

**History Policy**  
St Kilian's NS  
Mullagh



## **Whole School Plan for SESE History, St Kilian's NS Mullagh**

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## **Introductory Statement and Rationale**

### **(a) Introductory Statement**

*Having attended In-service training in the SESE History curriculum, and having reviewed current practice in history in our school in the light of the key messages imparted on the In-service day, we are now embarking on the implementation of the curriculum and have reached consensus as to how history will be taught in our school and the programme that will be followed going forward as part of the wider SESE programme.*

### **(b) Rationale**

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

*This plan has been drawn up in response to the 1999 Primary School Curriculum, to conform with the principles outlined in this curriculum and to review our practices in the light of these principles. As a whole school plan it guides and organises the teaching and learning for SESE History in our school.*



## **Vision and Aims**

### **(a) Vision :**

*As a school community we aspire to enable each and every child to reach his/ her full potential. We are aware of the contribution SESE makes to the harmonious development of the child. We hope that by creating opportunities for children to experience a rounded historical education that is not exclusively focused on the transmission of a body of knowledge but that allows children to work as historians children will help children to understand more fully the world in which they live, how events and personalities have shaped the home, locality and wider environments in which they exist.*

### **(b) Aims**

*We endorse the aims of Social, Environmental and Scientific Education as outlined on Page 5 of the SESE History Curriculum Statement.*

*We endorse the aims of the SESE History Curriculum:*

- To develop an interest in and curiosity about the past.
- To make the child aware of the lives of women, men and children in the past and how people and events had an impact on each other.
- To develop an understanding of the concepts of change and continuity.
- 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 encourage children to recognise how past and present actions, events and materials may become historically significant.

(SESE History Curriculum Statement Page

12)



## Curriculum Planning

### Strands and Strand Units

*Classes in our school are divided between mixed and single stream. There are 13 mainstream classes in all.*

*We are familiar with the strands, strand units and content objectives for our own class levels and indeed for each other's class levels. We feel this is important in order to ensure a coherent programme throughout the school. As children move from one classroom to the next we liaise with each other so that there is continuity in progression.*

*From Junior Infants to Second Class history may be delivered through integrated themes in the context of the other SESE subjects as well as through integration with the SPHE curriculum, the Alive O programme and other curricular areas, therefore making the learning experience more holistic and meaningful for the child.*

**Infants:** Page 19, 20 C.S.

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

- Myself and my Family*
- Story*

*Each of these strands will be covered.*

**1st/2<sup>nd</sup> :** Page 27-31 C.S.

*-We understand that the three strands that comprise the content of the History Curriculum at this level must be covered:*

- Myself and my Family*
- Change and Continuity*
- Story*

*- We will ensure that the stories and other activities selected from Infants to Second class will encompass a range of perspectives and will:*

- Introduce children to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds.*
- Include studies from a wide range of human experience.*
- Come from local, national and international contexts.*

*-We endorse the emphasis this curriculum places on the exploration of **personal and family history** at these levels and are conscious of the sensitivities some aspects of these topics may involve*

**3<sup>rd</sup>/4<sup>th</sup>:** Page 42-50 C.S.

-- We are familiar with the Strands that comprise the curriculum for Third/ Fourth classes.

- Local studies
- Story
- Early People and ancient studies.
- Life, society, work and culture in the past.
- Continuity and change over time.

**5<sup>th</sup>/6<sup>th</sup> classes:**

- We are aware of the Strands that comprise the History Curriculum for Fifth/ Sixth classes:

-

- Local studies
- Story
- Early people 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

-We are aware of the requirements of the 'menu curriculum' as outlined in the Curriculum Statement as to the number of Strand Units from each Strand that must be covered in each school year. We have planned a coherent programme from Third to Sixth, choosing the correct number of Strand Units from each Strand in consultation with each other in order to ensure that the child has encountered a broad and balanced curriculum before leaving sixth class. ( See Year Plan for Third to Sixth Classes in Appendix.)

