



## **History**

This school plan was formulated by the staff of the school in the year 2009/ 2010 and amended in the year 2019/2020 in order to;

- Benefit teaching and learning in our school
- Conform to principles outlined in the primary curriculum
- Review existing plans for history in the light of the 1999 curriculum.

### **Introductory Statement;**

History is the interpretation of what is considered to be significant human activities in the past and the process by which these activities are selected, investigated and analysed. History is not the story of the past but rather our attempt to reconstruct and interpret elements of the past which are of interest to us.

History gives children knowledge of past human experiences at family, local, national and international levels. Pupils also develop an understanding, appropriate to their age, of time and chronology, change and continuity, cause and effect. They acquire skills appropriate to their developmental stages so that they may interpret evidence in a critical way.

### **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's own point of view
- to encourage the child to recognise how past and present actions, events and materials may become historically significant
- to enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts.

### **The Curriculum; Strands, Skills & Concepts;**

The History Curriculum is for all children in the primary school from junior infants to sixth class. It is presented in two distinct sections.

It includes a skills and concepts section entitled *Working as an Historian* which describes the historical skills and concepts that children should develop as they encounter topics in history. Depending on the class level, these skills include

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

It also includes a number of *Strands* which outline the historical periods that are to be included in the history programme at each level. Each strand includes a number of *Strand Units*. Depending on the class level, strands include:

- Myself and my family
- 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.

In infant and first and second classes, the History Curriculum emphasises the development of the child's historical understanding through the exploration of personal, family and local history. From third and fourth classes upwards children will explore more extensive and more distant periods in the past and will encounter a broadening range of local studies.

### **Local Studies**

A major concern in this curriculum is the involvement of children in the study of personal and local history. Children can gain their first impressions of the concept of time through simple discussions of personal and family history. By exploring the changes which have occurred and elements which have remained unchanged in their own lives, in the lives of their families and friends, and in their homes and immediate environments, children begin to appreciate the existence of times different from their own.

Killaloe is a wonderful heritage district with a very rich and significant history. Through careful planning pupils will explore some key aspects of this heritage as they pass through our school. Their historical understanding will be enriched as they visit and investigate the buildings and common features of their locality and the lives of people who have lived there. In this way, the study of the past and the development of a sense of time come to have an immediate relevance as the children explore and understand the world in which they live. C/f attached two-year plan.

### **Linkage & Integration**

The use of systematically planned integrated topics and approaches, both within SESE and between SESE and other curricular areas, will have an important part to play in facilitating effective integration at all levels. This serves to provide contexts in which knowledge and skills will be developed in a range of areas. Many elements from the history, science and geography curricula will be explored concurrently, and much of the work involved will contribute to the development of oral language, literacy, numeracy, aesthetic awareness, creative expression and communication skills. A number of features have been incorporated in the curriculum in order to ensure SESE will be approached in a holistic manner as this respects the wholeness of children's view of the world. Such an approach utilises teaching and learning time efficiently and acknowledges that the social, emotional, attitudinal and moral development of the child is interwoven with the acquisition of knowledge and skills. Examples of linkage and integration will be outlined in each class teacher's long-term plans and na Cuntais Mhíosúla.

## **Assessment**

Assessment is an integral part of teaching and learning in history, as in other areas of the curriculum. The section on assessment outlines how a range of informal and more formal assessment techniques can assist in enriching the learning experience of the child and provide useful information for pupils, teachers, parents and others. In the light of the various roles which assessment in history must fulfill 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.

Assessment tools: The following are among the assessment tools which we will use in history:

- teacher observation
- focusing on the participation of pupils in whole-class discussions of historical characters, of their motives and actions, and of events in the past.
- the responses pupils make to the teacher's questions and suggestions
- 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-designed tasks and tests.

