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**History Plan**

**Date Ratified:**

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

 ***Fr. Richard Sheehy***

 **Chairperson Board of Management**

**1. Introduction and Rationale**

This History plan review was led by the Middle Management Team, informed by the views of staff, pupils and the Board of Management during June 2017. We aim through this plan, drawn up in accordance with the history curriculum, to set out our approaches to the teaching and learning of history. It will form the basis for teachers long and short term planning. It will also inform teachers of the approaches and methodologies used in our school.

We recognise history as an integral element of Social, Environmental and Scientific Education. We recognise the distinct role history has to play in enabling the child to explore and understand the natural, human, social and cultural environments in which she lives. We hope that historical education in our school will enable the child to investigate and examine critically significant events in their own immediate past, the past of their families and local communities, and the histories of people in Ireland and other parts of the world. We believe that history develops an understanding of the actions, beliefs and motivations of people in the past and is fundamental to an informed appreciation of contemporary society and environments.

Given the diversity in classrooms in terms of culture, ethnicity, religion, family composition etc, teachers need to be be mindful of the need to instill self-confidence and to provide protection for the pupils as they disclose personal information. The exposure in class of past personal and family circumstances must be treated by teachers with care and sensitivity. This is particularly true of the Junior classes, where the curriculum is less prescriptive.

**2. Vision**

The Catholic ethos of St Brigid’s GNS prioritises the creation of a school climate of love, trust, respect and tolerance. We are aware of the contribution Social, Environmental and Scientific Education (SESE) makes to the harmonious development of the child. It is our vision that history in our school will enable children to understand the present by exploring the past before they begin to look towards the future.

**3. Aims**

 The aims of the Primary Curriculum for History are as follows:

* To develop an interest in and curiosity about the past.
* To make the child aware of the lives of women, men and children in the past and how people and events had an impact on each other.
* To develop an understanding of the concepts of change and continuity.
* To provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the developmental stages of the child.
* To allow the child to encounter and use a range of historical evidence systematically and critically.
* To provide opportunities for the child to communicate historical findings and interpretations in a variety of ways.
* To foster sensitivity to the impact of conservation and change within local and wider environments.
* To help the child recognise and examine the influences of the past on the attitudes and behaviour of people today.
* To encourage children to recognise how past and present actions, events and materials may become historically significant.
* 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 enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts.

**4. Content of the History Plan**

**4.1 Strands and Strand Units**

Content is structured into different strands at four levels as outlined in **Appendix 1.** The number of strands and component strand units, which describe particular historical topics and periods of enquiry, increase as the child progresses through each level. This structure provides for a matrix “menu” for planning where from Third Class on, strand units are selected to reflect the needs of the pupils, local community and environment. To this end, 8 strand units have been chosen for Third/Fourth class and 11 strand units for Fifth/Sixth Class. Details of which are outlined in **Appendix 2.**

A spiral approach is applied in the teaching of History, where some aspects of the past may be explored in increasing detail on a number of levels. For example, in each year one strand until in local history and one strand unit in national or world history may be studied progressively in more depth and over a longer period and this flexible approach is reflected through the development of yearly plans.

A strict adherence to a chronological treatment of strand units is not recommended in this curriculum because of the constraints this would impose on curricular planning. Teachers at all levels, ensure a balance is maintained between the acquisition of knowledge and the development of related skills. Since too the development of children’s chronological understanding can be fostered through the use of timelines, these are used, at all levels, as appropriate.

At all class levels teachers ensure a balance is maintained between the development of skills and the acquisition of knowledge.

**4.2 History Scheme**

Junior Infants to First Class do not use a prescribed textbook.

2nd Class use the Small World programme for SESE (CJ Fallon).

Classes from 3rd-6th use the Small World programme for History (CJ Fallon).

**4.3 Skills and Concepts Development**

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

Infants: Page 18, Primary Curriculum

The following skills and concepts will be developed by the children as they work as historians:

* Time and Chronology
* Using Evidence
* Communication.

Strategies used to develop the child’s skills to work as a young historian will include:

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

1st/2nd: Page 26, Primary Curriculum

The following skills and concepts will be developed by the children as they are provided with opportunities to engage with the history curriculum and to work as historians:

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

Strategies used to develop the child’s ability to work as a historian at this level will include:

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

3rd/4th: Page 40, Primary Curriculum

The following skills and concepts will be developed through engagement with the history curriculum and by having the opportunity to work as historians:

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

Strategies used to develop the child’s ability to work as a young historian at this level will include

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

5th/6th: Page 60, Primary Curriculum

The following skills and concepts will continue to develop through engagement with the history curriculum and by having the opportunity to work as historians:

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

Strategies used to develop children’s skills to work as young historians will include

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

All teachers will endeavour to include a balance between the development of these skills and the acquisition of knowledge when designing their short and long term planning and when implementing it in the classroom.

