Whole School Plan for History

1. Introductory Statement and Rationale

(a)   Introductory Statement

Social, environmental and scientific education (SESE) provides opportunities for the child to explore investigate and develop an understanding of the natural, human, social and cultural dimensions of local and wider environments, to learn and practise a wide range of skills and to acquire open, critical and responsible attitudes. SESE enables the child to live as an informed and caring member of local, national, European and global communities.

SESE takes place within and contributes to many areas of the curriculum. It thus contributes significantly to many aspects of the child's development. Within the curriculum, SESE is presented under three subject headings:

•   History

•   Geography

•   Science.

Each of these areas has a distinctive role to play in enabling the child to explore and understand the natural, human, social and cultural environments in which he lives.

The entire SESE curriculum begins with the child's environment. In the curriculum the environment is defined as the surroundings or external conditions with which an individual (human or other living organism) or community interacts.

Our school is set near the historic village of Bunratty. There are also many historical points of interest easily accessible to our pupils in the parish, including Bunratty & Dromoland Castle, Mooghaun Hillfort, and the Wells Church. This local wealth will be used extensively in our SESE curriculum.

(b)   Rationale:

History is taught in our school in order to enable children to investigate and examine critically significant events in their own immediate past, the past of their families and local communities and the histories of people in Ireland and other parts of the world. History develops an understanding of the actions, beliefs and motivations of people in the past and is fundamental to an informed appreciation of contemporary society and environments.

2. Vision and Aims

(a)Vision

In our school the child will be enabled to develop a broad and balanced understanding of history is essential if a child is to become a confident, informed, critical and responsible adult member of society. A rounded historical education reflects the nature of history itself: firstly, it is concerned with knowledge and interpretations of the lives of people in the past, and secondly, it enables children to experience something of the way in which historians go about their work. Through exploring the past in this way, children can acquire knowledge and concepts while simultaneously developing important skills and attitudes appropriate to their individual stages of development. History in the primary school can then make a unique and vital contribution to the harmonious development of the child in a truly child-centred education

(b)Aims

The aims of the history curriculum are:

•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 developmental stages of the child

•to allow the child to encounter and use a range of historical evidence systematically and critically

•to provide opportunities for the child to communicate historical findings and interpretations in a variety of ways

•to foster sensitivity to the impact of conservation and change within local and wider environments

•to help the child recognise and examine the influences of the past on the attitudes and behaviour of people today

•to foster a willingness to explore personal attitudes and values and

•to promote an openness to the possibility of changing one own point of view

•to encourage the child to recognise how past and present actions, events and materials may become historically significant

•to enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts.

3. Curriculum Planning (See Grid – Appendix)

Skills and Concepts Development

Through completing the strand units of the history curriculum the child should be enabled to

Infant Classes (pg 18 Curriculum)	**Time and Chronology** • Become aware of and discuss the sequence of events in simple stories • Record sequences of events in personal or family history and in stories using simple timelines **Using Evidence** • Encounter some simple historical evidence **Communication** • Communicate an awareness of stories from the past in a variety of ways
First and Second Classes (pg 26 Curriculum)	**Time and Chronology** • Begin to distinguish between the past, present and future • Begin to develop an understanding of chronology through exploring and recording simple sequences and by placing objects or pictures in historical sequence. **Change and Continuity** • Explore instances of change and continuity, especially in personal life, in family and local history **Cause and Effect** • Discuss the reasons why some events happened and some of their consequences **Using Evidence** • Examine a range of simple historical evidence • Begin to distinguish between fictional accounts in stories, myths and legends and real people and events in the past **Synthesis and Communication** • Communicate an awareness of stories, people, and events from the past in a variety of ways. **Empathy** • Imagine and discuss the feelings of characters in stories from the past.
Third and Fourth (pg 40 Curriculum)	**Time and Chronology** • Distinguish between the past, present and future • Develop an understanding of chronology through comparing the relative ages of people, objects and events • Record information about people and events in the past using simple timelines • Understand and use date conventions when studying the past, including day, month and year.

