

North Dublin Muslim National School

Ratoath Road

Cabra

Dublin 7

20152L

History Policy

Revised May 2017

Introductory Statement and Rationale

A. Introductory Statement

This policy was reviewed in May 2017 by the whole teaching staff of The North Dublin Muslim Primary School in accordance with the guidelines set out in the revised Primary School Curriculum 1999 and in accordance to the Islamic Ethos of the school. Through the formulation of this policy, a common understanding of the purpose of the subject and how it will be implemented in this school has been created among the staff. Therefore, it will form the basis for teachers' long and short term planning. It will also inform new and temporary teachers of the approaches and methodologies used in the teaching of History in our school.

B. Rationale

As stated in the Primary School Curriculum 1999, History is not the story of the past but rather our attempt to reconstruct and interpret elements of the past which are of interest to us. History gives children a knowledge of past human experiences at family, 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. They also acquire open, critical and responsible attitudes to the world around them. The study of History in particular enables children to investigate and examine critically significant events in their own immediate past, the past of their families and local communities, and the history of people in Ireland and other parts of the world. Historical themes and topics develop empathy with other people and a deeper understanding of past and current, political and economic interactions. In the North Dublin Muslim National School History is viewed as having a distinct but complimentary role together with geography and science within SESE and as a contributor to the wider child-centred curriculum.

Vision and Aims

A. Vision

Through the Islamic Ethos of the North Dublin Muslim National School and the principles of learning outlined in the Primary School Curriculum, our history policy provides opportunities for the pupils to acquire a broad and balanced understanding of local, national and international history through the study of a wide range of people, events and periods in time.

We acknowledge that history has a valuable role to play in enabling children to learn about, and come to value the contributions made in the past by people from different ethnic and cultural groups. History is an investigative subject. It emphasises the child's development of knowledge and concepts and open and responsible attitudes through working as an historian.

We hope that by providing opportunities for children to experience a rounded historical education that is not solely focused on the transmission of a body of knowledge but that allows children to work as historians, we will help children to understand more fully the world in which he/she lives and how events and personalities have shaped the home and locality and wider environments in which he/she exists.

B. Aims

We endorse the aims of the history curriculum as outlined in the Primary School 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 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.

Broad objectives

When due account is taken of intrinsic abilities and varying circumstances, the history curriculum should enable the child to

- study a range of people and events in the past in order to develop a balanced understanding of family, local, national and world history
- learn about the people, events, issues and cultural experiences which have helped to shape the local community and the environment
- develop an understanding of chronology, in order to place people, events and topics studied in a broad historical sequence
- acquire some understanding of change and continuity, including an awareness of factors which may have caused or prevented change, and come to appreciate that events may have a number of causes and outcomes
- examine and use a range of historical evidence systematically and critically, and appreciate the fact that evidence can be interpreted in different ways
- use imagination and evidence to reconstruct elements of the past
- communicate historical understanding in a variety of ways, using appropriate language and other techniques or media
- develop an appreciation of the perspectives and motives of people in the past and accept that individuals and events should be understood in their historical context
- be aware that the attitudes and behaviour of people may be influenced by their understanding of the past and by their past experiences
- respect and value a range of opinions and acquire open, questioning attitudes to the beliefs, values and motivations of others
- develop tolerance towards minorities in society and appreciate the contribution of various ethnic, cultural, religious and social groups to the evolution of modern Ireland

- develop a sense of personal, local, national, European and wider identities through studying the history and cultural inheritance of local and other communities
- develop a sense of responsibility for, and a willingness to participate in, the preservation of heritage.

Curriculum Planning

Strands and Strand Units

Yearly content for Junior and Senior Infants

*SESE subjects to be integrated with Aistear

Strand	Strand Unit	Aim The child should be enabled to:	Junior Infants suggested activity	Senior Infants suggested activity
Myself and my family	Myself	Explore and record significant personal events and dates	“My First Day at School”- Trace name and age and draw around hand.	I am in Senior Infants Now! Differences between J.Inf and S. Inf.
Myself and my family	Myself	Collect and examine simple evidence	Photographs of when the pupils were babies.	Photographs of the children when they were younger and write a sentence about them.
Myself and my family	Myself	Compare photographs, clothes worn or toys used at different ages	Compare a toy from long ago with a modern equivalent.	Examine a toy from long ago and compare it with the pupils’ favourite toy.
Myself and my family	My Family	Become aware of and identify the members of the family	Recognise and discuss the members of the immediate family.	Discuss the roles of the immediate family members. Write the names of these family members.
Myself and my family	My Family	Compare relative ages: old/older, young/younger	Put pictures of family members into correct order.	Discuss pictures of teenagers- compare the physical appearance and abilities to the pupils.
Myself and my family	My Family	Collect simple evidence	Bring in a toy that the pupils used when they were younger.	Bring in clothes that the pupils used when they were younger.
Myself and my family	My Family	Explore and discuss how family members care for each other	Discuss how the immediate family care for each other. Draw a picture of how the pupils care for their family.	Discuss how the immediate and extended family care for each other. Draw a picture and write a sentence to show how the pupils care for their family.
Myself and my family	My Family	Discuss developments in the life of the family and things which have stayed the same	Families in past /present Transport in past/present Photos to compare and contrast.	Toys in the past/ present Homes in the past/ present People in past/present Photos to compare and contrast.

Strand	Strand Unit	Aim The child should be enabled to:	Junior Infants suggested activity	Senior Infants suggested activity
Story	Stories	Listen to, discuss, retell and record through pictures and other simple writing activities some stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries in a variety of ways	Allah Gave Me Series of Books- Islamic Foundation.	Hot air: the (mostly) true story of the first hot-air balloon ride - Marjorie Priceman
Story	Stories	Become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of 'ordinary' as well as 'more famous' people	My Great Grandpa- Martin Waddell Samira's Eid- Naseern Aktar The Wind in the Willows by Maura Evangelista	Ramadan and Eid-ul-Fitr (Festival Fun for the Early Years) -Carole Court The Big Alfie and Annie Rose Story Book- Shirley Hughes
Story	Stories	Listen to local people telling stories about their past	Bus driver Teachers in the school	Religion teachers Librarian
Story	Stories	Discuss the chronology of events (beginning, middle, end) in a story	Old Bear- Jane Hissey Jack and Jill Rhyme The Gingerbread Man	Brown Paper Bear- Neil Reed Our House- Enna and Paul Rogers The Little Ren Hen by Paul Galdone
Story	Stories	Express or record stories through art work, drama, music, mime and movement and using information and communication technologies	The Hungry Giant's Soup-Joe Cowley	Mrs Lathers Laundry- Allen Ahlberg The Princess and the Pea by Hans Christian Anderson When the Dragons Came by Naomi Kefford & Naomi Moore
Story	Stories	Display storyline pictures showing episodes in sequence.	Peepo- Allen Ahlberg Humpty Dumpty Rhyme Guess the Baby by Simon French & Donna Rawlins The Children of Lir / The Fairy Lios	The Tiger who came to Tea- Judith Kerr Kitten's First Full Moon by Kevin Kenkes The Salmon of Knowledge/ The Doctor and the Fairy Princess