We have also included the strand units to be covered by mixed classes so that when the children in the mixed class enter a single stream class they will encounter new strand units.

The plan will be covered over one year.

-In choosing the Strand Units to be covered at each class level 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 we will endeavour to ensure that:

- The locality of the school is reflected in the 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 unit 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.*



Mullagh Church of Ireland built in 1819

## **Skills and Concepts Development**

*As outlined in our vision for history in our school we are not solely concerned with the transmission of a body of knowledge about the past, but also with ensuring children experience something of the way in which the historian goes about his/ her work. Each teacher is aware that the curriculum provides for the development of a growing range of historical skills and concepts. Each teacher is aware of the aspects of **Working as a Historian** that apply at each class level.*

### **Infants: Page 18 SESE History Curriculum Statement-**

*We are aware of the skills and concepts children will develop as they have the opportunity to **work as historians**:*

- *Time and Chronology*
- *Using Evidence*
- *Communication*

*At Infant level strategies we may use to develop the child's skills to work as a young historian will include:*

- *Sequencing activities- Ordering objects/pictures; Sequencing of artefacts from own personal past; sequencing of elements in a story etc.*
- *Use of timelines*
- *Using simple evidence: artefacts from own personal past: clothes, toys, birthday cards etc; photographs from own personal past.,*
- *Allowing children opportunities to communicate an awareness of stories about the past in a variety of ways: listening to and retelling stories, drama, art work, ICT.*

### **1st/ 2<sup>nd</sup>: Page 26 C.S.**

*- We are aware of the skills and concepts children will develop as they are provided with opportunities to engage with the History Curriculum and to **work as historians**:*

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

*-Strategies we may use to develop the child's ability to work as a young historian will include:*

- *Sequencing activities: placing objects or pictures in historical sequence*



- *Exploring instances of change and continuity in personal life, family and immediate local environment: looking at features which have changed or remained unchanged*
- *Through examining the actions of a character in a story discuss the reasons for change and the effects of change.*
- *Use of simple historical evidence: photographs, objects, memories of older people, buildings, stories and songs.*
- *Allowing children opportunities to communicate an awareness of stories, people and events from the past in a variety of ways: writing, drama, ICT etc.*

**Third/Fourth Classes: Page 40 C.S.**

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

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

*- Strategies we may use to develop the child's abilities to work as a young historian will include:*

- *Using timelines for children to record information about people and events*
- *Examining and using a wider range of historical evidence: photographs, pictures, objects, memories of older people, buildings, stories, songs, written sources, films, other media, ICT.*
- *Encouraging children to ask questions about a piece of evidence*
- *Enabling children to summarise information in and make deductions from a single source of evidence*
- *Providing opportunities for children to use evidence and imagination to reconstruct elements of the past and communicate this understanding in a variety of ways.*

**Fifth/ Sixth classes: Page 60 C.S.**

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

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

*-Strategies we will use to develop children's skills to work as young historians will include:*

- Use of timelines*
- Enable children to use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, Stone Age, early Christian Ireland etc*
- Allow children to examine and use critically a wide range of historical evidence*
- Enable children to develop some skills in the location and selection of evidence*
- Encourage children to ask questions about a piece of evidence*
- Encourage children to compare accounts of a person or event from two different sources*
- Encourage children to use imagination and evidence to reconstruct the past in a variety of ways: oral language, drama, writing, art work, modelling, other media, ICT.*



Pat the Master's house

## Approaches and Methodologies

*-Our History Curriculum asserts that one of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies.*

*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.*
- Develop historical skills and wider skills of co-operation, communication and problem solving*
- Engage children in lively, purposeful activity*

*We are aware of the variety of approaches and methodologies outlined as particularly suited to history and will endeavour to employ as many as we can as appropriate to our individual circumstance.*