	• Use common words and phrases associated with time **Change and Continuity** • Develop an understanding of change and continuity by exploring similarities and differences between the past and the present. **Cause and Effect** • Discuss the reasons for, and the effect of, some events and changes in the past. **Using Evidence** • Examine and use a wider range of historical evidence, especially that which may be found in the locality or which is connected with local history • Ask questions about a piece of evidence • Summarise information in, and make simple deductions from, a single source of evidence. **Synthesis and Communication** • Use evidence and imagination to reconstruct elements of the past • Communicate this understanding of the past in a variety of ways **Empathy** • Imagine and discuss the feelings and motives of people in the past
Fifth and Sixth (pg 60 Curriculum)	**Time and Chronology** • Develop an understanding of time and chronology so as to place people, objects and events within a broad historical sequence. • Record people and events in the past using a variety of simple timelines. • Use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period **Change and Continuity** • Develop and understanding of change and continuity by exploring similarities and differences between the past and the present and between different periods in the past. **Cause and Effect** • Recognise some factors which may have caused, prevented or delayed changes in the past. • Appreciate that events usually have a number of causes and outcomes **Using Evidence** • Examine and use critically a wide range of historical evidence • Develop some skills in the location and selection of evidence • Distinguish between primary and secondary sources • Ask questions about a piece of evidence

	• Compare accounts of a person or event from two or more sources • Make simple deductions from evidence • Recognise that evidence can be interpreted in a number of ways. **Synthesis and Communication** • Select and organise historical information • Use imagination and evidence to reconstruct elements of the past • Communicate this understanding of the past in a variety of ways **Empathy** • Imagine and discuss the feelings and motives of people in the past • Discuss how an event in the past may have been perceived by those who participated in it.

4. Approaches and Methodologies

A variety of approaches

One of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies. This section of the guidelines outlines some of the techniques which have been found to be particularly suited to history activities in the primary school. Of course each school, class and teacher is unique, and some methods will suit particular topics better than others. The suggestions which follow can provide only general advice, which should be adapted and modified to suit individual needs and circumstances. Further approaches and methodologies which might be used in history lessons, such as project work and the use of maps, are discussed in the Teacher Guidelines for Geography. In some of the sections which follow, the examples used are linked to particular classes in the school. However, this is by way of illustration only; most of the techniques described can be used profitably at all levels.

Irrespective of the approaches selected, children's learning experiences in history should:

• arouse enthusiasm and curiosity about the past

• encourage discussion and a questioning, critical attitude to accounts of the past and, as children grow older, to the evidence used to support these accounts

• develop historical skills and wider skills of co-operation, communication and problem-solving

• engage children in lively, purposeful activity in the classroom and in extensive exploration of the local environment.

- Story pp. 65-71 Teacher Guidelines
- Drama and role play pp. 109-113 Teacher Guidelines
- Oral evidence pp. 77-80 Teacher Guidelines

- Documentary evidence pp. 104-108 Teacher Guidelines
- Using ICT p.114 Teacher Guidelines
- Personal and family history pp.72-75 Teacher Guidelines
- Using artefacts pp. 81-86 Teacher Guidelines
- Pictures and photographs pp. 87-98 Teacher Guidelines
- Use of the environment pp. 99-103 Teacher Guidelines

5. Linkage and Integration

Planning for integration

Integrated learning is an important principle of the curriculum and it allows blocks of time to be used in the most efficient way. It is also particularly useful in multi-class situations in small schools. A number of factors are necessary for integration to work successfully.

These include:

• Systematic planning by the teacher which is consistent and carefully structured to ensure continuity and progression

• Taking careful account of curricular requirements

• The structuring of topic work. Integrated topics work best when they have a single-subject bias or emphasise particular subjects

• Whole-school planning to ensure adequate subject coverage and a balanced range of content within each subject.

Integration could take place within history.

A number of items of content could be linked together: for example, a local study which includes a prehistoric grave might lead to the examination of the burial practices of Stone Age peoples, which is a requirement in the strand, early people and ancient societies. It should also be remembered that the study of each unit in the history curriculum will provide opportunities for the simultaneous development of historical skills within SESE or between history and other subject areas. Many content elements in the history curriculum have close links with units in other curricula. The cross-reference notes included in the curriculum statements will help to identify some possibilities for practical links. In addition many skills, such as mathematical and investigation skills, will be common to several areas. History, because of its emphasis on narrative and discussion, has a major role to play in the development of the child's oral language and literacy. The emphasis which the curriculum places on skills such as the recognition of bias, the evaluation of different opinions and pieces of evidence and the communication of knowledge and interpretations means that history activities will support many of the aims of the language program using a broad-based theme or topic approach. A theme such as 'Water', 'Homes' or one based on a novel or story can be chosen and explored in a number of ways which would include elements of many different subject areas. This approach is often used with very young children. It requires careful planning in order to avoid superficial treatment of a wide range of content.