			<p>*TEACHERS TO TEACH THE MEANING OF MYTH/LEGEND ALONGSIDE THESE STORIES (EMPHASIS ON THAT IT MAY NOT BE TRUE)</p>	<p>*TEACHERS TO TEACH THE MEANING OF MYTH/LEGEND ALONGSIDE THESE STORIES (EMPHASIS ON THAT IT MAY NOT BE TRUE)</p>
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Yearly content for First and Second Class

Strand	Strand Unit	Aim The child should be enabled to:	First Class suggested activity	Second Class suggested activity
Myself and my family	Myself	Explore and record significant personal events and dates	My first day at school(either in Junior Infants, or first day in N.D.M.N.S) Listing things that they could not do on their first day at school, but can now do e.g. read, write, complete homework etc. - Personal information recording activity.	Recording and discussing 'My First Holiday' (grammar), recording where they went, with whom, how they travelled and what they did there.
Myself and my family	Myself	Collect, discuss and compare simple evidence from their own past.	Exploring items of clothing that they wore as a child. Students invited to bring baby clothes to school for show and tell. 'My first copybook'- Students to study old copybooks, sequencing them from oldest to most recent and noting changes in their work.	Matching activity with toys and ages that they might have been suitable for (in relation to the child's experiences) Exploring toys that they played with as children. Students invited to bring old toys to school for show and tell.
Myself and my family	Myself	Construct simple personal timeline or storyline.	Students to construct a story line for a week in their lives. Students to construct a timeline of their 'firsts'- first step, first word, first time to the Mosque, and one individual first.	Students to construct an in-depth timeline of their lives so far- to include all the individual firsts that the students consider important in their own lives.
Myself and my family	My Family	Explore and record significant features, events and dates in the past of the child's family and extended family.	Important dates relevant in the child's life. Each child to choose a specific day and write about it. First time capsule activity.	'Message in a bottle' activity
Myself and my family	My Family	Discuss and record significant family events	Eid celebrations when the students were younger. Students to be given the opportunity to recall their first memories of Eid, things that have changed since then, and things that have stayed the same.	Students discussing and describing in detail their experiences of their most recent holiday- where they went, with whom, when, for how long, and activities they did there.

Strand	Strand Unit	Aim The child should be enabled to:	First Class suggested activity	Second Class suggested activity
Myself and my family	My Family	Collect, explore and discuss a range of simple evidence, noting changes and developments and items which have stayed the same	Students invited to bring in any old pictures from when they were young. Clothes worn by family members in the past. The following is a link which shows clothes worn long ago- in the 1950's, 1970's and in 2000. http://www.askaboutireland.ie/learning-zone/primarystudents/1st+-2ndclass/history/clothes-then-andnow/clothes-then-and-now/	Studying a series of pictures of clothing from different times in the past. Looking specifically at the dressmaker's role in rural and urban Ireland in relation to the production of clothes.
Myself and my family	My Family	Compile simple family tree, scrapbook or timeline	Students to create personal family trees with the help of their parents. Students to work on making their own booklets which describe their lives so far, including significant dates in their own lives, and the lives of their family e.g. when my parents got married, when I was born, the births of my brothers and sisters, special events in the life of my family etc.	'The Granny Project'- students to create their own scrap book projects based on the life of an older person who is known to them. The project can look at the following areas- personal details, clothing, toys, games, pictures, food, and homes long ago.
Myself and my family	My Family	Explore and record significant features, events and dates in the past of the child's family and extended family	Explore the lives of their grandparents- where they lived, what their homes were like, the work they did, the toys they played with, the clothes they wore, eating patterns, how they travelled, and hobbies in the past.	Compare and contrast their daily lives to that of their grandparents.
Myself and my family	When my grandparents were young	Listen to adults talking about their own past	Interview their grandparents(or parents if unable to interview a grandparent) as a homework activity. Class collaboratively create a set of questions that they will use to interview their grandparents about life long ago.	Class teacher to invite a member of the local community to talk to the class about their past. Students to compile a list of questions that they would like answered.

Strand	Strand Unit	Aim The child should be enabled to:	First Class suggested activity	Second Class suggested activity
Myself and my family	When my grandparents were young	Collect and/or examine simple evidence in school or in a local museum	Real life artefacts to be used where possible, along with images from interactive whiteboard. Suggested items: Toys in the past: Pecking chickens, tumbling man, Jacob's ladder, the pop gun, the cord pull spinning top, flick books, diablo, ball n' cup, ludo, or any others teachers have.	Real life artefacts to be used where possible, along with images from interactive whiteboard. Toys in the past: Pecking chickens, tumbling man, Jacob's ladder, the pop gun, the cord pull spinning top, flick books, diablo, ball n' cup, ludo, or any others teachers have. Eg. Clothes, books, photos, old packaging.
Myself and my family	When my grandparents were young	Compare lives of people in the past with the lives of people today, noting differences and similarities	Compare and contrast schools today to schools in the past in relation to the following- school uniform, books used, subjects taught, role of the teacher, size of school, size of class. The following is a link which shows to progression that schools have made and the difference between schools today and schools in the past. http://www.askaboutireland.ie/learning-zone/primarystudents/1st-+-2ndclass/history/clothes-then-andnow/school-clothes-then-and-n/	Compare and contrast modes of transport in the past with the modes of transport of today e.g. planes, trains v the bicycle and motor car.
Myself and my family	When my grandparents were young	Learn songs and dances, or play games from the past	Homework exercise where students are to ask parents about games that they have played in the past. Students to illustrate and explain these games to their friends during history lesson. Possible games to cover in first class: Red Lights, Colours, Giant steps, Mother May I? , Corners, Trains. *For a comprehensive list of games from the past please consult the folder in the staff room.	Possible games to cover in second class: Jackstones, Back Hands, Two's, Halves, Ones, Threes, High Fours, Queenie I O, Hopscotch, Marbles. *For a comprehensive list of games from the past please consult the folder in the staff room.

Strand	Strand Unit	Aim The child should be enabled to:	First Class suggested activity	Second Class suggested activity
Myself and my family	Games in the past	Explore and record traditional non-formal games, especially those common in the locality and those known to parents or grandparents.	Homework exercise where students are to ask parents about games that they have played in the past. Students to illustrate and explain these games to their friends during history lesson. - Possible games to cover in first class: Red Lights, Colours, Giant steps, Mother May I? , Corners, Trains. Compare and contrast games from the past and our modern day equivalent.	Possible games to cover in second class: Jackstones, Back Hands, Two's, Halves, Ones, Threes, High Fours, Queenie I O, Hopscotch, Marbles, Skipping games, Tag. Compare and contrast games from the past and today's games.
Myself and my family	Games in the past	Collect information on rules, traditions, songs or rhymes associated with the games	Traditional games in our community. Students to read about, discuss and answer a series of questions based on traditional games.	Reading about and playing traditional game 'Nuts in May'
Myself and my family	Games in the past	Handle, collect or reconstruct articles used in such games, where possible.	Play playground and other games as mentioned above.	Play playground and other games as mentioned above.
Myself and my family	Games in the past	Collect information on rules, traditions, songs or rhymes associated with the games	Homework exercise where students are to ask parents about games that they have played in the past. They must write up the rules to explain to the class. Possible games to cover in first class: Red Lights, Colours, Giant steps, Mother May I? , Corners, Trains. Compare and contrast games from the past and our modern day equivalent.	Possible games to cover in second class: Jackstones, Back Hands, Two's, Halves, Ones, Threes, High Fours, Queenie I O, Hopscotch, Marbles, Skipping games, Tag. Compare and contrast games from the past and today's games.
Myself and my family	Feasts and festivities in the past	Explore and discuss the origins and traditions of some common festivals	Discussing with classmates the origins of the festivals of Eid and Ramadan. Describing and writing about the Eid party that takes place each year in school and at home. Students to list five ways that this party differs from celebrations of Eid in the past.	Looking at the celebration of the Chinese New Year. Discussing origins of the festival and looking at some features of the festival.