## **Providing for individual differences & Equality of participation**

A number of techniques will be used to provide a range of learning activities appropriate to the individual class level and needs of pupils including;

- using a mixture of whole-class teaching and focused group work. Following a whole-class lesson, different groups of children could be set tasks of varying complexity
- 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. For example, artefacts and pictorial evidence may be more accessible than written evidence
- using a range of questions and providing a range of tasks. Teacher's questioning in oral discussion would use a range of skills from simple recall to more complex comparative and analytical skills so that all pupils will have opportunities for success while the more able will be challenged

- planning for the use of a wide range of communication skills. Many pupils will have developed a sophisticated historical understanding yet will be unable to communicate this in written form. Opportunities could be provided for children to record and tell about their historical findings in oral presentations, debates, drawing, role-playing, modelling, computer-aided work, etc...
- intervening to give individuals and groups the tuition they need as the children are engaged in learning activities.

### **Resources**

- Copybooks or hardback copybooks for each class.
- Various other history textbooks are available in each class by class teacher
- Information books are available in each library and novels based on associated themes explored in the history curriculum
- Photographs/slides and locally published history books to assist exploration of the locality
- Access to websites related to the various themes being explored
- Access to local tours guides, tourist office information sessions, and local guest speakers (including local published historian)
- Visits by local professionals, and older members of the community,

### **Health & Safety**

All out of school tours will be conducted according to our school policy for tours and outings.

### **Community Links**

When devising this policy every effort has been made and will continue to be made to involve locals with a love, interest and expertise in this area and foster an appreciation of the rich heritage that exists in our locality and to enable pupils to experience key elements first hand. The local History Society have agreed to complete workshops and trails with classes.

### **Success Criteria**

This plan will be considered successful if the aims outlined are achieved at a school level. This will be determined based on discussion at staff meetings, evidence of pupil appreciation in projects and presentations and parental feedback.

### **Implementation & Review**

This plan will be implemented by the staff of the school following ratification by the Board of Management. It will be reviewed after 2 years.

### **Communication**

School plans will be stored online (e.g. Office 365) for all staff to view. It will also be stored in the Plean Scoile in the office.

## **Ratification**

This plan was ratified by the Board of Management on 28<sup>th</sup> January 2020.

**Signed:** \_\_\_\_\_

Chairperson

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

## **Appendix**

Two- year plan for exploration of places of interest in our locality.

Each teacher will outline in her/his long-term planning when the local history strand and associated projects will be explored at individual class level.

## **Resources**

### **Sources of Local History**

National Archives	<a href="http://www.nationalarchives.ie">www.nationalarchives.ie</a>
National Museum of Ireland	<a href="http://www.museum.ie">www.museum.ie</a>
National Library of Ireland	<a href="http://www.nli.ie">www.nli.ie</a>
The Heritage Council	<a href="http://www.heritagecouncil.ie/">www.heritagecouncil.ie/</a>
Killaloe Library	<a href="http://www.clarelibrary.ie/eolas/library/branches/kilolib.htm">www.clarelibrary.ie/eolas/library/branches/kilolib.htm</a>
Clare Library	<a href="http://www.clarelibrary.ie">www.clarelibrary.ie</a>
Clare County Archives	<a href="http://www.clarelibrary.ie/eolas/archives/archives_index.htm">www.clarelibrary.ie/eolas/archives/archives_index.htm</a>
Clare Library Local Studies Centre	<a href="http://www.clarelibrary.ie/eolas/library/local-studies/locstudi1.htm">http://www.clarelibrary.ie/eolas/library/local-studies/locstudi1.htm</a>
Tipperary Studies	<a href="http://tipperarystudies.ie/">http://tipperarystudies.ie/</a>
Killaloe-Ballina Local History Society	<a href="https://killaloeballinalhs.wordpress.com/">https://killaloeballinalhs.wordpress.com/</a> <a href="https://www.facebook.com/killaloeballinalhs/">www.facebook.com/killaloeballinalhs/</a>
Discover Killaloe	<a href="http://www.discoverkillaloe.ie/attractions-history-of-killaloe.php">www.discoverkillaloe.ie/attractions-history-of-killaloe.php</a>
Brian Boru Heritage Centre	<a href="http://www.discoverkillaloe.ie/attractions-brian-boru-heritage-centre.php">http://www.discoverkillaloe.ie/attractions-brian-boru-heritage-centre.php</a>
AnChomhairle Leabharlanna	<a href="http://www.askaboutireland.ie">www.askaboutireland.ie</a>
The Hunt Museum	<a href="http://www.huntmuseum.com">www.huntmuseum.com</a>
About WW1 families	<a href="http://www.longwaytotipperary.ul.ie">www.longwaytotipperary.ul.ie</a>
Genealogy	<a href="http://www.rootireland.ie">www.rootireland.ie</a>
History of Ireland	<a href="http://www.historyireland.com">www.historyireland.com</a>