Suggestions for integration

A number of possible themes through which work in SESE might be taught using an integrated theme-based approach is shown on the following pages. Further suggestions may be found in the guidelines for the other SESE subjects. The themes used are not prescriptive and have been chosen by way of illustration only.

6. Multi-Grade Teaching

Clonmoney often has classes that include multi grades. On a yearly basis the teachers meet to discuss how best to facilitate learning in these classes, to the best of the schools ability. Teachers discuss booklists which are devised to meet the needs of the curriculum. Children from infants to first class work from worksheets & stories devised by teachers while the senior classes (2nd to 6th) work from the **Unlocking SESE programme**, series of books. In so far as possible the books are used in a biannual system whereby a pupil in 3rd or 4th class this year will follow the Unlocking SESE 4 program and the following year will see the teacher follow the Unlocking SESE 3 Program. This feeds into the Book Rental scheme that is available in the school.

In the event of Irregular Multi Grade Classes the teachers will discuss options and decide on the best solution to the multi grade situation at the time. Teachers will also work to integrate their lessons with other SESE subjects in order to best meet the needs of the children in the school. Teachers will also have access to alternative History Text books for further resources and materials.

7. Assessment and Record Keeping

The history curriculum is constructed on the premise that history can make a unique and valuable contribution to the education of the child if it involves the simultaneous acquisition of knowledge about aspects of the past, the development of historical skills and the cultivation of important attitudes. The assessment of children's progress in history must reflect this approach to the subject in order to ensure the validity of the assessment and to avoid distortion of the curriculum by assessment techniques. Therefore, assessment techniques used in history must seek to assess progress in children's knowledge of the past, their ability to use historical skills and their development of attitudes.

In the light of the various roles which assessment in history must fulfil and the need to assess children's knowledge of the past and their development of skills and attitudes, a range of assessment tools and approaches will be necessary. These will range from the less structured and more informal means of assessment to more structured and formal approaches. Generally, the assessment techniques used should arise naturally out of teaching and learning, and their effectiveness will be dependent on crucial teacher skills of observation, listening, interacting with pupils and scrutinising the outcomes of learning tasks used in history.

The following are among the assessment tools which schools will find most useful in history:

The following are suggestions:

(i) Teacher observation:

Observations and professional judgements made by the teacher in the classroom provide some of the most immediate and accurate information about pupils' learning, and they will be used constantly by the teacher in history lessons. Much can be gleaned from observing and noting children's responses in a variety of situations, including:

• the responses pupils make to the teacher's questions and suggestions

• the participation of pupils in whole-class discussions of historical characters, of their motives and actions, and of events in the past

• The interaction of pupils with each other in discussions and in group work

• the reaction of pupils to learning materials and learning tasks designed by the teacher

• the ways in which pupils react to and use historical evidence.

Teacher observation provides a continuing assessment of children's achievements in knowledge, skill and attitudinal aspects of history and can therefore play important formative and diagnostic roles and facilitate feedback to the learner.

(ii) Teacher-designed tasks and tests:

Throughout the units of the history curriculum, teachers will identify opportunities for pupils to engage in a range of tasks. These will have a number of purposes: some will be designed to reinforce aspects of lessons, some will be designed to engage the child in asking questions and thinking about historical events or people, others will promote a range of historical skills. As well as contributing to the learning process, the reaction of pupils to these tasks will indicate their progress in history.

A wide variety of tasks should be used, including:

- telling and retelling of events and stories

- oral, written and pictorial accounts and descriptions of sites visited or people interviewed

- construction of timelines, varying from simple 'episodes in a storylines to more complex lines of historical periods work cards or activity sheets which guide and stimulate children in the examination of evidence or in researching a topic

- trail booklets which help the child to examine the evidence of the past in the environment or in an exhibition

- maps of historical sites

- role-playing or dramatising a conversation or event

- speculating on the feelings, emotions and motives of a character so as to create a spoken or written account (e.g. what Strongbow told his friend about Diarmaid Mac Murrough

- following their first meeting, the letter a nineteenth-century emigrant wrote to her mother in Ireland)

- drawing or completion of drawings

- model-making

- compilation of a book on a particular historical topic or the presentation of project work using information and communication technologies

- projects completed on historical themes

- interactive, multimedia computer programs which enable children to explore historical topics and complete a range of tasks, puzzles or problems. These programs adjust to the child's level of knowledge or skill, give the child immediate feedback on his/her progress and, in some cases, may record information for the teacher about the progress of a number of pupils. Although useful, these programs may be of limited use in assessing historical skills

- results of the child's independent historical research

- teacher-designed revision test on a unit or units of work.