*The range will include:*



Celtic cross in the grounds of  
Teampaill Cheallaigh, Mullagh

- Story (pgs 65-71, TG)
- Personal and family history (pgs 72-75, TG)
- Using Artefacts (pgs 81-86, TG)
- Drama and role play (pgs 109-113, TG)
- Using pictures and photographs (pgs 87-98, TG)
- Use of the environment (pgs 99-103, TG)
- Oral evidence (pgs 77-80, TG)
- Documentary evidence (pgs 104-108, TG)
- Use of ICT (pg 114, TG)



## 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 with the assertion made in the Curriculum Statement page 9 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 explore all possibilities to integrate the SESE subjects. Using integrated themes or topics will be one way we would hope to achieve this. We are conscious not only to seek out opportunities to integrate content, but also to be mindful of opportunities for transferral and application of skills. We will also exploit all meaningful possibilities where history could be integrated with other curricular areas.*



Famine Monument located in the grounds of Teampaill Cheallaigh, Mullagh

## **Assessment and Record Keeping**

*Assessment in History must seek to measure and report the child's progress and achievements in all aspects of the curriculum. The curriculum is constructed on the premise that history can make a valuable contribution to the education of the child if it involves the **simultaneous acquisition knowledge about aspects of the past, the development of historical skills and the cultivation of important attitudes**. We believe that the assessment of children's progress in history must reflect this approach to the subject. Assessment techniques which we will use in history will seek to assess:*

- *Progress in children's knowledge about the past*
- *Children's ability to use historical skills*
- *Development of children's attitudes*

.As a staff we have discussed the purposes of assessment in history and reached a shared understanding of the assessment tools we will use. These will include:

- **Teacher observation** (pages 79,80 C.S.)
  - children's enjoyment
  - responses pupils make to teachers questions and suggestions
  - the ways in which pupils react to and use historical evidence
  - participation of pupils in class and group discussion
- **Teacher designed tasks and tests such as:**
  - telling and re-telling 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 story, lines to more complex lines of historical periods
  - work cards or activity sheets
  - trail booklets which help the child to examine the evidence of the past in the environment or in an exhibition
  - 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 maps of historical sites
  - role play or dramatising a conversation or event
  - speculating on the feelings and emotions of others so as to create a spoken or written account (integration with English)
  - model making
  - drawings

- Interactive, multimedia computer programs which enable children to explore historical topics
- Results of the child's independent historical research
- Teacher-designed revision test on a unit 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

- **Work samples, portfolios and projects** (pages 82,83 C.S.)

*In line with our school's policy on assessment, the primary purpose underlying assessment in history is to enhance the learning experiences of the child.*

## **Children with Different Needs**

*As previously stated we are cognisant of the distinct role history can play in the harmonious development of each and every child. As such we will do our best to ensure that all children have the opportunity to experience a rounded historical education.*

*In the same way as we endeavour to provide for individual difference in every curricular area, we will also strive to make the history curriculum accessible to as many children as possible. In order to do this we will consider:*

- *Using a mixture of whole class teaching and focused group work*
- *Planning topics so that opportunities are provided for further investigation work for the more able or less able*
- *Choosing more accessible or more demanding evidence*
- *Using a range of questions and providing a range of tasks.*
- *Planning for the use of a wide range of communication skills.*
- *Provide opportunities for co-operative learning*

*-We are familiar with the NCCA Draft Guidelines for Teachers of Students with General Learning Disabilities' and will consult these guidelines as appropriate.*

*-We endorse the emphasis this curriculum places on the exploration of **personal and family history** at all levels and are conscious of the sensitivities some aspects of these topics may require. In instances where it would be insensitive to explore a child's own personal and family history we will consider the substitution of the personal and family history of another person.*



