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Bord Oideachais agus Oiliúna  
na Gaillimhe agus Ros Comáin  
Galway and Roscommon  
Education and Training Board

## Cuan na Gaillimhe CNS - a Steiner education



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### History Curriculum Policy for Infants to 6<sup>th</sup> Class

#### 1 INTRODUCTION AND AIMS

##### Principles for History

We develop historical skills in an age appropriate way – i.e. younger children develop empathy using story and older children work as historians through project work and critical analysis of historical events and evidence thereof. Through study of the past, children develop an empathy and understanding of themselves, others and the world around them.

We combine a spiral approach to developing awareness of own personal development and a chronological awareness of events through the use of family and local environment.

By the time students have reached the upper classes, history lessons have depicted the progress of humanity from mythical and pre-historical cultural times through to the development of a material civilisation, with consequences of a social, political and ecological nature.

##### We aim;

- To develop an interest in and curiosity about the past
- To provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the developmental stages of the child
- To develop an understanding and use of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy and perspectives
- To develop the capacity to undertake historical inquiry, including skills in the analysis and use of sources, communication and explanation.
- 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 foster interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be active and informed citizens.
- To encourage the child to recognise how past and present actions, events and materials may become historically significant.

#### 2 STRANDS AND STRAND UNITS

- Myself and my family
- Story
- Local studies
- Early peoples and ancient societies
- Life, society, work and culture in the past
- Eras of change and conflict
- Politics, conflict and society
- Continuity and change over time

### 3 DIFFERENTIATION

The multi-grade nature of our school informs our planning. However, while teachers' planning reflects their mixed class grouping there is equal emphasis upon individual abilities. Teachers will endeavour to adapt and modify activities and methodologies in Visual Art education to encourage participation by all children. Teachers may differentiate by learning objective, by support, resource, outcome, teaching style, task or by pace

### 4 CURRICULUM CONTENT

#### 4.1 JUNIOR AND SENIOR INFANTS

**Strand: (p19)** Myself and my family (integration with S.P.H.E.)

**Strand Units:** Myself / My family or the family of a person known to me

The aims of this section are achieved primarily through

- Birthday stories (individual) and discussions arising from them
- Recording and examining by the class of photographs taken throughout the school year
- Preparation for and celebration of feasts and festivals in the school and in the wider community.

**Strand: (p.20)** Story (Fairy tales, Nature tales, Seasonal/ Festival tales, stories for the alphabet)

Stories form a large part of the History & S.E.S.E. curriculum in infants

They serve to integrate the S.E.S.E. and English curriculum through the themes of nature, seasons, feasts and festivals (multicultural)

Children express the stories through the arts in Junior Infants

In Senior Infants, they begin to record and discuss them more formally.

#### 4.2 FIRST AND SECOND CLASS

**Strand:(p.27)** Myself and my family

**Strand Units:** Myself / My family or the family of a person known to me.

**Strand Units:** Feasts and festivals in the past. Games – in the past.

The aims of this section are achieved primarily through

- Birthday verses (individual) and discussions arising from them
- Recording and examining by the class of the photographs taken throughout the school year
- Preparation for and celebration of feasts and festivals in the school and in the wider community.

In these classes, the children are encouraged to put more detail into their discussions and recordings.

They should now have an S.E.S.E. main lesson book.

2nd class individual timeline after 9-year change

**Strand Units: (p.28)** When my grandparents were young

Older Persons' Day each year

**Strand Unit:(p.30)** Continuity and change in the local environment.

Work in this area integrated with

- Feasts and festivals in the past
- S.E.S.E. main lesson blocks on Farming / Houses
- Gardening project

**Strand: Story**

(Saints, Aesop's fables, Jataka tales, The King of Irelands Son, Old Testament Stories)

- Stories continue to form a large part of the History & S.E.S.E. curriculum and to integrate the S.E.S.E. and English curriculum