Using a range of these learning activities means that assessment is intimately linked to the teaching and learning process and that the child's progress is assessed in the context of the historical material with which he/she is familiar. Tasks may help to assess both the children's knowledge of historical topics and their ability to apply historical skills, and the information they supply can be used for formative, diagnostic and summative purposes. The use of a range of tasks encourages all children to demonstrate the fullest extent of their historical understanding. The inclusion of tasks in media other than writing will enable the teacher to assess more accurately the level of historical understanding of pupils with less well-developed literacy skills. For example, some pupils may have absorbed considerable knowledge of the social conditions and technology of a period which is best demonstrated in the detail of model-making; others may have developed a keen sense of empathy which might only be expressed in role play.

(iii) Work samples, portfolios and projects

The compilation of a range of samples of a child's work to form a history portfolio provides a systematic means whereby his/her progress can be documented and assessed over a term, a year or a longer period. Depending on the school's assessment policy and the need to make the handling, scrutiny and storage of the portfolios manageable, they may contain examples of work in progress or 'best samples' of finished pieces together with teachers' comments.

Just as teacher tasks need to be varied so as to allow all children to express their development in a range of media, the portfolios should be sufficiently flexible to record achievement in a range of areas. Written accounts or drawn items are readily included, but completed work cards and booklets, teacher-prepared tests, computer disks (or other methods of electronic storage), photographs of models and perhaps audio tapes of retellings or dramatisations might also be enclosed. Older children can be responsible for the maintenance of their own portfolios, so gaining a pride in their own achievements, and this can be enhanced further by encouraging pupils to select their own 'best samples' for inclusion. Reviewing the contents of the portfolio with the pupil can encourage the child in self-assessment of his/her own work and in the setting of personal learning targets. It also provides an excellent basis for the reporting of pupils' achievements to teachers, parents and others, and it allows remaining weaknesses to be identified. In addition, the systematic analysis of history portfolios can allow the teacher to evaluate the content, methodologies and approaches which he/she has used over a term or year. The use of portfolio assessment is especially suited to the assessment of history (and other areas in SESE) for a number of reasons: these include the diverse nature of the history curriculum, the need for the child to explore thoroughly the history of the locality and the need to form a balanced assessment of children's progress in the development of skills and attitudes as well as knowledge. Therefore, portfolio assessment will be a major component in the range of assessment tools used in history.

(iv) Curriculum profiles:

Curriculum profiles provide a means of recording systematically children's progress and achievements as they are observed by the teacher. The profile consists of indicators of achievement, i.e. short phrases which describe the range of knowledge, skills and attitudes which might be expected of the child at different stages in his/her development. At times groups or sets of these indicators may be formed to provide a more general description of the child's progress at a number of particular levels or stages. Teachers seek to match their observations of pupils to the indicators in the profiles as work is undertaken or completed on a unit and at other regular intervals. By marking or highlighting indicators as they are achieved by the child, the profile can also serve recording and reporting functions. The section Working as an historian in the history curriculum would provide an important basis for the development of at least some of the indicators to be included in a history profile; other indicators would refer to the knowledge base of the units to be chosen by the school. The development of suitable history profiles would facilitate greatly the reliable and valid assessment of the history curriculum. Curriculum profiles provide a means of organising, systematising and recording teachers' observations which provide some of the most reliable data about pupils' progress in all aspects of history. The profile can also create an efficient system of record-keeping and reporting within the school. If updated at regular intervals throughout the year it will provide an excellent summative record for reporting to parents and others

It should be understood that it may not be practicable or desirable to use all these tools in every learning situation or within a particular time span.

