**History Plan**

**Introductory Statement**

This plan was drawn up in collaboration with all members of staff following in-service in 2005. In it we hope to clarify our approaches to the teaching of History in our school based on the principles of learning outlined in the Primary school curriculum. The plan has been reviewed regularly since. The latest review of the plan was carried out within the confines of Croke Park hours in September 2022

**Rationale**

We recognise History as an integral element of Social, Environmental and Scientific education. In our school SESE provides opportunities for the child to explore investigate and develop an understanding of the natural, human, social and cultural dimensions of local and wider environments, to learn and practise a wide range of skills, and to acquire open, critical and responsible attitudes. SESE enables the child to live as an informed and caring member of local and wider communities. We recognise the distinct role History has to play enabling the child to explore and understand the natural, human, social and cultural environments in which he/she lives. We hope that historical education in our school will enable the child to investigate and examine critically significant events in their own immediate past, the past of their families and local communities and the histories of people in Ireland and other parts of the world. We believe that History develops an understanding of the actions, beliefs and motivations of people in the past and is fundamental to an informed appreciation of contemporary society and environments. We view history as having a distinct but complementary role together with Geography and Science within SESE and as a contributor to the wider child centred curriculum.

**Visions and Aims**

**Vision:**

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

**Aims**

We endorse the aims of the SESE History Curriculum:

* To develop an interest in and curiosity about the past.
* To make the child aware of the lives of women, men and children in the past and how people and events had an impact on each other.
* To develop an understanding of the concepts of change and continuity.
* To provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the development 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.

This History Plan will be addressed under the following headings:

**Curriculum Planning**

1. Strands and strand units
2. Skills and concepts development
3. Approaches and methodologies
4. Linkage and integration
5. Multi – grade teaching
6. Assessment and record keeping
7. Children with different needs
8. Equality of participation and access

**Organisational Planning**

1. Timetable
2. Resources and ICT
3. Health and Safety
4. Individual teachers’ planning and reporting
5. Staff development
6. Parental involvement
7. Community links
8. Places of historic interest

**Curriculum Planning**

1. ***Strands and Strand Units***

Each teacher is familiar with the strands, strand units and content objectives for his/her relevant class level and indeed for each other’s class levels. (See Appendix A for an overview of the History Curriculum).

We feel this is important in order to ensure a coherent programme throughout the school. As children move from one classroom to another teachers liaise with each other so that there is continuity in progression.

Classes from Junior Infants to Second class work closely. At these levels History may be delivered through integrated themes in the context of the other SESE subjects as much as possible as well as through integration with the SPHE curriculum, the Alive O programme and other curricular areas, therefore making the learning experience more holistic and meaningful for the child.

**Infants**

We are aware that the content in History for the infant classes is confined to two strands

* Myself and my Family
* Story

Each of these strands will be covered.

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

**First and Second Classes**

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

* Myself and my Family
* Change and Continuity
* Story

We will ensure that the stories and other activities selected in the First and Second classes will encompass a range of perspectives and will:

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

We endorse the emphasis this curriculum places on the exploration of personal and family historyat this level and are conscious of the sensitivities some aspects of these topics may involve.

We agree that through local history children can readily acquire and practise historical research skills, they can become familiar with, and learn to value, the local environment and they can learn to appreciate the elements of the past which have given them and their locality a sense of identity. We have compiled a Local History Audit for our area (Appendix B) and are aware of Exemplar 15 Pages 100-103 which examines factors to consider when embarking on a local history trail.

We have discussed how to ensure Oral Evidence is incorporated into the History curriculum. We have contacted some people in the area who are willing to come to the school and speak to the children about the past/aspects of local history. This people are:

* Seán Ryan (Leap Castle)
* Willie Dooley (Kilmaine)
* Jimmy Blake (Breaghmore)
* Carmel Ryan (Aghagurty)
* Margaret Hogan (Birr)

We are conscious of the planning and preparation that is vital for such a visit and will refer to Pg 36 Teacher Guidelines and Exemplar 10 Pg 78 in this regard.

**Third and Fourth Classes**

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

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

**Fifth and Sixth Classes**

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

* Local studies
* Story
* Early people and ancient societies
* Life, society, work and culture in the past
* Eras of change and conflict
* Politics, conflict and society
* Continuity and change over time.