**4.4 Approaches and Methodologies**

The following are the key methodologies of the primary school curriculum in the teaching of history:

* Active learning
* Use of the environment
* Talk and discussion
* Cooperative learning
* Problem solving
* Developing skills through content

In addition to this we are aware of the variety of approaches and methodologies outlined as particularly suited to history and will endeavour to employ the following methodologies

* Story

 Pages 65-71 of the Teacher Guidelines for guidance in this methodology.

* Personal and family history

This methodology is an ideal starting point for exploring the past with our younger classes. Parents, grandparents and other family members will be encouraged to share family history with our children.

We will consult Pages 72-75 of the Teacher Guidelines for guidance with this methodology.

* Using artefacts

We will continue to gather a selection of artefacts for using evidence as a methodology.

We will consult Pages 81-86 of the Teacher Guidelines for guidance in this methodology.

* Drama and role play

Activities such as hot seating, conscience alley, and drama through story are ways in which children can empathise with people from the past and recreate human experience.

 We will consult Pages 109-113 of the Teacher Guidelines for guidance with this methodology.

* Using pictures and photographs

We will use historical photographs of our locality and also study a range of photos from famous collections, famous paintings and calendars.

* Use of the environment

Local features and trails in the school community can be used as a resource e.g. school buildings and grounds, Holy Faith Convent, St. Mobhi’s Church and graveyard, Prospect Cemetery (Glasnevin), Botanic Gardens etc.

* Oral evidence

We aim to try and make incidents and aspects of the past real for the children through the use of this methodology. Classes will experience visits from older people in the locality and children will have the opportunity to interview older people as part of their homework.

We will consult Pages 77-80 of the Teacher Guidelines for guidance with this methodology.

* Documentary evidence

We intend to look at old newspapers, birthday cards, postcards, magazines, receipts, census returns, marriage, birth and death certificates for lessons relating to myself, my home and my school. Sensitivity to children’s personal circumstances will be exercised and careful thought given to the selection of these documents.

We will consult Pages 104-108 of the Teacher Guidelines for guidance in this methodology.

* Use of ICT

We will make use of a variety of websites to enhance our teaching of history (see Appendix 3).

We will consult Page 114 of the Teacher Guidelines for guidance in this methodology.

**4. 5 Linkage and Integration**

1. **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. This is particularly evident in our choice of stories which link in with the selected strand units.

1. **Integration**

 We agree with the assertion made in the History Curriculum Page 9 that while history makes an important and distinctive contribution to the development of the child, historical education complements the growth of the child’s geographical and scientific learning. With this in mind, we will ensure to look for opportunities whereby the elements from the history and science and geography curricula may be explored concurrently. Using systematically planned integrated themes or topics will be one way we would hope to achieve this.

We are conscious not only to seek out opportunities to integrate content, but also to be mindful of opportunities for transferral and application of skills.

We also acknowledge the scope that exists to integrate history with other subject areas.

* Oral Language – Discussion of historical events and use of story with emphasis on language of time
* Literacy – Reading and writing of stories, myths, legends and records
* Mathematics – Use of timelines
* Visual Arts – Analysis of paintings as evidence, work of famous artists and aesthetic changes in the environment over time
* Drama – Role play, hot seating activities.
* SPHE – Myself and my Family

**4.6 Timetable**

The Primary School Curriculum suggests a weekly time allowance for history as follows:

Junior/Senior Infants – 45 minutes

1st- 6th Class – 1 hour

Teachers can decide to allocate time for history on a weekly basis or they can block time over a month or term. This should be indicated in each teacher’s timetable. Teachers should ensure that pupils attending supplementary teaching are included for as much of the history programme as possible.

**5. Assessment**

As in all subject areas assessment is an integral part of the teaching and learning of history. We, as a staff, have a common understanding of its purpose and the ways in which the progress of children in history will be assessed and reported.

Assessment techniques used in history will assess progress in

* Children’s knowledge of the past
* Children’s ability to use historical skills
* Children’s development of attitudes.

Teachers select from the following range of assessment approaches.