(v) Recording and communicating:

Teacher observations, teacher-designed tasks and tests and work samples, portfolio and projects, together with curriculum profiles and pupil profile cards, constitute a comprehensive system of assessing and recording each child's progress and achievements in the history programme. The pooling and discussion of this information among the teaching staff can enable teachers to share expertise and develop a common understanding of pupils' progress and assessment in SESE (a process referred to as moderation). Such co-operation can help to ensure continuity and reliability in the use of the assessment tools. The range of assessment tools in SESE should provide essential information about the child's learning for pupils, teachers, schools, parents and other professionals and so facilitate future decisions about the child's learning. Teacher-parent discussions will provide opportunities for parental feedback and will enhance the overall assessment of the child.

(vi) Pupil profile card:

The recording and communication of this information about the child's progress will be facilitated by the use of a pupil profile card. The pupil profile card, which may be developed for use in all primary schools, should contain a summative assessment of the child's progress in all curricular areas and of other aspects of his/her development.

The teacher's professional judgement of the child's development in history, based on the outcomes of teaching, learning and assessment throughout the year, will form one aspect of the profile card. The section of the profile card for SESE should be sufficiently flexible to allow for the highly integrated nature of the area in the infant, first and second classes. As it should provide a basis for the planning of the child's future learning in another class or school, it should include, or be accompanied by, information regarding the selection of historical topics which the child has explored . The possibilities and advantages offered by information technology in facilitating the recording, storage and transfer of pupil profile records should be explored and if possible used in the compilation of any widely used pupil profiling system.

(vii) Children with Different Needs

Teachers use a variety of methodologies and resources to aid the teaching of children with different needs. Each child's needs are taken into consideration and expectations are set accordingly. Methodologies such as group work, paired work, discussion and project work are widely used in the classroom.

Organisational Planning

9. Timetable

SESE is timetabled for 3 hours per week in the senior classes and 2 hours 15 minutes in the infant classes. This is divided equally in 3 for the three SESE subjects (History, Science and Geography). Each teacher devises their own timetable to accommodate team teaching, learning support and Resource teaching. These timetables are at the discretion of the class teachers as they will

best be able to ensure that all children have access to the History curriculum regardless of SEN support etc.

10. Resources and ICT

A wide variety of resources are available to the pupils of Clonmoney NS. An inventory of resources is included in Appendix 2 and includes not only text material but a list of artefacts, places of interest locally and resources that could be purchased in the future.

The children have access to the Internet for research with regard to History. Teachers use power points regularly in order to deliver their lessons.

The school has great relationships with local historians, Johnny Quinn & John Fitzgerald, who visit the school on occasions to talk to the children about a variety of topics.

The children also use the local library and attend events there regularly.

11. Health and Safety

Health and Safety in relation to delivering the History curriculum is always a priority for the teachers. On any field trip teachers are accompanied by either a member of the resource team and or our secretary depending on the needs of the class. Children are supervised at all times when looking at artefacts and are instructed about the importance of these items in relation to our history.

12. Individual Teachers' Planning and Reporting

Teachers will consult this Whole School Plan and the curriculum documents for History when they are drawing up their long and short term plans.

Teachers will include all the strands and strand units every year and will select objectives within the strand units each year

Where it is meaningful and suitable History will be taught in a thematic way to integrate with the other SESE subjects of Science and Geography. Cúntais Míosúil will assist in recording work covered, in evaluating progress in History and informing future teaching. Each teacher is required to keep termly or yearly notes. These notes are to be presented in a standard format which is provided at the beginning of the year by the principal.

13. Staff Development

Teachers will access to reference books, resource materials and websites dealing with History.

Teachers will be encouraged to attend in-service workshops and courses on History in order to enhance their understanding and teaching of the subject. They will up skill other staff in what they have learned by sharing the expertise acquired at these courses. This will be done at staff meetings.

The culture in our school is one that encourages the sharing of experience and good practice.

Staff needs will be assessed and the Clare Education Centre will be requested to provide suitable ongoing training as the need arises.

Teachers will be provided with a list of places of historical interest in the locality. This list will also contain some basic information on these areas.

See Curricular Plan overview below.

14. Parental Involvement

Parents are encouraged when needed, to come to the school, to help out in the delivery of this programme. This may be in the supervision of fieldwork or taking part in whole school historical activities.

Parents are invited to celebrate and view results of projects, surveys, investigations in the school or read about them in the school newsletter.

Parents will be advised to study the Primary School Curriculum; Your child's learning in Primary School, NCCA DVD (2006).