### **Other Resources**

Scoilnet [www.scoilnet.ie](http://www.scoilnet.ie)

**Year 1- 2019/2020 (Local History)**

<b><u>Class</u></b>	<b><u>Topic to be explored</u></b>	<b><u>Tour/ Visit/ Field trip</u></b>	<b><u>Project work</u></b>	<b><u>C Cross-Curricular links</u></b>
<b><u>Junior/ Seniors</u></b>	Different services & occupations in Killaloe (linked with Aistear)	Visit to the local Garda Station	Based on this theme	SPHE
<b><u>First/ Second</u></b>	Continuity & change in the local environment	Using photographs to explore change in the local environment; Photographs based on the School buildings – comparing current schooling with schools in the past. The Forge - change of use. The Railway Station.	Based on learning	SPHE
<b><u>Third/ Fourth</u></b>	Local Environment	St. Flannan's Cathedral Tour; including The West Door; Romanesque Doorway; The Tower; The East Window, The Ogham Stone; King Nurchad's Tomb; St. Flannan's Oratory; St. Flannan's Well.	Project	
<b><u>Fifth/ Sixth</u></b>	My locality Through the ages. Place names. Working as a	The local cemetery; Tour of Killaloe guided by old photographs/	Geography- Locality of Killaloe highlighting key heritage sites.	Geography- mapping the roads, streets, lanes, heritage

	Historian.	and map, exploring changes in the locality over time, causes & implications. Visit by local published historian.		sites & significant buildings in Killaloe.
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**Year 2-2020/ 2021 (Local History)**

<b><u>Class</u></b>	<b><u>Topic to be explored</u></b>	<b><u>Tour/ Visit/ Field trip</u></b>	<b><u>Project work</u></b>	<b><u>Cross curricular links</u></b>
<b><u>Junior/ Seniors</u></b>	Important services (Linked to Aistear)	Visit to the Fire Station/ and guest from the station.	Based on topic explored	SPHE
<b><u>First/ Second</u></b>	Continuity & change in the local environment	The R. C. Church; St. Lua's Oratory; The Green Killaloe-changes over time.	Based on topic explored	Mapping-following directions to the church.
<b><u>Third/ Fourth</u></b>	Local environment	History of Brian Boru & the royal forts.	Based on Brian Boru& his heritage.	
<b><u>Fifth/ Sixth</u></b>	Buildings, sites, ruins in my locality; Exploration of the bridge, and school provision in Killaloe.	The Bridge, Lough Derg.	Historical buildings, ruins, sites in Killaloe and changes in the bridge construction over the years-implications of the to the locality.	The River Shannon- route, formation and historical benefits of rivers. Science - electricity link with establishment of E.S.B. and impact on the River Shannon & locality



History Scheme Junior & Senior Infants Class  
(Year 1: 2019/2020)