Strand	Strand Unit	Aim The child should be enabled to:	First Class suggested activity	Second Class suggested activity
Myself and my family	Feasts and festivities in the past	Listen to, discuss, explore and record associated stories, legends, games and songs	Explore an Irish legend of choice.	Explore an Irish legend of choice.
Change and continuity	Continuity and change in the local environment	Visit, explore and become aware of elements in the local environment which show continuity and change.	Record changes in the home that they live in: when it was built, if it changed in any way and why it changed. Lesson on the Telephone: progression from the first telephones, household telephones, telephone boxes and new mobile phones.	Discuss with parents/ religion teachers how the Mosque has changed since it was first built and suggest possible reasons for such changes. Looking at history of the Mosque, when it was first built and recent Imams.
Change and continuity	Continuity and change in the local environment	Listen to and record memories of older people about such places	Students to listen to, discuss, compare, and contrast written accounts of life long ago to their own experiences.	During interview with guest speaker students will be invited to ask the speaker questions regarding their home when they grew up.
Change and continuity	Continuity and change in the local environment	Compare photographs, drawings and simple accounts of the site in the past with the site now	Compare and contrast pictures of Grafton Street long ago and Grafton Street today. Pictures in Earth Link page 30	Compare and contrast pictures of Leixlip long ago and Leixlip today. *Or any local area within the county.
Change and continuity	Continuity and change in the local environment	Use simple work directives, work cards or trail leaflets	Guess the object game using a series of old toys. With only riddles as a guide, students must identify the toy in question. Students to make own riddles for toys in the past. Paired work to identify the object.	School trail to find modern day equivalents of a series of pictures e.g. telephone, interactive whiteboard, gate, bus etc. Students to draw and write about modern day equivalents noting any obvious differences between them.
Change and continuity	Continuity and change in the local environment	Record findings through drawing and other art work, modelling, photographs, information and communication technologies	Students to write an informative paragraph on the picture of Grafton Street from the past. Pictures in Earth Link page 30	Discuss differences between the old school building and the present school. How are they alike? How are they different? Which is your favourite? Students draw one representation of each. Talk and discussion on individual characteristics of each building in pairs.
Change and continuity	Continuity and change in the local environment	Use appropriate timeline.	Make a timeline representing the changes that have occurred on Grafton Street since 1950 Pictures in Earth Link page 30	Eg. Make a timeline representing the changes to a specific Dublin location(examples: Cabra, Leixlip, Phibsborough).

Strand	Strand Unit	Aim The child should be enabled to:	First Class suggested activity	Second Class suggested activity
Story	Stories	Listen to, discuss, retell and record some simply told stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments	Samson's Titanic Journey by Lauren Grahem Tom Crean's rabbit by Meredith Hooper The Story of Arachie Earth Link, page 76 & 77 Earth Link activity page 22, children tell their own story using pictures as stimulus	A Child's Garden, a story of hope by Michael Foreman The Story of Setanta Earth Link The King with Donkey's ears Earth Link
Story	Stories	Become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of 'ordinary' as well as 'more famous' people	Grandma's Bill by Martin Waddell Valentino Tereshkova	My Great Grandpa by Martin Waddell
Story	Stories	Listen to local people telling stories about their past	The Big Alfie and Annie Rose Story Book Grandma's Pictures by Shirley Hughes	Click, Clack, Moo, cows that type- Doreen Cronin
Story	Stories	Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries	The King with Donkey Ears/ The Crock of Gold *TEACHERS TO TEACH THE MEANING OF MYTH/LEGEND ALONGSIDE THESE STORIES (EMPHASIS ON THAT IT MAY NOT BE TRUE) Cave Paintings Activity- page 38 Earth Link. Students to interpret story of cave paintings independently.	CuChulainn/ Niamh *TEACHERS TO TEACH THE MEANING OF MYTH/LEGEND ALONGSIDE THESE STORIES (EMPHASIS ON THAT IT MAY NOT BE TRUE)
Story	Stories	Discuss chronology of events (beginning, middle, end) in a story	Window by Jeannie Baker Our House by Emma & Paul Roger's	Belonging by Jeannie Baker The Sleeping Giant by Marie Louise Fitzpatrick
Story	Stories	Discuss the actions and feelings of characters	Brother Eagle, Sister Sky by Chief Seattle & Susan Jeffers	Little nose the Hunter by John Grant

Strand	Strand Unit	Aim The child should be enabled to:	First Class suggested activity	Second Class suggested activity
Story	Stories	Display storyline pictures showing episodes in sequence	Using pictures from picture book 'Window' by Jeannie Baker, students sequence pictures giving reasons for choice.	Using pictures from picture book 'Belonging' by Jeannie Baker, students sequence pictures giving reasons for choice.
Story	Stories	Use appropriate timelines.	Create a timeline for any story of choice.	Create a timeline for any story of choice.
Story	Stories	Discuss the actions and feelings of characters	Write a diary entry as Samson the mouse on board the Titanic, detailing how he is feeling.	Write a diary entry by Grainne Mhaol.

Yearly content for Third and Fourth Class

Strand	Strand Unit	Aim The child should be enabled to:	Third Class suggested activity	Fourth Class suggested activity
Local Studies	My family	Explore aspects of personal family history or the family history of a person known to him/her	Family tree	Interviewing
Local Studies	My family	Examine changes and examples of continuity in the lives of parents and grandparents	Interview with older generation	Questionnaire
Local Studies	My family	Collect and use a range of simple historical evidence	Show and tell	Show and tell
Local Studies	My family	Present findings using a variety of media and appropriate timelines.	Old newspapers Newspaper from September and read in June	Family tree
Local Studies	Homes	Explore changes which have taken place in the home and other homes in the area	Pictures: compare and contrast	Photographs Trip to the library Internet research
Local Studies	Homes	Discuss with older people items which have changed and those which have remained the same	Interview Questionnaire	Oral language Photographs of children
Local Studies	Homes	Present findings using a variety of media and appropriate timelines	Class timeline Questionnaire Compare and contrast homes	Timeline
Local studies	My school	Investigate the development of present buildings and the history of earlier school buildings	Pictures: compare and contrast old schools	Internet: old schools Photographic evidence
Local studies	My school	Become familiar with the story of the school's founder(s)	Research school Question older members of staff	Present history of school as whole class display
Local studies	My school	Attempt to reconstruct a school day in the past using a range of simple evidence	Drama: school in old days	Role play