* Teacher observation
* Teacher designed tests & tasks
* Work samples & projects

Parents are informed of children’s progress in history at annual parent teacher meetings and in end of year reports.

**6. Catering for Individual Needs**

We will endeavour to ensure that all children have the opportunity to experience a rounded historical education.

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

* Using a mixture of whole class teaching and focused group work
* Choosing more accessible or more demanding pieces of evidence for different children
* Using a range of questions spanning from simple recall to the more complex and analytical
* Planning for the use of a wide range of communication skills (drawing , ICT, written and oral accounts, photographs and models)
* The exceptional child will be encouraged to undertake additional research and record their findings in a variety of ways
* Content and desired learning outcomes will be differentiated for children with general learning difficulties.

**7. Equality of Participation and Access**

The following will be taken into consideration at all times:

* Provision for children with physical difficulties will be made so that they can access the history curriculum
* Children whose first language is not English will be supported in accessing the history curriculum with support from the Special Educational Team.
* Our history classes will place an emphasis on the lives of ordinary women, men and children of the past as is recommended in the curriculum
* We will consider in our teaching of History the contribution made by women in the past as well as men
* At all class levels we include the lives of men, women and children from different social, cultural, ethnic and religious backgrounds.

**8. Resources and Equipment**

History resources/equipment have been purchased/accumulated over the last few years and are kept in the History resource cupboard. An inventory of same has been drawn up (see **Appendix 3**).

A list of websites that support the teaching of the history programme has also been drawn up (see **Appendix 4**).

Resources/equipment are checked at the end of the year by Ms. O’Byrne. Requests for additional resources/equipment should be made to Ms. O’Byrne who will co-ordinate purchases as authorised by the Principal.

**9. Policies**

The following policies support the teaching of History and were drawn up in consultation with staff/parents/guardians and the Board of Management:

* Health and Safety Statement
* School Tours Policy
* Assessment and Recording Policy
* Acceptable Usage Policy

The school’s Health and Safety Statement and procedures in relation to tours and supervision will inform the organisation of classroom activities.

Before use in the classroom artefacts will be examined by the teacher and checked for potential danger (sharp edges etc.). Artefacts with small parts will not be used with infants.

**10. Homework**

History learning and instruction may be reinforced and consolidated through appropriate homework activities. Homework should be in line with the approaches set out in the Primary School Curriculum for History and with the school’s Homework Policy.

**11. Individual Teachers’ Planning and Reporting**

Teachers will consult this whole school plan and the curriculum documents for history when they are drawing up their long and short term plans.

Each teacher will have a long term plan for the year and teachers will tailor them according to the individual needs of their own classes.

Work covered will be outlined in the Cuntas Míosúil.

Parents are informed of children’s progress in history at annual parent teacher meetings and in end of year reports.

**12. Staff Development**

Teachers are made aware of any opportunities for further professional development through participation in courses available in Education Centres or other venues.

Skills and expertise within the school are shared and developed through input at staff meetings. New publications, reference texts, history information etc are circulated to staff via Aladdin, staff meeting and History resource area.

**13. Parental Involvement**

We will encourage parents to talk to their children about their personal and family history, this will also involve sourcing family photographs, lending artefacts for display and taking children to see historic places.

Parents and grandparents will be encouraged to come into the school and participate in history trails and to share their historical experiences with the children e.g to celebrate Grandparents Day.

Parents will be invited to special historical events that we celebrate in our school e.g. awarding of Green Schools flags,

Parents are kept informed of developments in history through the school’s website, twitter account and monthly newsletters.

**14 Community Links**

People in the local community who have an interest in and a knowledge of its history will be invited to speak with the children.

The local library will be a source of historical knowledge for the children i.e. documentary evidence, maps.

Children will be brought on visits to different places of local interest as they progress through the school e.g Botanic Gardens.

**15. Roles and Responsibilities**

* It is the responsibility of the BOM to ratify the Plan and support its implementation
* Parents play an important role in providing input and familiarising themselves with the school Plan, as well as supporting the teaching of History through involvement in homework and attending school events
* It is the responsibility of the Principal to oversee the implementation of the Plan and support staff in the teaching of History
* Teachers have a responsibility to follow the school Plan and implement the History curriculum accordingly
* A member of the Middle Management Team has responsibility for the development and organisation of History within the school

**16. Review and Ratification**

This History plan was reviewed between May and June 2017, by the Middle Management Team, informed by the staff, and was ratified by the Board of Management on 27th November 2017.