## Equality of Participation and Access

- Boys and girls will have equal access to a rounded historical education.
- By incorporating a range of approaches and methodologies we hope to make history accessible to as many children as possible.
- In planning our history curriculum, we will endeavour to ensure that children encounter a broad and balanced curriculum that:
  - *Includes studies from local, national and international contexts*
  - *Explores the past from a range of perspectives*
  - *Explores the contribution of different ethnic and cultural groups, social classes and religious traditions*
  - *Includes a range of historical periods*
  - *Allows for the use of a wide range of evidence*
  - *Includes a balance between the broad sweep of history and more intensive study of limited periods*
  - *Fosters the child's sense of local, national and European identity*

## Organisational Planning

### Timetable

*In keeping with the recommendations in the Primary School Curriculum Introduction (page 70) a minimum of three hours will be allocated to SESE per week.*

*On occasion, 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 SESE when appropriate.*

Background: Ruined dwelling located in the Park lane , Mullagh





## Resources and ICT

- We have compiled a programme of study on local history topics for senior classes (3rd-6th Classes)
- History projects are saved on the school website
- We have gathered together resources for history in particular local history.
- We use various textbooks as a resource in our teaching of history.
- We gather photographs of our local area pertaining to historical sites and events  
We aim to source photographs of our local area from the past.

### Useful Websites

<https://www.duchas.ie/en/cbes/5070796/5064679/5096359>  
[https://www.johngrenham.com/records/graveyards.php?civilparishid=544&civilparish=Mullagh&search\\_type=full](https://www.johngrenham.com/records/graveyards.php?civilparishid=544&civilparish=Mullagh&search_type=full)

## Health and Safety

*We have a Health and Safety policy in place in our school and we will consult this in relation to undertaking fieldwork in history or when necessary.*

## **Individual Teachers' Planning and Reporting**

-Individual teachers take the programmes of work for their individual classes and will go into more detail re content, skills, resources needed, methodologies, recording of work and assessment in their own short term planning.

Cúntais Míosúil assist in evaluating progress in History and inform future teaching.

## **Parental Involvement**

As personal and family history is such an integral element of the history curriculum parents and grandparents have an important role to play in developing the child's sense of his/her own personal past and in nurturing a sense of the value of this past. Parents and grandparents will be asked to source photographs/artefacts from the children's and their own personal past. The unique story of the local area is another aspect of the history curriculum where parents and grandparents can make an important contribution. We recognise the wonderful resource that parents and grandparents provide in the area of Oral evidence and are at all times conscious of the need to involve parents and grandparents in the history curriculum.





Pathway around the graveyard site at Teampaill Cheallaigh

## **Community Links**

We have discussed people in the local community who may be willing to visit the school and talk to the children about the past; to bring artefacts to show the children; to share some of their knowledge about the local environment both with the teachers and the children.

## **Places of historic interest**

We endeavour to explore the local area with the children and to consider visiting other places of historic interest in the context of our annual school tour.



# Whole School Plan for History in the future

## Success Criteria

When reviewing our Whole School Plan for History in the future we will consider the following:

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

## Implementation

### Roles and Responsibilities:

All members of the school community have a role to play in the successful implementation of this plan.

### Review

#### Timeframe:

We will review this plan in April 2025 and make any necessary amendments.

### Ratification and Communication

This plan was communicated to the Board of Management and was ratified in June 2011 and revised in April 2015.