<b>Summary of Content</b>		
<b>Strand</b>	<b>Strand Unit</b>	<b>Topic</b>
<b>Myself and my Family</b>	<b>Myself</b>	Name, age, places I have lived. What has changed/stayed the same?
<b>Story</b>	<b>Stories</b>	Chronology of events in a story – beginning, middle, end.
<b>Myself &amp; My Family</b>	<b>My Family</b>	My family at home. Who lives with me? Different types of families.
<b>Story</b>	<b>Stories</b>	Lives of women, men and children from different backgrounds.
<b>Story</b>	<b>Stories</b>	Express or record stories through artwork, drama etc. Display pictures showing episodes in sequence.
<b>Myself &amp; my family</b>	<b>Myself</b>	Collect and examine evidence of when younger.
<b>Story</b>	<b>Stories</b>	Stories about those who made a contribution to national life. The President of Ireland
<b>Story</b>	<b>Stories</b>	Chronology of events - beginning, middle, end .
<b>Story</b>	<b>Stories</b>	St. Patrick.
<b>Myself</b>	<b>My family</b>	Compare photos from long ago and now .
<b>Story</b>	<b>Stories</b>	St. Bridget.
<b>Myself and My Family</b>	<b>My Family</b>	Toys from long ago . (Grandparent to speak to kids)
<b>Story</b>	<b>Stories</b>	Sequence 'The Little Red Hen'..
<b>Myself and my family</b>	<b>My Family</b>	Compare ages – oldest, youngest.
<b>Story</b>	<b>Stories</b>	Brian Boru .

History Scheme Junior & Senior Infants Class  
(Year 2: 2020/2021)

<b>Summary of Content</b>		
<b>Strand</b>	<b>Strand Unit</b>	<b>Topic</b>
<b>Myself and my Family</b>	<b>Myself</b>	Name, age, places I have lived. What has changed/stayed the same? My handprint .
<b>Story</b>	<b>Stories</b>	Chronology of events in a story – beginning, middle, end.
<b>Myself and my Family</b>	<b>My Family</b>	Collect evidence (photographs of family). How do family members care for each other?
<b>Myself and my Family</b>	<b>My family</b>	Comparing ages of family members.
<b>Story</b>	<b>Stories</b>	Chronology of events – beginning, middle, end. Display pictures showing weekly weather patterns (yesterday, today, tomorrow)
<b>Story</b>	<b>Stories</b>	Sequence – The Three Little Pigs
<b>Myself and my Family</b>	<b>Myself</b>	Compare houses from long ago and now.
<b>Story</b>	<b>Stories</b>	St. Bridget. St. Patrick.
<b>Story</b>	<b>Stories</b>	Rosa Parks.
<b>Myself and my family</b>	<b>My Family</b>	How communication has changed.
<b>Story</b>	<b>Stories</b>	The Aborigines.
<b>Myself and my family</b>	<b>Myself</b>	How have I changed this year?

History Scheme 1<sup>st</sup>& 2<sup>nd</sup> Class  
(Year 1: 2019/2020)

Summary of Content		
Strand	Strand Unit	Topic
Myself and My Family	Myself	Recording information about yourself
Myself and My Family	Myself	Personal Events, remembering important events that took place over the years.
Myself and My Family	Myself	Exploring Events that took place in your life
Story	Stories	Feelings: The Gingerbread Man, discussing the feelings of the character.
Change and Continuity	Continuity and Change in the Local Environment	Comparing Dublin Long ago with Dublin today
Story	Stories	Irish Legends – The Salmon of Knowledge
Myself and My Family	Feasts and Festivals in the Past	Christmas Tradition: Why do we hang up a stocking?
Myself and My Family	Myself	Recording things you do throughout the week.
Story	Stories	Irish Legends – The Children of Lir
Story	Stories	The story of Saint Patrick.
Change and Continuity	Continuity and Change in the Local Environment	Exploring change in the local environment – Killaloe
Myself and My Family	When my grandparents were young	Grandparents Toys, finding out what kind of toys their grandparents played with.
Story	Stories	Varying Accounts

<b>Story</b>	<b>Stories</b>	Greek Mythology: The story of Arachne
<b>Myself and My Family</b>	<b>Myself</b>	Recording information of your day and put it in a time capsule. How do you think it will differ in years to come?
<b>Myself and My Family</b>	<b>Games in the Past</b>	Traditional Games
<b>Change and Continuity</b>	<b>Continuity and Change in the Local Environment</b>	Compare photographs of the locality long ago with today. Looking at Killaloe long ago with old pictures and comparing it with today. Fieldtrip around Killaloe.
<b>Story</b>	<b>Stories</b>	People's Lives: The story of Valentina Tereshkova.
<b>Story</b>	<b>Stories</b>	Cave Paintings, looking at cave paintings done long ago.