Strand	Strand Unit	Aim The child should be enabled to:	Third Class suggested activity	Fourth Class suggested activity
Local studies	My school	Compare school furniture and equipment of the past and the appearance of the classroom with those of today	Old photos Old Newspapers Interview older generation	Compare and contrast using internet
Local studies	My school	Examine old roll books or other records; if possible old handwriting copybooks	Visit library	Demonstration http://www.askaboutireland.ie/learning-zone/primary-students/5th--6th-class/history/my-school-history/written-evidence-about-sc/roll-books-and-registers/
Local studies	My school	Refer to or use appropriate timelines	Class timeline	Demonstration Active group task: drawing sample classrooms at different periods throughout time based on learning of topic http://resources.teachnet.ie/jstacey/website/schooldays.htm
Local studies	Games and pastimes in the past	Become familiar with some games and pastimes enjoyed in the locality	Play old playground games Library	Library Interview older generation Interview someone in the local community
Local studies	Games and pastimes in the past	Explore and discuss games and pastimes enjoyed by parents and grandparents in the past	Videos Questionnaire Interview	Interviews Questionnaire http://resources.teachnet.ie/jstacey/website/games.htm
Local studies	Games and pastimes in the past	Have some knowledge of games and pastimes enjoyed by children in ancient societies and in other lands.	Play games	Games from home countries Linkage and integration with SESE Geography
Local studies	Feasts and festivals in the past	Become familiar with the origins and traditions associated with some common festivals in Ireland and other countries	Brainstorming KWL charts Videos Journals Newspapers	Brainstorming Eid Ramadan Other countries: Chinese New Year
Local studies	Feasts and festivals in the past	Explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals.	Art work: make displays Songs and music Skype another school in Ireland/abroad Skype Classroom	Intercultural week projects Art work Interview parents/grandparents Skype interview – Skype Classroom

Strand	Strand Unit	Aim The child should be enabled to:	Third Class suggested activity	Fourth Class suggested activity
Local studies	Buildings, sites or ruins in my locality	Actively explore some features of the local environment	Tours Videos	Visit local sites
Local studies	Buildings, sites or ruins in my locality	Investigate various aspects of these sites	Questionnaire Refer to Census Ireland website Compare and contrast activity to modern buildings within locality	Draw ancient ruins Questionnaire on building site
Local studies	Buildings, sites or ruins in my locality	Present findings using a variety of media and appropriate timelines.	Art work: maps Linkage with SESE Geography: maps	Draw Write Print / Take photographs Whole-class activity: write comments about the photos taken for school website/blog
Local studies	My locality through the ages	Study a period or periods in the history of the local village, town, city area, townland, parish or county	Look at old photos Map making Research place names	Examine and research place names Internet and library
Local studies	My locality through the ages	Become familiar with important events in the history of the locality, referring to the wider national context where relevant.	Compare and contrast: photos; internet	Research events Industrial revolution, Famine
Local studies	My locality through the ages	Collect related local ballads, stories and traditions	Learn songs Make a book	Listen to stories
Story	Stories from the lives of people in the past	Listen to, discuss, retell and record a range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments	Interview older people Read comic style stories Drama and role play Journal entries DVDS News reports	Interview older people Read comic style stories Drama and role play Journal entries DVDS News reports
Story	Stories from the lives of people in the past	Become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of 'ordinary' as well as 'more famous' people	Compare and contrast Photographs Videos Questionnaire Interviewing	Compare and contrast Photographs Videos Questionnaire Interviewing

Strand	Strand Unit	Aim The child should be enabled to:	Third Class suggested activity	Fourth Class suggested activity
Story	Stories from the lives of people in the past	Listen to local people telling stories about their past	Invite a visitor to school Questionnaire Interview Integration: Listen to a story-teller	Interviewing and recording Invite a visitor to school Integration: Listen to a story-teller
Story	Stories from the lives of people in the past	Discuss chronology of events (beginning, middle, end) in a story	Sequencing cards Comic strips iPad sequencing app	Prediction
Story	Stories from the lives of people in the past	Examine and begin to make deductions from some simple relevant evidence	Compare and contrast Artefacts from past Integration: English class biographical novel	Photographs Letters Poems Reading of speeches given/protests held Videos of aforementioned
Story	Stories from the lives of people in the past	Discuss the actions and feelings of characters	Drama: role play Poems Discussion	Role play Discussion
Story	Stories from the lives of people in the past	Discuss the attitudes and motivations of characters	Character profiles Role play	Role play
Story	Stories from the lives of people in the past	Express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies	Whole class display Conscience Alley ICT: timelines and PowerPoint	Freeze Frames Topical songs Art displays
Story	Stories from the lives of people in the past	Use appropriate timelines.	Class timeline	Class timeline
Story	Myths and legends	Discuss the chronology of events in the stories	Sequencing cards Comic strips Integration: Sequencing a story in English Fionn and the Dragon/ The Giant from Scotland *TEACHERS TO TEACH THE MEANING OF MYTH/LEGEND ALONGSIDE THESE STORIES (EMPHASIS ON	Jumbled sentences Integration: Sequencing a story in English Oisín of Tir na N-óg/ Setanta *TEACHERS TO TEACH THE MEANING OF MYTH/LEGEND ALONGSIDE THESE STORIES (EMPHASIS ON THAT IT MAY NOT BE TRUE)

			THAT IT MAY NOT BE TRUE)	
Story	Myths and legends	Discuss the actions and feelings of characters	Conscience alley Diary entries Freeze frame	Conflict resolution Role play Integration: Diary entries in English writing
Story	Myths and legends	Distinguish between fictional accounts in stories, myths and legends and real people and events in the past	Hot seating Journal entries Newspaper articles	Discussion Integration with English: Class novel/Reading Zone – analyse/compare and contrast
Story	Myths and legends	Express or record stories through oral and written forms, art work, drama, mime, movement and information and communication technologies.	Conscience alley Clay models Storyboard Freeze frame	Model of scene: clay / clay- mation on iPads Role play Storyboards
Early people and ancient societies	3rd Class First Farmers in Ireland Stone Age peoples	Become familiar with aspects of the lives of these peoples	Internet Library Book Discussion Jigsaw groups	Internet Library Book Discussion Jigsaw groups
Early people and ancient societies	Bronze Age peoples 4th Class Early Christian Ireland	Examine and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally	DVD's and videos Visit to local library	Museum visit Botanic Gardens: Vikings Building Station group work: recording and recalling info on different aspects of Native American culture and life.
Early people and ancient societies	The Vikings The Native Americans	Record the place of these peoples on appropriate timelines	Class timeline	Class timeline
Life, society, work and culture in the past.	3rd Class Life in mediaeval towns and countryside in Ireland and Europe	Become familiar with aspects of the lives of these people	Comic strips Project work Hot seating Freeze frames	Research: internet Library Study <u>and</u> integration with SESE Geography: Kilkenny
Life, society, work and culture in the past.	Life in the 19th century	Examine and become familiar with evidence from the periods studied, especially evidence which may be found locally	Visit to local areas: Internet	Library visit Observation of the Tenements Askaboutireland.ie