Signed: \_\_\_\_\_  
Chairperson BOM

Date: \_\_\_\_\_

## *Yearly History Plans*

### Infants

STRAND	STRAND UNIT	TOPIC
<b>Myself and My Family</b>	<ul style="list-style-type: none"> <li>• Myself</li> <li>• My family</li> </ul>	<ul style="list-style-type: none"> <li>• I grow and change</li> <li>• Old and New Toys (Juniors)</li> <li>• Old and New Clothes (Seniors)</li> <li>• My local place.</li> </ul> <p><b>Local history:</b></p> <ul style="list-style-type: none"> <li>• A visit to the Post Office</li> <li>• A visit to Paddy Smyth grocery shop</li> <li>• A visit to the Fair Green</li> <li>• People at Work:</li> <li>• The story of the farmer</li> <li>• The Builder</li> </ul>
<b>Story</b>	<ul style="list-style-type: none"> <li>• Stories</li> </ul>	<p><b>Feasts and Festivals:</b></p> <ul style="list-style-type: none"> <li>• Christmas/Nativity</li> <li>• The story of St. Brigid</li> <li>• The story of St. Patrick</li> </ul> <p><b>Range of Stories to include....</b></p> <ul style="list-style-type: none"> <li>• Hansel and Gretel</li> <li>• The 3 Little Pigs</li> <li>• The Little Red Hen</li> <li>• Jack and the Beanstalk</li> </ul> <p><b>Myths and legends</b></p> <ul style="list-style-type: none"> <li>• The children of Lir</li> <li>• The Salmon of Knowledge</li> </ul>

## Yearly History Plans

### First and Second Class

STRAND	STRAND UNIT	First class Sample lessons	Second Class Sample lessons
<b>Myself and My Family</b>	<ul style="list-style-type: none"> <li>• Myself</li> <li>• My family</li> </ul>	<ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• School, my classroom and school life</li> <li>• My home</li> </ul>	<ul style="list-style-type: none"> <li>• All about me</li> <li>• A timeline of possessions</li> <li>• When I lost my first tooth</li> <li>• Memories of my year</li> <li>• My family and favourite childhood places</li> </ul>
<b>Story</b>	<ul style="list-style-type: none"> <li>• Stories</li> </ul>	<ul style="list-style-type: none"> <li>• Aileen Cust (Vet)</li> <li>• Francis Beaufort</li> <li>• St Patrick/ Brigid</li> <li>• The Salmon of Knowledge</li> <li>• Fossil formation</li> </ul>	<p>A range of stories to include famous people</p> <ul style="list-style-type: none"> <li>• Alexander Graham Bell</li> <li>• Turlough O Carolan</li> <li>• The legend of Setanta</li> <li>• Vincent Van Gogh</li> </ul> <p>A range of stories to include famous events</p> <ul style="list-style-type: none"> <li>• The Winter Olympic Games</li> <li>• Space Travel</li> <li>• Sinking of the Titanic</li> </ul>
<b>Change and Continuity</b>	<ul style="list-style-type: none"> <li>• Continuity and change</li> </ul>	<ul style="list-style-type: none"> <li>• Playing and toys in the past</li> <li>• Clothes (from the past)</li> </ul>	<ul style="list-style-type: none"> <li>• The GAA and Croke Park</li> <li>• Mullagh, Then and Now</li> </ul>
<b>Feasts and Festivals in the past</b>		<p>Halloween</p> <p>Christmas</p>	<ul style="list-style-type: none"> <li>• Spring traditions, near and far</li> </ul>

## Yearly History Plans

## Third and Fourth Class

STRAND	STRAND UNIT	3RD CLASS	4TH CLASS
Local Studies	MyFamily Homes	Homes through the ages	My School      Feasts and festivals in the past    St. Kilian’s Heritage Centre    Cúchulainn
	My School		
	Games and pastimes in the past	Games and Pastimes in the past	
	Feasts and festivals in the past		
	Buildings, sites or ruins in my locality	The Village in the past Mullagh streetscape	
	My locality through the ages	The history of agriculture, food and farming in the area	
Story	Stories from the lives of people in the past	St Colmcille  Leonardo Da Vinci	
	Myths and legends	An Bradán Feasa	







<b>Continuity &amp; Change over Time</b>	<b>Food and Farming</b>		
	<b>Clothes</b>		
	<b>Homes and Houses</b>	Homes and buildings The Village where we live	
	<b>Transport</b>	Travel and Transport	
	<b>Communications</b>	The history of Human Communication	
	<b>Shops and fairs</b>		Education in Ireland
	<b>Schools and Educations</b>		Polar Exploration
	<b>Caring for the Sick Workshops &amp;</b>		
	<b>Factories</b>		
	<b>Schools and Education</b>		
	<b>Literature, art, crafts and culture</b>		
	<b>Barter, Trade and money</b>		