The Board will monitor its implementation and the plan will be reviewed again in November 2019 school year, or as the need arises.

**Appendix 1**

**History Strands and Strand Units**

|  |  |  |
| --- | --- | --- |
| Class | Strand | Strand unit |
| Infants | Myself and my familyStory | MyselfMy familyStories |
| 1st/2nd | Myself and my familyChange and continuityStory | MyselfMy familyWhen my grandparents were youngGames in the pastFeasts and festivals in the pastContinuity and change in the local environmentStories |
| 3rd/4th | Local studies (x2)StoryEarly people and ancient societies (1&1) Life, society, work and culture in the past(x2)Continuity and change over time (x2) | My familyHomesMy schoolGames and pastimes in the pastFeasts and festivals in the pastBuildings, sites or ruins in my localityMy locality through the agesStories from the lives of people in the pastMyths and legendsStone Age peoplesBronze Age peoplesEarly societies of the Tigris and Euphrates valleysEgyptiansGreeksRomansCeltsEarly Christian IrelandVikings &Central and South American peoplesAsian peoplesAfrican peoplesNorth American peoplesAustralasian peoplesLife in Norman IrelandLife in mediaeval towns and countryside in Ireland & EuropeLife in the 18th centuryLife in the 19th centuryLife during World War llLife in Ireland since the 1950sFood and farmingClothesHomes and housesTransportCommunicationsShops and fairsSchools and educationCaring for the sick |
| 5th/6th | Local studies (x2)StoryEarly people and ancient societies (1&1)Life, society, work and culture in the past (x1)Eras of change and conflict (x2)Politics, conflict and society (x2)Continuity and change over time (x2) | HomesSchoolsGames and pastimes in the pastFeasts and festivals in the pastBuildings, sites or ruins in my localityMy locality through the agesStories from the lives of people in the pastMyths and legendsStone Age peoplesBronze Age peoplesEarly societies of the Tigris and Euphrates valleysEgyptiansGreeksRomansCeltsEarly Christian IrelandVikings &Central and South American peoplesAsian peoplesAfrican peoplesNorth American peoplesAustralasian peoplesLife in Norman IrelandLife in mediaeval towns and countryside in Ireland & EuropeLife in the 18th centuryLife in the 19th centuryLanguage & culture in late 19th and early 20th-century IrelandLife during World War llLife in Ireland since the 1950sThe RenaissanceThe ReformationTraders, explorers and colonisers from EuropeThe Great FamineThe Industrial RevolutionChanging land ownership in 19th-century IrelandChanging roles of women in the 19th and 20th centuriesWorld War lModern Ireland16th and 17th-century IrelandRevolution and change in America, France and IrelandO’Connell and Catholic Emancipation1916 and the foundation of the stateNorthern IrelandIreland, Europe and the world, 1960 to the presentHomes, housing and urban developmentNomadismFood and farmingClothesTransportCommunicationsEnergy and powerWorkshops and factoriesSchools and educationLiterature, art, crafts and cultureCaring for the sickBarter, trade and money |

**Appendix 2**

**Third to Sixth Class Strand and Selected Strand Units**

**Third Class (8 Strands)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Local studies** | **Story** | **Early people & ancient societies** | **Life society, work & culture in the past** | **Continuity & change over time** |
| Games/pastimes in the past |  | Stone Age peoples | Life in Norman Ireland | Food & Farming |
| Feasts/festivals in the past |  | Australasian peoples (Maori)  | Mediaeval towns & countryside in Ireland & Europe | Schools & education |

**Fourth Class (8 Strands)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Local studies** | **Story** | **Early people & ancient societies** | **Life society, work & culture in the past** | **Continuity & change over time** |
| Games/pastimes in the past |  | Vikings | Life in the 18th century | Homes & Houses |
| My locality through the ages |  | Central/South American  | Life in the 19th century | Caring for the sick |

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**Fifth Class (11 Strands)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Local studies** | **Story** | **Early people & ancient societies** | **Life society, work & culture in the past** | **Eras of change and conflict** | **Politics, conflict & society** | **Continuity & change over time** |
| Feasts/festivals in the past |  | Romans | Life in Norman Ireland | The Great Famine | 16th and 17th century Ireland | Communications |
| My locality through the ages |  | Central/South American peoples (Maya) |  | Changing roles of women in the 19th /20th centuries | O’Connell & Catholic Emancipation | Energy & power |

