensure to look for opportunities whereby elements from the history, science geography curricula may be explored concurrently. Using systematically planned integrated themes or topics will be one way 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.

5. Multi-grade teaching:

The use of an integrated approach within SESE and the broader curriculum will facilitate blocks of time to be utilised in an efficient way and will be particularly useful in a multi-class situation. Where there are multi-grade classes, the teacher will differentiate the content and activities for the different age levels by setting tasks for the older children that will demand more complexity in terms of content, process and outcome. Using a thematic approach will also be helpful for planning purposes.

6. Assessment and Record Keeping: (cf History Curriculum pg 76)

As in all subject areas, **Assessment** is an integral part of the teaching and learning of SESE history. We as a staff have a common understanding of its purpose and the ways in which the progress of children in history will be assessed.

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 and resources.

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

- a) Children’s knowledge of the past.
- b) Children’s ability to use historical skills
- c) Children’s development of attitudes.

The assessment tools we will use will range from the informal means to the more structured approaches. Examples are:

Teacher Observation	Teacher designed tasks/tests	Children’s work and projects	Curriculum Profiles
<ul style="list-style-type: none"> • Responses of children to questions and suggestions. • Level of participation in whole class discussions. • Interaction with others in group discussions and collaborative activities. • Reaction to learning materials and tasks assigned. • Reaction to and using of historical evidence. • Empathy displayed for historical situations. • Telling and re-telling events. • Asking and answering a variety of closed and open questions. • Oral, written and pictorial descriptions or recordings. • Constructing sequences and timelines. • Handling evidence and posing relevant questions. • Work cards or activity sheets. 			<ul style="list-style-type: none"> • Conveys knowledge of the past accurately through oral, written or drawn accounts. • Re-tells events in sequence. • Re-tells with understanding. • Handles and describes artefacts and makes deductions from it. • Sees differences between past and present. • Talks about the past in a critical but empathetic way. • Can discuss the reasons why some events happened and their causes. • Can identify motives for past events and appreciate various perceptions of those events.

<ul style="list-style-type: none"> • Completed projects or books. • Dramatising an event. • Making a model. • Using interactive multimedia computer programs. • Teacher designed revision tests. • Examples of work in progress. • Written accounts. • Drawings, diagrams, concept maps. • Completed work cards. • Tests. • Photographs of models. • Recordings of storytelling and dramatisations. 			
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Children with different needs

It is important that all children experience a rounded social, environmental and scientific education. History plays a pivotal role in education so we will strive 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/paired work.
- Teachers will use a variety of questioning techniques, ranging from recall questions to more complex and analytical questions so that all children are challenged but also experience success.
- Different ways of recording and communicating findings will be encouraged e.g. ICT, drawing, oral reports, models.
- Content, methods of recording and desired learning outcomes will be differentiated for children with learning difficulties and for children with exceptional ability/interest.

8. Equality of participation and access

- Equal opportunities will be given to all children to experience all strands and to participate in all class activities.
- Provision for children with physical/learning 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.
- Our studies will focus on 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 will 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 (pg 70), a minimum of 2 ¼ hours will be allocated to S.E.S.E. in the Infant classes and 3 hours will be allocated to S.E.S.E. from First to Sixth classes per week.

On occasions, time will be blocked as appropriate. This might occur when:

- using a thematic approach
- working on a project
- exploring the local environment

Teachers will consider the use of discretionary curriculum time for S.E.S.E. where appropriate.

10.Resources

- We will use textbooks as a resource in our teaching of history.
- Each teacher has an inventory of resources available for history.
- History trips suitable classes will be organised.
- People in the community with a knowledge of local history will be asked to talk to the children and share their knowledge with them.
- Interactive whiteboards which have access to the internet so the world wide web can be used as a historical resource.

11.Health and Safety

Outdoor work will be based in areas that are accessible and safe for all children, teachers and helpers. Preliminary visits to the site by teachers may be necessary to identify possible hazards. We will consult the school's safety statement for advice on safety during such activities.

12.Individual teachers' planning and reporting

- Teachers will consult this whole school plan and the curriculum documents when drawing up short and long term plans.
- Individual teachers will decide on strands and strand units to be covered in their class each year.
- From Infants to Second class, all strands and strand units will be covered every year as outlined in this policy and curriculum documents. Each content objective within each strand unit will be covered.
- In Third and Fourth classes, two strand units will be selected from each strand along with a selection of stories. We will ensure that two of these strand units chosen will be in-depth studies each year. One of these in-depth studies will have a local focus and the other will have a national/international focus.
- In Fifth and Sixth classes, we will select two strand units from each strand with the exception of '*Life, society, work and culture in the past,*' from which we will select only one strand unit. We will cover a selection of stories in Fifth and Sixth classes.
- Where it is meaningful and useful, History will be taught in a thematic way to integrate with other S.E.S.E. subjects and other areas of the curriculum.
- Cuntas miosuil will assist in recording work covered in evaluating progress in history and informing future teaching. It is agreed to tick short term plans as a means of indicating work covered.
- 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.
- Teachers will be encouraged to attend in-service workshops and courses in history.

14. Parental Involvement

Parents/grandparents have an important role to play as custodians of local knowledge that can be shared with the children. Parents are encouraged to help in the delivery of the history programme by:

- a) Participating in interviews and surveys.
- b) Helping out with supervision during fieldwork when/if needed.
- c) Talking with their children about family history.

Parents from other countries will be encouraged to share their heritage with the rest of the school if they so wish and if it is appropriate.

15. Places of Historic Interest

- Newgrange Neolithic Passage Grave
- Hill of Tara
- Loughcrew
- Trim Castle
- Local Church
- Dublin History Museum
- Kilmainham jail
- Collins' Barracks
- Cavan Museum
- Monesterboice
- Mellifont Abbey
- Fore Abbey
- Cabra Castle

Implementation

This plan will be supported, developed and implemented by all staff members in St. Joseph's N.S. from Jan 2012..