Patsy and Peggy Carolan's drapery shop front in the 1970's

# Yearly History Plans

## Fifth and Sixth Class

STRAND	STRAND UNIT	5TH CLASS	6TH CLASS
<b>Local Studies</b>	<b>MyFamily Homes</b>  <b>My School</b>  <b>Games and pastimes in the past</b>  <b>Feasts and festivals in the past</b>  <b>Buildings, sites or ruins in my locality</b>  <b>My locality through the ages</b>	History of Cuchulainn's GAA          Buildings, Sites or ruins in my locality <b>The Graveyards</b>	          Ecclesiastical Sites, St Kilian's Church/ Church of Ireland/ Teampaill Cheallaigh
<b>Story</b>	<b>Stories from the lives of people in the past</b>  <b>Myths and legends</b>	St Brendan  Myths and legends Clann Lír	Myths and legends Tír na nÓg



St Kilian's Church, Mullagh

<b>Early People &amp; Ancient Societies</b>	<b>Stone Age Peoples</b>  <b>Bronze Age peoples</b>  <b>Egyptians</b>  <b>Greeks</b>  <b>Romans</b>  <b>Celts Early Christian Ireland</b>  <b>Vikings</b>  <b>Central and South American Peoples</b>  <b>Asian Peoples</b>  <b>African Peoples</b>  <b>North American Peoples</b>  Australasian peoples e.g. Maori	          Ancient Greece          The Celts          Central and South American people eg.Incas	          Egyptians
<b>Life, Society, Work &amp; Culture in the past</b>	<b>Life in Norman Ireland</b>  <b>Life in Medieval towns and countryside in Ireland and Europe</b>  <b>Life in the 18<sup>th</sup> Century</b>  <b>Life in the 19<sup>th</sup> Century</b>  <b>Life during World War II</b>  <b>Life in Ireland since the 1950's</b>	Life in Norman Ireland          Life in 18th Century Ireland	          Life during World War 2



Eras of Change & Conflict	The Renaissance	Renaissance and Reformation	Polar Explorers and Expeditions
	The Reformation		
	Traders and Explorers and		
	Colonisers from Europe		
	The Great Famine	The Industrial Revolution	The Industrial Revolution
	The Industrial Revolution		
	Changing land ownership in the 19 <sup>th</sup> Century Ireland		
	Changing roles of women in 19 <sup>th</sup> and 20 <sup>th</sup> Centuries		
	WorldWar1	World War 1	
Modern Ireland			

<b>Politics, Conflict &amp; Society</b>	<b>16<sup>th</sup> and 17<sup>th</sup> Century Ireland</b>	16 <sup>th</sup> & 17 <sup>th</sup> Century Ireland	
	<b>Revolution and change in America France and Ireland</b>		Revolution and change in America, France and Ireland
	<b>O'Connell and Catholic Emancipation</b>	O'Connell and Catholic Emancipation	
	<b>1916 and the Foundation of the state</b>		1916 and the Foundation of the State
	<b>Northern Ireland</b>  <b>Ireland, Europe and the World, 1960 to the present</b>		

### 3rd Class Local Studies

<b>Subject History: Local studies: Mullagh Village in the Past</b>	
<b>Strand</b> Local studies	<b>Strand Unit</b> Our local village in the past
<b>Content Objectives</b>	Become aware of the need to learn about the local history of the area Become aware of the work done by historians on local historical sites. To learn how to investigate a particular site of interest. Become aware of the village streetscape in the past. Exploration of the present street with its unique buildings and houses and exploration how these buildings have changed over time. Investigation of reasons why the streetscape has changed.
<b>Learning Objectives (Skills and Concepts)</b>	Discussion about the work of historians and how historians investigate local sites and ruins in the local area. Discussion about buildings in the locality and how we can use them to learn about the past and what function they serve in the community. Locate the village of Mullagh on the local ordnance map and explore street maps. Visit and explore the village to examine shop buildings and their unique features features. Compare and discuss photographic and video evidence of the village in the past, listing aspects that have changed or remain unchanged throughout our history. Exploration of genealogy. Compilation or presentation of work