Life, society, work and culture in the past.	4th Class Life in mediaeval towns and countryside in Ireland and Europe The Industrial Revolution	Record the place of peoples on timelines.	Class timeline	Class timeline
Continuity and change over time	3rd Class Food and farming 4th Class Transport	Study aspects of social, artistic, technological and scientific developments over long periods	Compare and contrast Grouping: past and present	Science experiment: old telephone Linkage: stories... Morse Code
Continuity and change over time	Communications	Identify items of change and continuity in the 'line of development'	Take item and record all changes eg potatoes (process of potato from farm to household – now in form of crisps, chips, etc.)	Discussion Take item and record all changes eg car, train, etc.
Continuity and change over time	Shops and fairs	Identify some of the factors which have caused or prevented change	Compare and contrast: why things change? Necessity vs. want – compare and contrast lists	WWII – new inventions Space race
Continuity and change over time		Refer to or use appropriate timeline	Class timeline	Class timeline

Yearly content for Fifth and Sixth Class

Strand	Strand Unit	Aim The child should be enabled to:	Fifth Class suggested activity	Sixth Class suggested activity
Local Studies	Homes	Compare and classify a range of homes in the area (ideally homes from a variety of periods)	Look at photographs Use roll book	PowerPoint with images Project on the children's local area Looking at maps over time.
Local Studies	Homes	Investigate local and/or regional variations or similarities in building styles and materials	Look at photographs Internet	Explore local area with clip board and pen in a bid to answer previously thought up questions.
Local Studies	Homes	Investigate links between the age of houses and their location	Gather information from local historians, museums, websites	Study of urbanisation, commuter towns and rapid developments there.
Local Studies	Homes	Collect, study and classify domestic artefacts.	Museums Personal belongings Show and tell	Show and tell Station teaching with pictures of objects from the past, students to guess what they were for, and fill in guessing grid. Teacher led talk and discussion on artefacts
Local studies	Schools	Study the development of the school over a period	School progression photographs Guest speakers Timeline	Project work 'My School in the past, and My School now'. Both classes: Interview a past pupil and question them on the differences.
Local studies	Schools	Relate the history of the school to the history of education in the parish or local area	Timelines Project work Gathering information	Schools in our local area- St. Joseph's School for the deaf, Gaelscoil etc. Make mind maps for each. Linkage: Drama: Newsreport on their findings of the various schools and their similarities/differences/histories
Local studies	Schools	Explore the history of the school in the wider context of educational development in Ireland	Collecting data Guest speakers	History of the National School System, introduction of, books, subjects, teachers etc KWL Chart on schools in the past Making timelines of educational provision in Ireland from the introduction of National Schools.

Strand	Strand Unit	Aim The child should be enabled to:	Fifth Class suggested activity	Sixth Class suggested activity
Local studies	Schools	Use documentary and other sources	Study of available artefacts Roll books	Study of school photographs Listening to online clip of an adult's account of schools in the past.
Local studies	Games and pastimes in the past	Become familiar with aspects of the history of games in the locality	History of GAA Guest speakers	History of the GAA Opening of Croke Park Origins of hurling Story: Setanta
Local studies	Games and pastimes in the past	Explore aspects of the leisure interests and games of local people in the past	Guest speakers DVD's Interviews	GAA Soccer clubs Bohemians and Shelburne Board Games, Card Games, Street Games, House Visiting, Storytelling.
Local studies	Feasts and festivals in the past	Become familiar with the origins and traditions associated with a range of festivals in Ireland and other countries	KWL charts Interviews Slide show	All- Ireland finals World cups Olympics Eid
Local studies	Feasts and festivals in the past	Explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals.	Pictures and artefacts Clothes: compare and contrast	Read accounts based on experiences of the first world cup. Both classes: Linkage with art lesson Now and Then
Local studies	Buildings, sites or ruins in my locality	Actively explore some features of the local environment.	Walk / Talk and discussion/feedback/record findings	The Mosque. Students to look at the origins, when the Mosque in Clonskeagh first opened, and any changes that have been made to it since. Research on some local ruin/ presentation to class.
Local studies	Buildings, sites or ruins in my locality	Investigate various aspects of these sites	Walk and use clipboards	Detailed assignment. 'A history of the Mosque...'
Local studies	Buildings, sites or ruins in my locality	Identify opportunities to become involved in enhancing and protecting the environmental features	Bring in locals that work in the area eg. Rep from Tidy Towns committee Linkage: Literacy: Write to local authorities asking what areas could they assist in to enhance the areas features.	Work of historians. Importance of archaeologists. Study of the tools archaeologists use.
Local studies	Buildings, sites or ruins in my locality	Present findings using a variety of media and appropriate timelines.	Make and present timeline using ICT	Students create PowerPoint presentations on their findings.

Strand	Strand Unit	Aim The child should be enabled to:	Fifth Class suggested activity	Sixth Class suggested activity
Local studies	My locality through the ages	Study a period or periods in the history of the local village, town, city area, townland, parish or county; in fifth and sixth classes children should study periods not already covered in third and fourth classes	Interviews Projects Visit local library	1916 Rising in Dublin – Looking more in depth at specific events/days during the rising Blocks of work to be carried out on the topic
Local studies	My locality through the ages	Become familiar with important events in the history of the locality, setting local figures or events in the national and international context where relevant. In addition to the developments suggested for this unit in third and fourth classes.	Gather information on local activities and festivals Interviews Guest speakers	Study of place names in the locality. Matching game with Gaelic log ainmeacha to English translation.
Local studies	My locality through the ages	Use evidence which is more diverse and more complex	Gather old artefacts Linkage: design a progression timeline of images	Gather old artefacts
Local studies	My locality through the ages	Collect local ballads, stories and traditions relating to these events.	Storytelling Song singing Drama	Storytelling Song singing Drama
Story	Stories from the lives of people in the past	Listen to, discuss, retell and record a range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments	Guest speakers Skype/interview Family discussions Jigsaw groups	Mary Mc Aleese Both classes to choose from studies of a range of people who have contributed to Irish history. Padraig Pearse Michael Collins WB Yeats James Joyce <u>Other countries:</u> American presidents with Irish connections Che Guevara Ned Kelly *See list of online resources for another suggestion link pp. 34-35.