History Scheme 1<sup>st</sup>& 2<sup>nd</sup> Class  
(Year 2: 2020/2021)

<b>Summary of Content</b>		
<b>Strand</b>	<b>Strand Unit</b>	<b>Topic</b>

<b>Myself and My Family</b>	<b>Myself</b>	My Time Line: Making a time from the day they were born to now. Highlighting the important events that took place during the years.
<b>Myself and My Family</b>	<b>My Family</b>	Recording Information of time spent with their family.
<b>Story</b>	<b>Stories</b>	Irish Legends: The story of Setanta.
<b>Change and Continuity</b>	<b>Continuity and Change in the Local Environment</b>	Change: Discuss how times have changed using historical words e.g memory, long ago, ruin, past etc..
<b>Story</b>	<b>Stories</b>	Christmas Traditions in Ireland, France, Italy, Spain and Germany.
<b>Myself and My Family</b>	<b>Myself</b>	Recording Information about things you do each day.
<b>Myself and My Family</b>	<b>Games in the Past</b>	Traditional Games that were played in the past. May Day game.
<b>Myself and My Family</b>	<b>When My Grandparents were young.</b>	Recording information about when their grandparents were young. Interview with their grandparents.
<b>Story</b>	<b>Stories</b>	Greek Myths

<b>Change and Continuity</b>	<b>Continuity and Change in the Local Environment</b>	Change: Comparing photographs of an area long ago with today and discussing the changes. Study of the Church in Killaloe, compare it to long ago. Visit it.
<b>Myself and My Family</b>	<b>When my grandparents were young</b>	Grandparents Toys
<b>Story</b>	<b>Stories</b>	The story of Saint Patrick
<b>Story</b>	<b>Stories</b>	Storyline Pictures
<b>Story</b>	<b>Stories</b>	Irish Legends: The King's Secret.
<b>Change and Continuity</b>	<b>Continuity and Change in the Local Environment</b>	Change: Think about how your life is now and how it will be in 100 years time.
<b>Story</b>	<b>Stories</b>	The story of Anne Frank
<b>Story</b>	<b>Stories</b>	Mosiacs: Looking at Mosiacs long ago in Italy

History Scheme 3<sup>rd</sup>& 4<sup>th</sup> Class  
(Year 1: 2019/2020)

<b>Summary of Content</b>		
<b>Strand</b>	<b>Strand Unit</b>	<b>Topic</b>
<b>Local Studies</b>	My family Homes My school Games and pastimes in the past Feasts and festivals Buildings, sites or ruins in my locality My locality through the ages	My Family Tree  Games played in the past History of hurling and GAA
<b>Story</b>	Stories from the lives of people in the past Myths and legends	Tom Crean Deirdre of the sorrows CúChulainn Fionn and the Salmon of Knowledge
<b>Early people and ancient societies</b>	Stone Age peoples Bronze Age peoples Early societies of the Tigris and Euphrates valleys Egyptians Greeks Romans Celts Early Christian Ireland Vikings Central and South American peoples Asian peoples African peoples North American peoples Australian peoples	The first farmers  The people of Sumer  Daily lives military prowess Pompeii  The Aboriginal people The Maori people
<b>Life, society, work, culture in the past</b>	Life in Norman Ireland Life in mediaeval towns and countryside in Ireland and Europe Life in the 18 <sup>th</sup> century Life in the 19 <sup>th</sup> century Life during World War II  Life in Ireland since the 1950's	Exploring life of people in lake dwellings and medieval towns. Lives of women. The maid of New Orleans.  The lives of women during the war. Change in status of women