15. Community Links

Parents and members of the community who could make a particular contribution to the History programme are encouraged into the school/classes.

We will also welcome visits by speakers from these organizations

- Local Historians – Johnny Quinn, Seán Cleary, John Fitzgerald

- Older members of the community who can share their experiences of the past with the children.

16. Places of historic interest

The Staff and Pupils of Clonmoney NS have devised a booklet containing information on local areas of historical interest in our community. Each class grouping has been allocated an area in the community to study in detail each year.

(Booklet – Canon Butler's Book)

Appendix 2 includes a list of places of historical interest locally. It will also contain bullet point information on the site that will allow the teacher a basis for their lessons.

Success Criteria

In future we shall review this whole school plan under the following headings:

- How individual teacher preparation, planning and teaching reflects this plan?
- Are procedures outlined in this plan consistently followed?

- How methodologies listed in this whole school plan are working in the classroom?
- History resources
- How successful are the historical concepts learnt by the children?
- How well are the children's investigations skills progressing?
- Evidence of practical activities in the classrooms
- Evidence of indoor and outdoor work

Means of assessing the outcomes of the plan will include

- Revisiting the aims of this plan as a staff
- Teacher/Parent feedback
- Children's feedback & Surveys
- Inspectors reports/suggestions
- Results of class assessment

Implementation

Roles and Responsibilities

- The plan will be supported, developed and implemented by:
- The Board of Management of Clonmoney School
- The principal
- The parents/guardians of children at Clonmoney School
- The staff of Clonmoney National School

Timeframe

Timeframe for implementation: From September 2016

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the History curriculum. We aim to review this plan in 2019. On this date we will refer to the tasks in our action plan and check that they have been completed in accordance with the agreed time frame.

Roles and Responsibilities

The following people will be involved in the review of the History plan:

- The Board of Management of Clonmoney National School

- The principal

- The teachers

- The pupils

- The parents/guardians of Clonmoney National School

Ratification

This school plan for History will be distributed to all teachers by June 2016 with a view to having it ratified by the Board of Management.

This plan was ratified by the Board of Management on:

Date: _____

Signed: _____

(Chairperson Board of Management)

3. Curriculum Strands and Strand Units

Junior & Senior Infants			
Strand	**Strand Unit**	**Topic Name & Resources**	
		Juniors	**Seniors**
Myself and My Family Story	**Myself Stories**	**September:** How I've grown since I was a baby. Sequencing: Jack and Jill, Humpty Dumpty	**September** The Wells Church Sammy Squirrel prepares for Autumn
Myself and my Family	**My Family**	**October:** Life before electricity Homes; Now and long ago	**Family Members.** Town Mouse & Country Mouse.
Myself and my Family	**My Family**	**November:** Growing Up Comparing old and new toys Old modes of transport	**Salmon of Knowledge** Long Ago and Now:Transport
Story	**Stories**	**December:** Stories: Sequencing Christmas Stories	**Christmas Story.** Old and New: Toys
Story	**Stories**	**January:** Sequencing Schools in the past	**The Ugly Duckling** St. Bridget
Story	**Stories**	**February:** Stories; Making Pancakes with grandad.	**Little Red Hen** Homes now & in the past

Story	Stories	**March:** Story: Easter, St. Patrick **The Wells Church**	**St. Patrick** **Hansel & Gretel**
Myself and my family	**Myself**	**April:** Games in the past Old photos: long ago and now.	**The Very Hungry Caterpillar** **The Farm- Then & Now**
Story	Stories	**May:** Story: Sequencing: Rapunzel	**Oisín in Tír na nÓg** **The Lost Teddy**
Story	Stories	**June:** Story: Summer: The Seaside ***Resources used:*** EarthLink What a wonderful world Small world Unlocking SESE Window on the World All Around Me	**Chronology:-Recall events of the past year.** **The Gingerbread Man** **Resources:** **Small World** **Earthlink** **What a Wonderful World**
		First & Second	
		1st Class	**2nd (Small World)**

A. Myself and My Family	**1. Myself**	1. All about Me –
		   Birthdays –
		   Changes –
		   The Farm –	

	2. When my Grandparents were young	2. Homes –
		   Toys –
		   Clothes –
		   Growing Up –
			2. Say Cheese!
			Nurse on Duty
			Heating Homes long ago