Strand	Strand Unit	Aim The child should be enabled to:	Fifth Class suggested activity	Sixth Class suggested activity
Story	Stories from the lives of people in the past	Become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of 'ordinary' as well as 'more famous' people	Family discussion Gathering and recording evidence Internet DVD's Suggestions: Maud Gonne Countess Markevitz	The Suffragettes Rosa Parks Amelia Earhart
Story	Stories from the lives of people in the past	Listen to local people telling stories about their past	Storyteller visit Drama thereafter	
Story	Stories from the lives of people in the past	Discuss chronology of events (beginning, middle, end) in a story	Agree upon people to be studied each year: Suggestions: Sequencing stories	Sequencing stories
Story	Stories from the lives of people in the past	Examine and begin to make deductions from some simple relevant evidence	Discussing and recording evidence Group work and pair work	Reading accounts Discussing limitations of various types of evidence- fact v hearsay
Story	Stories from the lives of people in the past	Discuss the actions and feelings of characters	Role play Hot seating	Freeze Frames to indicate feelings Hot seating
Story	Stories from the lives of people in the past	Discuss the attitudes and motivations of characters	Role play Hot seating	Debating
Story	Stories from the lives of people in the past	Express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies	Cartoon strips Mini drama Story writing Pair and group work	Story board Story Writing Drama: Newsreport/Interview
Story	Stories from the lives of people in the past	Use appropriate timelines.	Make timeline and use illustrations to support	Create individual timelines
Story	Myths and legends	Listen to, discuss, retell and record a range of myths and legends from various cultural, ethnic and religious backgrounds in Ireland and other countries	Listen to CD The Brown Bull of Cooley/ Deirdre of the Sorrows Teacher in drama role Talk and discussion	Brian Boru/ Granuaile *TEACHERS TO TEACH THE MEANING OF MYTH/LEGEND ALONGSIDE THESE STORIES (EMPHASIS ON THAT IT MAY NOT BE TRUE)

Strand	Strand Unit	Aim The child should be enabled to:	Fifth Class suggested activity	Sixth Class suggested activity
Story	Myths and legends	Discuss the chronology of events in the stories	Sequencing events both orally and in writing	Sequencing pictures
Story	Myths and legends	Discuss the actions and feelings of characters	Character profiles	Hot seating Teacher in role Role play
Story	Myths and legends	Relate the myths and legends to the beliefs, values and traditions of the peoples from which they came	Role play	Concept Mapping
Story	Myths and legends	Discuss the forms of expression and conventions used in myths and their retelling	Role play	The 'art' of storytelling. How to be a good story teller.
Story	Myths and legends	Explore and discuss common themes and features which are to be found in the myths and legends of different peoples	Concept mapping	Brainstorming the term 'legend',
Story	Myths and legends	Express or record stories through oral and written forms, art work, drama, mime, movement and information and communication technologies.	Project work Drama Story writing School website	Comic strips Re-enacting stories from reading
Early people and ancient societies	5th Class The Celts Maoris	Become familiar with aspects of the lives of these peoples	Visit museum Internet research	Filling in of KWL Chart
Early people and ancient societies	6th Class Ancient Egyptians The Aztecs	Examine critically and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally and in Ireland where appropriate.	Observe and record evidence Visit museum with questionnaire	Question and answer based on PowerPoint
		Record the place of these peoples on appropriate timelines	Class timeline Create own timeline	Interactive timeline on Smart board
Life, society, work and culture in the past.	5th Class Life in mediaeval towns and countryside in	Become familiar with aspects of the lives of these people	Slide shows DVD's Internet research	PowerPoint's Looking at all aspects of food, clothing, origins, customs, traditions,

	Ireland and Europe			pastimes
Life, society, work and culture in the past.	Life in Norman Ireland	Examine and become familiar with evidence from the periods studied, especially evidence which may be found locally	Visit library Visit museum	Brainstorming available primary and secondary sources and places to find some e.g. library.
	Life in the 18th century			
Life, society, work and culture in the past.	6th Class Life during World War II	Record the place of peoples on timelines.	Class timeline Add events to personal timeline	Creating timelines
	Eras of change and conflict	5th Class The Renaissance The Reformation	Become familiar with aspects of these periods	Use of timeline in chronological order
Eras of change and conflict	The Great Famine World War I	Examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally	KWL Charts Gather information using internet, library and museums	Concept Mapping Gathering information from books.
	6th Class The Industrial Revolution 19 th Century Ireland			
Eras of change and conflict	Ireland around 1900 Changing roles of women in 19th and 20th centuries	Record the place of peoples and events on appropriate timelines	Use both class and personal timeline	Fill the blanks on timelines.
Policy, conflict and society	5th Class 16 th Century Ireland	Engage in simple studies of some of the more important aspects of periods in which political changes or movements have had an important influence on the lives of people in Ireland	Project work Gather information and summarise it	Finding primary sources- letters, newspaper reports written at the time.
	17 th Century Ireland			
	O'Connell and			

Policy, conflict and society	Catholic Emancipation 6th Class	Acquire some knowledge of the major personalities, events or developments in these periods	Visit library Guest speaker	Individual/paired/group work on particular theme. Feedback and delivery of project to class.
Policy, conflict and society	Revolution and Change in America Revolution and Change in France	Explore, discuss, compare and develop some simple understanding of the attitudes, beliefs, motivations and actions of differing individuals and groups of people in the past	Create profile on these people	Fill the blank profiles.
Policy, conflict and society	1916 and the foundation of the state Revolution and Change in Ireland	Begin to develop some appreciation of the 'mindset' of former generations	Role play Drama	Empathy Conscience alley.
Policy, conflict and society	Northern Ireland 1960 to the present	Acquire insights into the attitudes and actions of people in contemporary Ireland	Concept mapping	List reasons for each decision they made.
Policy, conflict and society		Develop a growing sense of personal, national, European and wider identities.	Interview people and family Get involved in local organisations	Read interviews carried out on key personalities.
Continuity and change over time	5th Class Barter, trade and money Clothes	Study aspects of social, artistic, technological and scientific developments over long periods	Project work Use of ICT	In the past/modern day equivalent spread sheet project
Continuity and change over time	6th Class Nomadism Transport and Communications	Identify examples of change and continuity in the 'line of development'	Telephone-invention until now from Project work Fact finding	Washing clothes Practices of washing clothes from past to present- progression of old tubs and basins to modern day washing machines.
Continuity and change over time		Identify the factors which may have caused or prevented change	Work as historian: recording relevant causes and changes	Debating
Continuity and change over time		Refer to or use appropriate timelines.	Make timelines relevant to specific periods Present timelines	Making individual timelines.

Skills and Concepts Development

The following skills and concepts will be developed as the strands and strand units are covered in each class range.