Subject	History: Local studies: Mullagh Village in the Past
Approaches and methodologies	Use of the local school buildings. (Fieldwork) Use of old school roll books (Genealogy) Using documentary evidence (Local reference books) Use of pictures and photos Grandparent stories (Visitors to the classroom) Use of ICT



John Gibney's bicycle shop in the past (presently "Bright Start" Play School)



#### 4th Class Local Studies

<b>Subject</b>	<b>History: Local studies: Education and Schools in the Past</b>
<b>Strand</b> Local studies	<b>Strand Unit</b> Local Schools and Education in the past
<b>Content Objectives</b>	Become aware of the need to learn about the local history of the area Become aware of the work done by historians on local historical sites. To learn how to investigate a particular site of interest Become aware of school buildings and old school sites in the locality. Exploration of Investigation of.
<b>Learning Objectives (Skills and Concepts)</b>	Discussion about the work of historians and how historians investigate local sites and ruins in the local area. (Earthlink chapter as an intro) Discussion about graveyards in the locality and how we can use them to learn about the past and what function they serve in the community. Locate the sites on the local ordnance map and discuss the location of various schools in the past Visit and explore the old school to examine internal and external features. Compare and discuss observations of the different school building in the village, listing aspects that have changed or remain unchanged throughout our history. Exploration of genealogy. Compilation or presentation of work, (booklet or brochure)

Subject	History: Local studies: Education and Schools in the Past
Approaches and methodologies	Use of the local school buildings. (Fieldwork) Use of old school roll books (Genealogy) Using documentary evidence (Local reference books) Use of pictures and photos Grandparent stories (Visitors to the classroom) Use of ICT

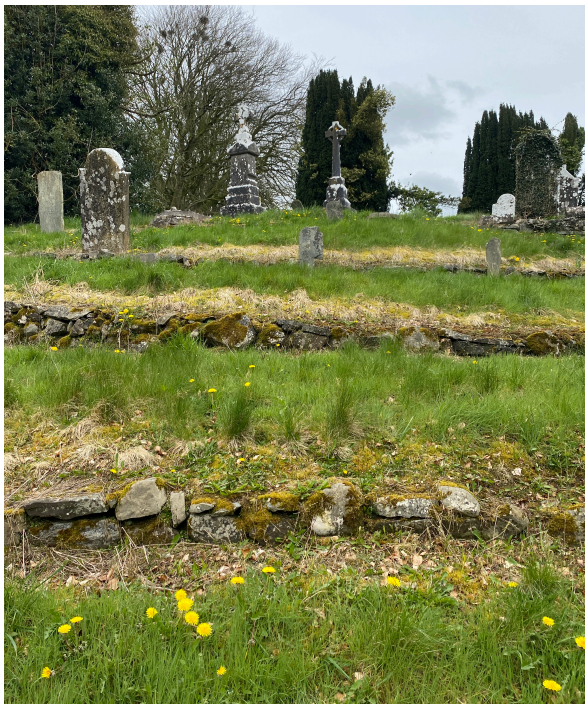


St Kilian's NS Mullagh (replaced by a row of houses called 'The Old School House')