B. Change and Continuity **C. Story**	**3. My Family or The Family of a Person known to me** **4. Games in the past** **5. Feasts and Festivals** **6. Continuity and change in the local environment** **7. Stories**	3. My Family – Sequencing, Recording, My Timeline, Exploring Events; My Artefact, My Family Tree 4. Games in the Past 5. Christmas Tradition - Nativity Story 6. Schools & Teachers – **The History of Clonmoney NS** School in my Grandparents Time Old & New The Farm 7. Valentina Tereshkova Mary Seacole Fionn Mac Cumhail & The Salmon of Knowledge Cú Culainn & Setanta Children of Lir Fionn & the Dragon Fionn & the Fairy St. Brigid St. Patrick St. Brendan Greek Mythology	3. Late Late Toy Show 4. Games in the past- Card Games 5. Halloween –An Irish Festival Bealtaine ==The Old School House – Hurlers Cross== ?? 6. Heating Homes long ago Buildings-shops from long ago The Seaside 7. Oisín in Tír na Nóg Gráinne Ní Mháille-Granuaile Fionn & the Giant's Causeway The Milkman Communication Sporting Hero John Barry Africa-Anansi and the pot of wisdom. Space Travel

		Third & Fourth Classes	
Strand	**Strand Unit**	**Topic Name & Resources**	
		3ʳᵈ (Small World)	**4ᵗʰ (Small World)**
1. Local Studies *(2 units per year)*	a) **My Family** b) **Homes** c) **My School** d) **Games and pastimes in the past** e) **Feasts and festivals in the past** f) **Buildings, sites or ruins in my locality** g) **My locality through the ages**	1. **d)** Games and Pastimes **a)** My Family **f) Bunratty Castle**	**1. g)** My Locality **f) Drumline Castle & Cemetery and Bunratty Cemetery**

2. Story
(2 units per year)
	a) **Stories from the lives of people in the past**
	b) **Myths and legends**
		2. **b)** Fionn and the Fianna
		   b) Setanta
		   b) Saint Brendan
		   b) The Wooden Horse of Troy
		   b) King Arthur and Excalibur
		   a) Christopher Columbus
		   a) Tom Crean
			2. b) The Children of Lir
			   b) Tuatha Dé Danann
			   a) Saint Colmcille
			   a) The Saga of Leif Erikson
			   b) Princess Hase of Japan
			   a) Great Irish Musical Maestras
			   a) Amelia Earhart

3. Early people and ancient societies
 	
(2 units per year)
	A selection from:
	a) **Stone Age Peoples**
	b) **Bronze Age peoples**
	c) **Early societies of the Tigris and Euphrates valleys**
	d) **Egyptians**
	e) **Greeks**
	f) **Romans**
	g) **Celts**
	h) **Early Christian Ireland**
	i) **Vikings**
	And a selection from
		3. **a)** The Stone Age
		   c) People of the Tigris and Euphrates Rivers
		   b) The Bronze Age
		   d) The Egyptians
			3. **e)** The Greeks
			   g) The Celts
			   f) The Romans
			   h) The Spread of Christianity
			   i) The Vikings

4. Life, society, work and culture in the past
(2 units per year)
	j) Central and South American Peoples eg: Aztecs
	k) Asian Peoples eg: peoples of the Indus Valley, Ch'in and Han empires of China
	l) African Peoples eg: Benin Peoples
	m) North American Peoples eg: Native American Peoples
	n) Australasian Peoples eg: Maori
	(2 units per year)
	a) Life in Norman Ireland
	b) Life in Medieval towns and countryside in Ireland and Europe
	c) Life in the 18th Century
	d) Life in the 19th Century
	e) Life during World War II
	f) Life in Ireland since the 1950's
	(2 units per year)
		4. **a)** Life in Norman Ireland
		   b) Life in Medieval Towns
			4. b) Medieval Towns of Europe
			   c) Life in the Eighteenth Century
			   d) Life in the Nineteenth Century

5. Continuity and change over time
(2 units per year)
	a) Food and Farming
	b) Clothes
	c) Homes and Houses
	d) Transport
	e) Communications
	f) Shops and fairs
	g) Schools and Educations
	h) Caring for the Sick
		5. a) Food and Farming
		   g) Schools and Education
		   d) Transport
			5. c) Homes and Houses
			   g) My School
			   h) Caring for the sick