Classes	Skills and Concepts
Junior and Senior Infants	<p data-bbox="280 443 587 477">Working as an historian</p> <p data-bbox="280 481 574 515"><u>Time and chronology</u></p> <ul data-bbox="316 519 1385 705" style="list-style-type: none"><li data-bbox="316 519 1385 589">• Become aware of and discuss the sequence of events in simple stories about the past<li data-bbox="316 593 1385 705">• Record sequences of events in personal or family history and in stories using simple timelines: place a number of personal photographs or items in chronological order <p data-bbox="280 750 486 784"><u>Using evidence</u></p> <ul data-bbox="316 788 1369 862" style="list-style-type: none"><li data-bbox="316 788 1369 862">• Encounter some simple historical evidence: family photographs, own clothes worn when younger, buildings <p data-bbox="280 907 502 940"><u>Communication</u></p> <ul data-bbox="316 945 1305 1052" style="list-style-type: none"><li data-bbox="316 945 1305 1052">• communicate an awareness of stories from the past in a variety of ways: listening to and retelling stories, drama, art work information and communication technologies

<p>First and Second Class</p>	<p>Working as an historian</p> <p><u>Time and chronology</u></p> <ul style="list-style-type: none"> • 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 <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> • Explore instances of change and continuity, especially in personal life, in family and local history: features which have changed or remained unchanged in home, family and immediate local environment <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> • discuss the reasons why some events happened and some of their consequences: the actions of a character in a story <p><u>Using evidence</u></p> <ul style="list-style-type: none"> • Examine a range of simple historical evidence: photographs, objects, memories of older people, buildings, stories and songs • Begin to distinguish between fictional accounts in stories, myths and legends and real people and events in the past <p><u>Synthesis and communication</u></p> <ul style="list-style-type: none"> • Communicate an awareness of stories, people and events from the past in a variety of ways: writing, drama, other media, information and communication technologies <p><u>Empathy</u></p> <ul style="list-style-type: none"> • Imagine and discuss the feelings of characters in stories from the past.
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<p>Third and Fourth Class</p>	<p>Working as an historian</p> <p><u>Time and chronology</u></p> <ul style="list-style-type: none"> • Distinguish between the past, present and future • Develop an understanding of time and 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: year of own birth, birth of parents and family members, year of commencing school, other personal dates in immediate and more distant past • Use common words and phrases associated with time: old/new, older/newer, before/after, later/earlier, a long time ago, a very long time ago <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> • Develop an understanding of change and continuity by exploring similarities and differences between the past and the present <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> • Discuss the reasons for, and the effect of, some events and changes in the past <p><u>Using evidence</u></p> <ul style="list-style-type: none"> • 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: photographs, pictures, objects, memories of older people, buildings, stories and songs, written sources, films, other media, information and communication technologies • Ask questions about a piece of evidence • Summarise information in, and make simple deductions from, a single source of evidence <p><u>Synthesis and communication</u></p> <ul style="list-style-type: none"> • Use evidence and imagination to reconstruct elements of the past: a game played by grandparents when they were young, conversation between two historical characters, appearance of an ancient rath • Communicate this understanding of the past in a variety of ways: oral language, writing, drama, art work, modelling, other media, information and communication technologies <p><u>Empathy</u></p> <ul style="list-style-type: none"> • Imagine and discuss the feelings and motives of people in the past.
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<p>Fifth and Sixth Class</p>	<p>Working as an historian</p> <p><u>Time and chronology</u></p> <ul style="list-style-type: none"> • 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 : Stone Age, 600 BC, Early Christian Ireland, Ré na mBard, Georgian period <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> • Develop an understanding of change and continuity by exploring similarities and differences between the past and the present and between different periods in the past <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> • 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 <p><u>Using evidence</u></p> <ul style="list-style-type: none"> • Examine and use critically a wide range of historical evidence: photographs, pictures, objects, memories of older people, buildings, stories and songs, written sources, films, other media, information and communication technologies • 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 may be incomplete or biased • Appreciate that evidence can be interpreted in a number of ways <p><u>Synthesis and communication</u></p> <ul style="list-style-type: none"> • Select and organise historical information • Use imagination and evidence to reconstruct elements of the past: events of a 19th-century school day, emigration scene during famine times, appearance of a crannóg settlement, a letter or diary written by an historical character • Communicate this understanding of the past in a variety of ways: oral language, writing, drama, art work, modelling, other media, information and communication technologies <p><u>Empathy</u></p> <ul style="list-style-type: none"> • 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.
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Approaches and Methodologies

The North Dublin Muslim National School recognises that one of the keys to the successful teaching of history is the use of a broad range of classroom approaches and methodologies.

We will endeavour to use the following methodologies throughout the school:

- Active Learning
This is a key principal of the overall curriculum. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned. Examples of active learning activities used include role play, indoor and outdoor games, pictorial games and visual arts.
- Talk and Discussion
Much emphasis is placed on the use of talk and discussion. Think, pair and share and debating are approaches used regularly as part of talk and discussion.
- Collaborative and Co-operative Learning.
Examples of approaches includes the use of:
 - games
 - group work
 - project work
 - photographs and pictures
 - paired work
 - written activities
 - worksheets
- Classroom Visitors
Where appropriate parents and members of the local community may be invited into the class, by the appropriate teacher, to give oral evidence or tell stories relating to the history curriculum for that class level. In the event of a visitor coming into a class the class teacher should remain in the class throughout the visit.
- Story
Using stories is one of the most basic and fundamental approaches in the teaching of history. Story telling develops the skills of sequencing, oral language, questioning, listening and use of imagination. Stories can be used as independent units of work or can act as a stimulus for the introduction of a unit of work.
- Using ICT
In the North Dublin Muslim National School we recognise the importance of ICT in the successful teaching and learning of history. Teachers are encouraged to use ICT in an engaging and enjoyable manner for the benefit of all pupils.

- Personal and Family History
This provides an ideal starting point for the study of the past. It allows the pupils to develop an understanding of change and continuity, timelines and the exploration of evidence.
- Using Artefacts and Documentary Evidence
Opportunities to observe, handle, examine, question, compare, make deductions and draw conclusions from historical evidence are of great importance in developing the pupils' understanding of historical concepts, ideas and ways of living.
- Use of the Environment
The environment in which the pupils live or attend school in can be an important source of evidence about the past. Providing opportunities for the pupils to explore the locality can assist in fostering their aesthetic awareness, promoting a sense of responsibility, developing a sense of local identity and make the study of local events and people more relevant.

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

In the North Dublin Muslim National School we agreed with the assertion made in the Primary School Curriculum 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 and with this in mind we will ensure to look for opportunities whereby elements from the history, science geography curricula may be explored concurrently. Using systematically planned integrated themes or topics will be one way to achieve this. We are conscious not only to seek out opportunities to integrate content, but also to be mindful of opportunities for transferral and application of skills. We also acknowledge the scope that exists to integrate history with other subject areas.

Multi-grade Teaching

- Depending on pupil numbers and class sizes, multi-grade classes can feature in the North Dublin Muslim National School. When this happens the pupils in these classes are taught the relevant strands and strand units for their class level.
- In some multi-grade classrooms small flexible groups are regular features of classroom life.
- All children will be encouraged to participate in all activities through the use of co-operative activities. We will also give encouragement and acknowledge good effort wherever possible. Our main aim is to set activities close to each child's ability level but at the same time challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group levels.

Assessment and Record Keeping

As in all areas, assessment is an integral part of the teaching and learning in SESE. Assessment will fulfil the following roles:

- Diagnostic – to identify areas of difficulty in order to respond to the needs of the children.
- Summative – to establish the outcomes of learning after completing a unit of work. This can provide the essential information for reporting and communicating to parents.
- Evaluative- to assist teachers in their own practice, methodologies, approaches and resources.