		Living conditions, work, transport, schools, shopping habits and leisure activities
<b>Eras of change and conflict</b>		
<b>Continuity and change over time</b>	Food and farming Clothes Homes and houses Transport Communications Shops and fairs Schools and education Caring for the sick	Fashion in the last century – then and now  How shops developed  Improvements in caring for the sick Florence Nightingale

History Scheme 3<sup>rd</sup>& 4<sup>th</sup> Class  
(Year 2:2020/2021)

<b>Summary of Content</b>		
<b>Strand</b>	<b>Strand Unit</b>	<b>Topic</b>
<b>Local Studies</b>	My family Homes My school Games and pastimes in the past Buildings, sites or ruins in my locality My locality through the ages – development of personal, local and national identity	Story of grandparents. Someone from the past
<b>Story</b>	Stories from the lives of people in the past Myths and legends	Mahatma Gandhi Pirate queen – Grace O’Malley Martin Luther King Helen of Troy St. Brigid
<b>Early people and ancient societies</b>	Stone Age peoples  Bronze Age peoples Early societies of the Tigris and Euphrates valleys	Arrival of people in Ireland Work of archaeologist



	<p>Egyptians Greeks Romans Celts Early Christian Ireland Vikings</p> <p>Central and South American peoples Asian peoples African peoples North American peoples Australian peoples</p>	<p>Their lives Lives of monastic people How they lived, their clothes, jewellery and how they communicated</p> <ul style="list-style-type: none"> <li>• The Aztecs</li> </ul>
<p><b>Life, society, work, culture in the past</b></p>	<p>Life in Norman Ireland Life in mediaeval towns and countryside in Ireland and Europe Life in the 18<sup>th</sup> century Life in the 19<sup>th</sup> century Life during World War II</p> <p>Life in Ireland since the 1950's</p>	<p>Importance of castles</p> <p>Sugar and spice</p> <p>Emigration from Ireland to America – Annie Moore, children behind bars. Rationing in Ireland</p>
<p><b>Eras of change and conflict</b></p>		
<p><b>Continuity and change over time</b></p>	<p>Food and farming Clothes Homes and houses Transport Communications</p> <p>Shops and fairs Schools and education</p>	<p>Energy and power Space transport Changes and continuity over time – causes.</p>

History Scheme 5<sup>th</sup>& 6<sup>th</sup> Class  
(Year 1:2019/2020)

<b>Summary of Content</b>		
<b>Strand</b>	<b>Strand Unit</b>	<b>Topic</b>
<b>Local Studies</b>	<b>Homes Schools Games and Pastimes in the past Feasts and festivals in the past Buildings, sites, or ruins in my locality My locality through the ages</b>	<b>Local History Place Names</b>
<b>Story</b>	<b>Stories from the lives of people in the past Myths and legends</b>	<b>Saint Brendan Androcles Hugh O’Flaherty</b>
<b>Early people and ancient societies</b>	<b>Stone Age peoples Bronze Age peoples Early societies of the Tigris and Euphrates valleys Egyptians Greeks Romans Celts Early Christian Ireland Vikings Central and South American peoples Asian peoples African peoples North American peoples Australasian peoples</b>	<b>The Celts            Maoris</b>
<b>Life, society, work, culture in the past</b>	<b>Life in Norman Ireland Life in mediaeval towns and countryside in Ireland and Europe Life in the 18<sup>th</sup> century Life in the 19<sup>th</sup> century Language and culture in late 19<sup>th</sup> and early 20<sup>th</sup> century Ireland Life during World War II</b>	<b>The Normans (1) The Normans (2)     18<sup>th</sup> Century Ireland</b>