## 4.3 THIRD AND FOURTH CLASS

### Strand: p.42 Local Studies

**My Family** – Feasts and festivals in the past

Games and pastimes in the past

These 2 integrated with work with grandparents/older neighbours

Buildings, sites or ruins in my locality-integrated with local geography and work with grandparents/older neighbours

### Strand (p.48) Early People and Ancient Societies

#### Main lessons

1. Norse Myths / Vikings
2. The History of Writing
3. Ancient India
4. Early societies of the Tigris and Euphrates Valleys
5. Ancient Ireland
6. Ancient Egypt

### Strand: (p.49) Life, society, work and culture in the past

Life in the 18th Century Galway

Life in Norman Ireland (Bunratty Castle)

Life in medieval towns and countryside in Ireland

These 3 integrated with local geography main lessons

Life in Ireland since the 1950s - integrated with on-going work with grandparents / older neighbours

### Strand:(p.50) Continuity and change over time

Homes and houses

Shops and fairs

These integrated with local geography – Galway and work with grandparents/older neighbours

Transport –integrated with local geography

Communication -The history of writing (Main Lesson)

This will also include Early Christian Ireland through the works of the monks e.g. the Book of Kells

## 4.4 5TH / 6TH CLASS

### Strand (p.62) Local Studies

Buildings, site or ruins in my locality

Schools

My locality through the ages

Home

### Strand: (p.67) Early people and ancient societies

1. Greeks (Main lesson)
2. Romans (Main Lesson)
3. Stone age and Bronze age – integrated with geology and the Burren

**Strand: (p.68) Life, society, work and culture in the past**

Life during World War II - Novel (Adolphus Tips / I am David) and visitors to the school  
Life in Ireland since the 1950s – Novel (The Village – Alice Taylor) and visitors to the school  
Language and culture in the late 19th and early 20th century – Michael Cusack biography

**Strand: (p.69) Eras of conflict and change**

The great Famine – Novel and the workhouse (Under the Hawthorn Tree)  
Changing roles of women in the 19th and 20th centuries – Biography  
Traders, explorers and colonisers from Europe (Main Lesson) (Granuaile the Pirate Queen / Morgan Llewellyn)  
Modern Ireland

**Strand: (p70) Politics, Conflict and Society**

O’Connell and Catholic Emancipation - Biography Daniel O’Connell  
1916 and the foundation of the State Wolfe – Biography Pádraig Pearse.  
Revolution and change in America, France and Ireland- Biography Wolfe Tone  
Ireland, Europe and the World 1960 to the present  
Life in 16th century Ireland – Armada / Spanish Point  
Apart from Early history and ancient societies most of the topics during these 2 years can be integrated through novels, biographies and local historians and speakers coming to the classroom or interviews conducted by the children. As much as possible they should also be connected to our locality.

**Strand: (p.71) Continuity and Change over time**

Caring for the sick  
Barter, trade and money  
Schools and education – history of Steiner Education and Mol an Óige

**5 RESOURCES:**

Local history folder – any local history information from any era – folklore etc.  
The local environment  
Birthday stories  
Festivals, family and food  
Dorothea Lange's Ireland  
Posters  
Ancient Mythologies – Charles Kovacs  
Old photos  
Storybooks  
Maps  
Celebrating Irish festivals – a calendar of seasonal celebrations  
Games children play  
A journey through time in verse and rhyme  
Wall displays

## 6 SUCCESS CRITERIA

The success of this plan will be evaluated through teacher's planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan.

## 7 RATIFICATION

Cuan na Gaillimhe - CNS believes that the school community must be involved to successfully implement the Primary History Curriculum. Therefore, the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community.

This school plan was worked on and discussed by staff during March/April 2020 School Closure and presented to the Board of Management of Cuan na Gaillimhe –CNS on 27<sup>th</sup> April 2020. Once this plan has been ratified by Board of Management, it will be issued to all teaching staff and copies will be made available for inspection by parents/inspectors and other interested parties on request from school office.

Chairperson of the Board of Management



Deron Gooding

As a growing school this plan will be reviewed as necessary and in line with Primary History Curriculum.