Assessment in History must seek to measure and report the child's progress and achievements in all aspects of the curriculum. We will assess the following:

- Progress in children's knowledge about the past
- Children's ability to use and the development of historical skills
- Development of children's attitudes, interests, critical thinking skills

In the North Dublin Muslim School we will use the following assessment tools for the purpose of assessment in history in order to enhance the learning experience of the child:

These will include:

- Teacher observation
- Teacher designed tasks and tests
- Work samples, portfolios and projects
- Curriculum Profiles

Children with Different Needs

- It is important that all children experience a rounded social, environmental and scientific education. In the North Dublin Muslim National School we are aware of the distinct role history can play in the harmonious development of each and every child. We will do our best to ensure that all children have the opportunity to experience a rounded historical education. In the same way we will 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. History plays a pivotal role in education so we will strive to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities.
- Teachers will use a mixture of whole-class teaching and group/paired work.
- Teachers will use a variety of questioning techniques, ranging from recall questions to more complex and analytical questions so that all children are challenged but also experience success.
- Different ways of recording and communicating findings will be encouraged e.g. ICT, drawing, oral reports, models.
- Content, methods of recording and desired learning outcomes will be differentiated for children with learning difficulties and for children with exceptional ability/interest

Equality of Participation and Access

The North Dublin Muslim National School recognises and values diversity and believes all children are entitled to access the services and facilities that are available in the school environment. As a Coeducational school, we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation etc.

The North Dublin Muslim School is under Islamic patronage and we endeavour to provide for children with disabilities, families with literacy and language difficulties and children who are learning English as an additional language. Class lessons will be differentiated to suit all the language needs of all pupils. The teaching body will make every effort to provide assistance to families of those children, in understanding what relates to their child's educational needs.

Organisational Planning

Timetable

In keeping with the recommendations in the Primary School Curriculum Introduction (pg 70) and the increased Literacy and Numeracy time allocations a minimum of 105 minutes will be allocated to S.E.S.E. in the Infant classes and 135 minutes will be allocated to S.E.S.E. from First to Sixth classes per week.

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

- using a thematic approach
- working on a project
- exploring the local environment
- Devising and undertaking a local trail
- Visiting a local museum

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

Resources and ICT

Access to an adequate supply of suitable teaching materials is essential for the development of a holistic approach to the teaching of History.

- Resources and posters are stored in classrooms appropriate to their level.
- Teachers are provided with teacher's manuals and resource books to supplement the class text.
- Teachers are encouraged to share materials and ideas with their colleagues.
- Each class is equipped with a computer with internet access and a projector. In addition, six classrooms have an interactive whiteboard.
- SMART software is available on all computers. There is a folder dedicated to history in the gallery section of the software programme.
- Class textbooks are evaluated each year and changed if necessary.

Health and Safety

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

Individual Teacher's Planning and Reporting

Teachers will consult this whole school plan and curriculum documents when they are drawing up their short term plans. Fully probated teachers complete fortnightly plans and all other teachers complete weekly plans.

From Junior Infants to Second Class all stands and strand units will be covered each year as outlined in the curriculum.

A spiral approach (pg 37 and 57 of the History Primary School Curriculum) is in place in the curriculum for Third to Sixth Classes. All strands are covered each year with a selection of strand units chosen.

Teachers will report on work completed in the Cúntas Miosúil. These are kept in individual teacher's planning folders and in a central folder in the principal's office.

Teachers also keep long-term plans.

Staff Development

Staff are encouraged to attend history courses provided by Drumcondra Education Centre or their local education centre. In addition, details of courses run by other organisations are displayed in the staffroom. Staff members are invited to raise any concerns regarding the teaching of history or the implementation of this policy at scheduled staff meetings.

Parental Involvement

Our History policy is being communicated to the Parents Association for observation and to provide opportunities for the parents to forward observations on the draft policy before final ratification by the co- managers.

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

- Participating in interviews and surveys.
- Talking with their children about family history.
- Parents from other countries will be encouraged to share their heritage with the rest of the school if they so wish and if it is appropriate

Community Links

Parents and other members of the wider community who could make a positive contribution to the history programme will be invited into the class or school to share their knowledge and expertise with the pupils.

The policy can also be supported by using the following local services: Cabra library, local newspapers and local places of interest.

Places of Historical Interest

Effort will be made to incorporate places of historical interest into the annual school tours. In addition, other trips to places of historical interest may be organised throughout the year where relevant to the history curriculum.

The following is a list of places of historical interest the pupils may visit

- Dublin Castle
- Kilmainham Gaol
- The Garden of Remembrance
- National Museum of Archaeology and History
- The National Museum of Decorative Arts and History
- The National Museum of Natural History □ Phoenix Park Visitor Centre
- Collins' Barracks
- Dublinia
- Jeanie Johnson
- Croke Park
- The GPO
- Newgrange

Success Criteria

The North Dublin Muslim National School will know the policy has been implanted through the following criteria:

- Teacher's planning based on the content of this policy.
- Procedures outlined in this document being consistently followed.

We will know the policy has been successful through the following criteria:

- Pupils' understanding of historical concepts and ideas being developed.
- Pupil's interest in History as a subject being extended.

Implementation

A. Roles and Responsibilities

This policy will be supported and implemented by the Co-Managers, the principal and the teaching staff in the North Dublin Muslim National School. Class teachers should show evidence of using this policy in their short and long term planning. The principal will inspect planning to ensure the policy is being followed in each class. The CoManagers will ratify the policy.

B. Timeframe

This policy will be implemented from September 2017.

Review

A. Roles and Responsibilities

The Co-Managers, the principal and the teaching staff will be responsible for reviewing the History policy.

B. Timeframe

This policy will be reviewed in 2020.

Ratification and Communication

This history policy was ratified by the Co-Managers _____. A copy of the ratified policy was distributed to all teaching staff in the school. This policy is available in the office or on the school website for inspection. Should parents wish to view the policy in the office they can do so on appointment.

Useful Websites for history planning/lesson content:

- Ncte.ie/Viking
- Irishclans.com
- Bbc.co.uk/schools/primaryhistory
- Schoolhistory.co.uk
- History.co.uk
- Besthistorysites.net
- Findarticles.com (online history magazine)
- Askaboutireland.ie
- Classzone.com
- Historylearningsite.co.uk
- Interactivesites.weebly.com/socialstudies
- Playinghistory.org
- Primarygames.com/socialstudies
- Learninggamesforkids.com
- Primaryresources
- Twinkl.co.uk

- [Tes.com](https://www.tes.com)
- [Seomraranga.com](https://www.seomraranga.com)[worldhistorymrdoon.org](https://www.worldhistorymrdoon.org)
- [Wartgames.com](https://www.wartgames.com)
- [Songsforteaching.com](https://www.songsforteaching.com)
- [Duchas.ie](https://www.duchas.ie)
- [Census.ie](https://www.census.ie)
- [Itsabouttime.ie](https://www.itsabouttime.ie)

*5th and 6th class resource suggestion: Dept. of Foreign Affairs will provide a booklet containing a list of South American people of historic significance who have an Irish connection.

Resources available in school include:

Junior Infants	Unlocking SESE
Senior Infants	Small World Unlocking SESE
1 st Class	Earth Link Unlocking SESE
2 nd Class	
3 rd Class	History all around Me
4 th Class	Small World History History All Around Me
5 th Class	It's About Time- History Activities and Skills Unlocking History Windows on the World
6 th Class	