**Sixth Class (11 Strands)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Local studies** | **Story** | **Early people & ancient societies** | **Life society, work & culture in the past** | **Eras of change and conflict** | **Politics, conflict & society** | **Continuity & change over time** |
| Schools |  | Egyptians | Life during World War II | World War I | 1916 and the foundation of the state | Literature, art, crafts and culture |
| Buildings, sites or ruins in my locality |  | Asian peoples (China) |  | Modern Ireland | Northern Ireland | Barter, trade and money |

**Appendix 3**

**History Resources/Equipment**

|  |
| --- |
| Myself and my family* Drumcondra Education pack on ‘Me’
* Drumcondra Education pack on ‘Homes’
* Scholastic pack on ‘Homes’
* DVD: ‘History’ – Tracks on Families/ Toys/ Homes/ Life and keeping clean 90 years ago/ Bath time long ago
* Activity sheets on toys
* Wooden toys: 2 skipping ropes, Ball in a cup, Tossing ‘Spool’, Tiddlywinks
* Victorian toys: 2 swing toys, Jacob’s Ladder, Flip book, Push up toys, Marbles, Old style skipping rope

Homes* Drumcondra Education pack on ‘Homes’
* Scholastic pack on ‘Homes’, sheets on homes from the past
* Books: ‘Mansions, Museums and Commissioners’, Irish houses/Irish dress/ Irish folklore (Folens), Goods and Chattels, Old days old ways, Castles (Ladybird), Pop-up book on Castles, The American ambassador’s residence, Man builds house, Street through Time
* Cut out models of Blarney Castle and a crannog
* National Museum colouring book: ‘Archaeology’ p.1 & 8 (house tile/crannog), ‘Country life’ p.6,7,8
* DVD: What, where, when, why, Life 90 years ago (2 tracks)

My school/Schools* File on school history
* Photos/plaques around the school, Holy Faith plaque/monument
* Victorian School Days pack

Games/Pastimes* Wooden toys: 2 skipping ropes, Ball in a cup, Tossing ‘Spool’, Tiddlywinks
* Victorian toys: 2 swing toys, Jacob’s Ladder, Flip book, Push up toys, Marbles, Old style skipping rope

Feasts /Festivals* National Museum colouring book: ‘Country life’ p.1
* ‘St. Brigid’ file

My locality through the ages* Photo pack on locality/Glasnevin Cemetery/Convent/street furniture…..
* File with information on Glasnevin/St. Mobhi/Glasnevin Cemetery
* Parish History by Fr. F. Harrison & the Parish of St. Columba, Iona Road, Glasnevin
* Articles on St. Mobhi
* ICA History of Glasnevin/Ballymun (4 copies)
* Place names in our locality by Mother of Divine Grace
* Glasnevin Village Trail
* Glasnevin Cemetery: Cemetery map, HeritageMap/Guide

Stone Age* DVD: Stone Age
* National Museum colouring book, Museum sheet ‘Colchaois’, Ulster Museum workbook
* Books: ‘Primitive man’ (How and Why), Guide to Ferrycarrig Park (Stone Age to Normans), Stone Age (Folens En Lib), Irish Field Monuments
* Sample arrow heads

Bronze Age* National Museum colouring book ‘Archaeology’ p.8, Activity Sheet
* Bronze Age Ireland

Egyptians* Selection of various books, maps and activity sheets
* Posters: 2 ex Museum/ 12 A3/ 7 laminated photos
* Assorted papyrus
* Obelisk x 1
* Sphinx x 1
* Tutankhamun x 2

Greeks* DVD on Life in Ancient Greece
* British Museum workbook
* Book: ‘Ancient World’ (Usborne) p.97-192
* A3 poster Greek art

Romans* British Museum workbook
* Books: Ancient World p.193-283 (Usborne), Ancient Rome – Facts of life, Rome and Romans (Usborne), The history of letter writing
* Sheets on Roman towns/ancient Rome/word puzzles etc.