	<b>Life in Ireland since the 1950's</b>	
<b>Politics, conflict and society</b>	<b>16<sup>th</sup> and 17<sup>th</sup> century Ireland</b> <b>Revolution and change in America, France and Ireland</b> <b>O'Connell and Catholic Emancipation</b> <b>1916 and the foundation of the state</b> <b>Northern Ireland</b> <b>Ireland, Europe and the world, 1960 to the present</b>	<b>16<sup>th</sup> Century Ireland/ 17<sup>th</sup> Century Ireland</b>  <b>The War of the Two Kings</b> <b>The Wexford Rebellion Daniel O'Connell</b>
<b>Continuity and change over time</b>	<b>Homes, housing and urban developments</b> <b>Nomadism</b> <b>Food and farming</b> <b>Clothes</b> <b>Transport</b> <b>Communications</b> <b>Energy and power</b> <b>Workshops and factories</b> <b>Schools and education</b> <b>Literature, art, crafts and culture</b> <b>Caring for the sick</b> <b>Barter, trade and money</b>	<b>Clothes</b>      <b>Barter</b>

<b>Title</b>	<b>Strand</b>
Theme: Computers	History/science/SPHE
Theme: Ships	History/geography/science
Theme: Magicians and Mines	History/geography/science

History Scheme 5<sup>th</sup>& 6<sup>th</sup>Class  
(Year 2:2020/2021)

<b>Summary of Content</b>		
<b>Strand</b>	<b>Strand Unit</b>	<b>Topic</b>
<b>Local Studies</b>	<b>Homes</b> <b>Schools</b> <b>Games and Pastimes in the past</b> <b>Feasts and festivals in the past</b> <b>Buildings, sites, or ruins in my</b>	<b>Going to School</b>

	<p><b>locality</b>  <b>My locality through the ages</b></p>	<p>Buildings and Ruins</p>
<p><b>Story</b></p>	<p><b>Stories from the lives of people in the past</b>  <b>Myths and legends</b></p>	<p>Fiona And The Giant  St. Colmcille,  The Odyssey</p>
<p><b>Early people and ancient societies</b></p>	<p><b>Stone Age peoples</b>  <b>Bronze Age peoples</b>  <b>Early societies of the Tigris and Euphrates valleys</b>  <b>Egyptians</b>  <b>Greeks</b>  <b>Romans</b>  <b>Celts</b>  <b>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>  <b>Australasian peoples</b></p>	<p>The Ancient Egyptians  The Aztecs</p>
<p><b>Life, society, work, culture in the past</b></p>	<p><b>Life in Norman Ireland</b>  <b>Life in mediaeval 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>Language and culture in late 19<sup>th</sup> and early 20<sup>th</sup> century Ireland</b>  <b>Life during World War II</b>  <b>Life in Ireland since the 1950's</b></p>	<p>World War 1  World War II</p>
<p><b>Eras of change and conflict</b></p>	<p><b>The Renaissance</b>  <b>The Reformation</b>  <b>Traders, explorers and colonizers from Europe</b>  <b>Great Famine</b>  <b>The Industrial Revolution</b>  <b>Changing land ownership in 19<sup>th</sup> century Ireland</b>  <b>Changing roles of women in the 19<sup>th</sup> and 20<sup>th</sup> Centuries</b></p>	<p>World War II (2)</p>

	<p><b>World War I</b> <b>Modern Ireland</b></p>	
<p><b>Politics, conflict and society</b></p>	<p><b>16<sup>th</sup> and 17<sup>th</sup> century Ireland</b> <b>Revolution and change in</b> <b>America, France and Ireland</b> <b>O'Connell and Catholic</b> <b>Emancipation</b> <b>1916 and the foundation of the</b> <b>state</b> <b>Northern Ireland</b> <b>Ireland, Europe and the world,</b> <b>1960 to the present</b></p>	<p>The American Revolution The French Revolution 1916 and Independence Civil War In Ireland Northern Ireland</p>
<p><b>Continuity and change over</b> <b>time</b></p>	<p><b>Homes, housing and urban</b> <b>developments</b> <b>Nomadism</b> <b>Food and farming</b> <b>Clothes</b> <b>Transport</b> <b>Communications</b> <b>Energy and power</b> <b>Workshops and factories</b> <b>Schools and education</b> <b>Literature, art, crafts and culture</b> <b>Caring for the sick</b> <b>Barter, trade and money</b></p>	<p>Nomads Theme: World Poverty Theme: Polar Exploration Theme: Heat and Cold</p>