## 5th Class Local Studies

<b>Subject</b>	<b>History: Buildings and ruins in our local community - Graveyard Sites at St Kilian's Church/ Teampaill Cheallaigh</b>
<b>Strand</b> Local studies	<b>Strand Unit</b> Local Church Buildings and Ruins Graveyard sites in the local area
<b>Content Objectives</b>	Become aware of the need to learn about the local history of the area Become aware of the work done by historians on local historical sites. To learn how to investigate a particular site of interest Become aware of sacred spaces in the locality. Exploration of features of local graveyards (St Kilian's Church/ Teampaill Cheallaigh) Investigation of various aspects of these sites. Presentation of findings using a variety of media. Discussion about the origins of the sites and stories about the sites from local sources.
<b>Learning Objectives (Skills and Concepts)</b>	Discussion about the work of historians and how historians investigate local sites and ruins in the local area. (Earthlink chapter as an intro) Discussion about graveyards in the locality and how we can use them to learn about the past and what function they serve in the community. Locate the sites on the local ordnance map and discuss the location of the sites in relation to the school and the churches. Visit and exploration of the sites. Compare and discuss observations of the different sites, listing aspects that have changed or remain unchanged throughout our history. Exploration of genealogy. Compilation of video, powerpoint presentation, booklet or brochure of the site outlining findings.

Subject	<b>History: Buildings and ruins in our local community - Graveyard Sites at St Kilian's Church/ Teampaill Cheallaigh</b>
Approaches and methodologies	Use of the local graveyards. (Fieldwork) Use of graveyard map (Genealogy) Using documentary evidence (Local reference books) Use of trail worksheets Use of pictures and photos Mathematical activities during exploration of the sites. Construction of a model of the site/ drawing sketches/ taking rubbings. Use of ICT Construction of a model of the site/ drawing sketches/ taking rubbings.



<b>Subject</b>	<b>History: Buildings and ruins in our local community - Ecclesiastical Sites, St Kilian's Church/ Church of Ireland/ Teampaill Cheallaigh</b>
<b>Strand</b> Local studies	<b>Strand Unit</b> Local Church Buildings and Ruins St Kilian's Church and Teampaill Cheallaigh
<b>Content Objectives</b>	<p>Become aware of the need to learn about the local history of the area</p> <p>Become aware of the work done by historians on local historical sites.</p> <p>To learn how to investigate a particular site of interest</p> <p>Become aware of aspect of the built environment.</p> <p>Explore ancient buildings, historical sites, ruins and monuments in his/her locality.</p> <p>Collect and use a range of historical evidence such as photographs, newspaper articles and oral history about ancient buildings and ruins.</p> <p>Recognise important national buildings.</p> <p>Exploration of features of the locality (St Kilian's Church/ Teampaill Cheallaigh)</p> <p>Investigation of various aspects of these sites.</p> <p>Presentation of findings using a variety of media.</p> <p>Discussion about the origins of the sites and stories about the sites from local sources.</p>



Subject	History: Buildings and ruins in our local community - Ecclesiastical Sites, St Kilian's Church/ Church of Ireland/ Teampaill Cheallaigh
Learning Objectives (Skills and Concepts)	<p>Discussion about the work of historians and how historians investigate local history</p> <p>Discussion about various buildings and ruins in the local environment.</p> <p>Locate the site on the local ordnance map and discussion about location</p> <p>Record information about the construction of church buildings in the locality on timeline,</p> <p>Use evidence to understand styles of architecture such as Romanesque</p> <p>Discuss how church building styles in Ireland changed over time, what factors influenced this</p> <p>Examine the function of the building or ruin using local reference books (Reading cards) (Change and continuity <b>over time</b> Cause and effect)</p> <p>Visit to and or exploration of the buildings/ sites (inside and outside).</p> <p>Compilation of video, powerpoint presentation, booklet or brochure of the site</p> <p>Construction of a model of the site.</p> <p>Examination of artefacts inside the church eg stained glass windows/ church furniture</p> <p>Appraisal and evaluation of the work of other classes on the same topic.</p>
Approaches and methodologies	<p>Use of the local environment. (Fieldwork)</p> <p>Using documentary evidence (Local reference books)</p> <p>Use of artefacts</p> <p>Use of pictures and photos</p> <p>Mathematical activities during exploration of the site and presentation of findings.</p> <p>Use of ICT</p>



Original baptismal font in St Kilian's Church, Mullagh, dating back to the 1850s