Celts* British Museum workbook, sheets of Celtic design
* Books: Celtic tales and legends/ Celtic fairy tales/ Irish legends for children/ Who were the Celts
* National Museum colouring book ‘Archaeology’ p.6,7,14
* Posters: Irish legends (Postcards from the past)/ Salmon of Knowledge/ Cuchulainn

Early Christian Ireland* DVD of film strip ‘Irish Monasteries’ & accompanying booklet
* Cut out model of Irish Monastery
* Books: ‘Glendalough – a celtic pilgrimage’, Irish monasteries (Folens Env Lib)
* Booklet: Columban heritage
* St. Brigid file

Vikings* Slides of Dublin Viking Exhibition/Viking Ship Museum Oslo, information sheets on Viking Dublin
* National Museum colouring book ‘Archaeology’ p.4,5,12,13 & assorted worksheets
* Books: Viking Raiders – Life in Ireland, Aspects of Viking Dublin 1-6, A closer look at Vikings, Life on a Viking ship, British Museum workbook, Norse myths and legends, Insights – Vikings, Peoples of the past – Vikings, Viking colouring book, Build your own Viking ship
* Posters: Viking Life, Viking ship museum and burials
* Artefacts: Viking ship/ mug/ coins/ lamp/ jug

Life, society, work and culture in the past* Articles on mediaeval Dublin
* National Museum colouring book ‘Archaeology’ p.9,10
* The Normans – a case study
* Life in 18th century books: ‘Mrs. Delaney’s Diary’, Goods and Chattels inventories, ‘Mansions, Museums and Commissioners’, Irish Sculpture from 1600, Newbridge House and Farm
* Life in 19th century books: Famine x 2, Margaret Aylward accounts
* National Museum colouring book ‘Country life’ pp.1-3,9,11,13,14 & Capuchin Annual 1936 (good for ads)
* WW1 and WW2 – Horrible Histories
* Books: Ireland 1918-1924, Irish houses/Irish dress/Irish folklore (Folens Env Lib), Goods and Chattels, Old days old ways, Castles (Ladybird), Pop-up book on castles, The American Ambassador’s residence, Man builds house, Street through time
* Cut out model of Blarney Castle & crannog

Eras of change and conflict* The Great Famine books: Life on a Famine Ship, How I survived the Famine, The Great Famine, Strokestown Museum Book
* Industrial Revolution: Victorian boy booklet
* Victorian School Days Pack: including school books ‘Native England’, headline copybooks, dip pens & inkwell
* 6 slates and slate pencils
* Laminated sheets on Victorian school day & a Teacher’s manual
* Books – Life in Victorian Ireland, Eyewitness ‘Victorians’
* A Victorian backdrop kitchen/table/dresser
* Victorian child pack: including 20 resource sheets, laminated sheets ex ‘A Child’s Day’, 2 V-Swing toys, 1 slate and slate pencil, an old style skipping rope, Jacob’s Ladder, a flip book, push-up toys, coins (a Victorian halfpenny and a sovereign), an oil lamp, a bag of marbles, a loom shuttle and a strip with cotton samples

Politics, conflict and society* 16th/17th century Ireland book: Dublin Castle ‘At the Heart of Irish History’
* 1916: DVD of filmstrip on P. Pearse/ Proclamation/ File on 1916, Books – ‘Cuimhneacháin’ & GPO – At the heart of events, DVD ‘Saoirse’
* Kilmainham Jail 1916 school pack

Food and farming* National Museum colouring book ‘Country Life’ p.9, 10, 11, 13, 14
* DVD: ‘Food and Farming’ covers first farmers/ Middle Ages/ 18th century/ Industrial Revolution/ present times

Clothes* Book ‘Irish Clothes’ (Folens Env Lib)
* National Museum colouring book ‘Country Life’ p.4, 5 and Decorative Arts on Uniforms
* Poster ex Irish Independent

Communications* Old phones, Letter writing pack, Vinyl records, Pens

Barter, trade and money* Selection of Irish coins from 1928, 1940s, 1960s
* Decimal currency 1971

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**Appendix 4**

**Useful History Websites**

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| * [www.stbrigid.ie](http://www.stbrigid.ie)
* [www.scoilnet.ie](http://www.scoilnet.ie)
* [www.bbb.co.uk/schools/primaryhistory](http://www.bbb.co.uk/schools/primaryhistory)
* [www.askaboutireland.ie](http://www.askaboutireland.ie)
* [www.primaryresources.co.uk](http://www.primaryresources.co.uk)
* [www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)
 | * [www.mrdonn.org](http://www.mrdonn.org)
* [www.kinderart.com/arthistory](http://www.kinderart.com/arthistory)
* [www.projecthistoryteacher.com](http://www.projecthistoryteacher.com)
* [www.dkfindout.com](http://www.dkfindout.com)
* [www.timetravellerkids.co.uk](http://www.timetravellerkids.co.uk)
* [www.teachingideas.co.uk](http://www.teachingideas.co.uk)
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