<h2 style="text-align:center; color:blue">5th & 6th Class</h2>

		5th	6th
1. Local studies *(2 units per year)*	**a) Homes** **b) Schools** **c) Games and Pastimes in the past** **d) Feasts and Festivals in the past** **e) Building sites or ruins in my locality** **f) My Locality through the ages**	**1.d.** Feasts and Festivals in Ireland **1.d.** Halloween Games/traditions **1.f. Place names of Tradaree**	**1.c.** Christmas Games/Trad **1. d.** Local Studies: Feasts & Festivals in the Past **1.e.** Building sites and Ruins in Ireland **1. e. Dromoland Castle & Mooghaun Hill Fort**

2. Story (Selection of stories explored each year)	a) Stories from the lives of people in the past b) Myths and legends	2.a. Leonardo DaVinci 2.a. Gráinne Mhaol 2.a. Daniel O'Connell	2.a. Stories from the Titanic 2.a. Mahatma Ghandhi 2.a. Mary Robinson
3. Early People and Ancient Societies *(2 units taught per year)*	a) Stone Age Peoples b) Bronze Age peoples c) Early societies of the Tigris and Euphrates valleys d) Egyptians e) Greeks f) Romans g) Celts h) Early Christian Ireland i) Vikings **And a selection from** j) Central and South American Peoples eg: Aztecs k) Asian Peoples eg: peoples of the Indus Valley, Ch'in and Han empires of China l) African Peoples eg: Benin Peoples m) North American Peoples eg: Native American Peoples n) Australasian Peoples eg: Maori	3.j. The Maya	3.k. Ancient China
4. Life, society, work and culture in the past. *(1 strand unit taught per year)*	**A selection from** a) Life in Norman Ireland b) Life in Medieval towns and countryside in Ireland and Europe c) Life in 18th Century d) Life in 19th Century e) Language and culture in late 19th and early 20th century Ireland f) Life during world War II g) Life in Ireland since the 1950's	4.a. The Normans 4.b. Life in Medieval times in Ireland 4.c. Life in 18th Century Ireland	4.d. The Fenians The Home Rule Crisis Nationalism and Unionism 4.e. Irish Culture 4.f. World War 2
	A selection from a) The Renaissance	5.c. Traders and Explorers 5.d. The Great Famine	5.f. The Land War 5.h. World War One

5. Eras of Change and conflict *(2 units per year)*	b) **The Reformation** c) **Traders, Explorers and Colonisers from Europe** d) **The Great Famine** e) **The Industrial Revolution** f) **Changing land ownership in the 19th Century Ireland** g) **Changing roles of women in 19th and 20th Centuries** h) **World War 1** i) **Modern Ireland**	**5.e.** The Industrial Revolution **5.g.** Irish Women in Science	**5.i.** Modern Ireland
6. Politics, conflict and society *(2 units per year)*	**A selection from** a) **16th and 17th Century Ireland** b) **Revolution and change in America France and Ireland** c) **O'Connell and Catholic Emancipation** d) **1916 and the Foundation of the state** e) **Northern Ireland** f) **Ireland, Europe and the World, 1960 to the present**	**6.a** Ireland in the 16th and 17th Centuries **6.b** World Revolutions **6.a** Land Ownerships in 16th and 17TH Centuries	**6.d** 1916 Easter Rising **6.b** Revolution and Independence **6.d** The Irish Free State **6.e** Northern Ireland **6.e** The Troubles
7. Continuity and change over time. *(2 units per year)*	**Possible Units May Include** a) **Homes, housing and urban developments** b) **Nomadism** c) **Food and Farming** d) **Clothes** e) **Transport** f) **Communications** g) **Energy and Power** h) **Workshops & Factories** i) **Caring for the Sick** j) **Schools and Education** k) **Literature, art, crafts and culture** **l) Barter, Trade and money**	**7.k.** History of Irish Music **7. g** Energy and Power **7. f** Communication	**7.k** The Irish Language **7.l** Barter Trade and Money

Topics not taught in 3rd to 6th Classes (To be included when Class Splits occur)

3rd/4th	5th/6th
• Food & Farming • Homes • Shops/Fairs • African Peoples	• Communication • Egyptians • Incas • African Peoples • Plantations • The American & French Revolutions • The Renaissance • Traders, Explorers & Colonisers • The Industrial Revolution • The Land League • The Aborigines • Henry VIII & the Tudors • The Black Death • **Local: The Ralahine Commune**