We are aware of the requirements of the Curriculum Statement as to the number of Strand Units from each Strand that must be covered in each school year. Teachers of 3rd, 4th, 5th & 6th classes will consult when planning in order to ensure coverage of most aspects of the curriculum before the children leave sixth class.

In choosing the Strand Units to be covered at each class level we are conscious of the spiral approach recommended in this curriculum, in which some aspects of the past may be explored in increasing detail at a number of levels.

In selecting Strand Units we will endeavour to ensure that:

* The locality of the school is reflected in the programme
* Children are introduced to the lives of women, men and children from a range of social, cultural, ethnic and religious backgrounds.
* Studies from a wide range of human experience are included.
* Local, national and international contexts are included.

We recognise that the curriculum recommends that in each year one strand unit in local history and one strand unit in national or world history is studied in more depth over a longer period, and this has been taken on board in the development of our yearly plan.

We will strive to ensure a balance between the development of skills and the acquisition of knowledge in our teaching of history.

We understand that a strict adherence to a chronological treatment of Strand Units is not recommended in this curriculum because of the constraints this would impose on curricular planning. We are aware that the development of children’s chronological understanding can be fostered through the use of timelines**,** and we will use timelines at all levels.

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

We agree that through local history, children can readily acquire and practise historical research skills, they can become familiar with, and learn to value, the local environment and they can learn to appreciate the elements of the past which have given them and their locality a sense of identity. We have compiled a Local History Audit for our area (Appendix B) and are aware of Exemplar 15 pages 100-103 which examines factors to consider when embarking on a local history trail.

We have discussed how to ensure Oral Evidence is incorporated and have discussed people in the area who may be willing to come to the school and speak to the children about the past (See p.4 of this plan). We are conscious of the planning and preparations that is vital for such a visit and will refer to Pg 36 Teacher Guidelines and Exemplar 10 Pg 78 in this regard.

***2. Skills and Concepts Development.***

As outlined in our vision for history in our school we are 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 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**

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

* Time and Chronology
* Using evidence
* Communication

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

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

**First and Second Classes**

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

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

Strategies we will use to develop the child’s ability to work as a young historian will include:

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

**Third and Fourth Classes**

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

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

Strategies we will use to develop the child’s ability to work as a young historian will include:

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

**Fifth and Sixth Classes**

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

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

Strategies we will use to develop children’s skills to work as young historians will include:

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

***3. Approaches and Methodologies***

Our History Curriculum asserts that one of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies. We are aware of the variety of approaches and methodologies outlined as particularly suited to history and will endeavour to employ as many as we can as appropriate to our individual circumstances.

The range will include:

* Story

This can be used as an independent unit of work to develop values and attitudes. It can also be used as a stimulus for the introduction of a unit of work.

* Personal and family history

This is an ideal starting point for exploration of the past. It helps to enhance children’s sense of their own position in time.

* Using Artefacts

This lends itself to activity based learning. Artefacts can be used to examine instances of cause, effect, change and continuity.

* Drama and role play

This child centred activity encourages children to empathise with characters and recreate human experiences.

* Using pictures and photographs

This can be used with children of all ages and incorporated in various types of lessons, eg. Whole class, smaller groups.

* Use of the environment

This helps to stimulate children’s interest in their own surroundings and their sense of local identity.

* Oral evidence

Invited speakers are used to access memories and information about the past which is personal and linked to the locality.

* Documentary evidence

This is used to access local/ national/ international history in an organised way.

* Use of ICT

ICT can be used to enrich the range of resources that can be sourced for teaching and learning in the History curriculum.

***4. Linkage and Integration***

*Linkage*

In order to make learning more meaningful for the child and to ensure the simultaneous development of historical skills and to provide for the application of these skills teachers will explore possibilities for linkage across the History curriculum and will consider and note such opportunities in their classroom planning.

*Integration*

We agree with the assertion made in the Curriculum Statement page 9, “that while history makes an important and distinctive contribution to the development of the child, historical education complements the growth of the child’s geographical and scientific learning.” With this in mind, we will ensure to explore all possibilities to integrate the SESE subjects. Using integrated themes or topics will be one way we would hope to achieve this. We are conscious not only to seek out opportunities to integrate content, but also to be mindful of opportunities for transferral and application of skills. We will also exploit all meaningful possibilities where history could be integrated with other curricular areas.

This will be included in teachers own individual planning.

***5. Multi – grade teaching***

Children in our school are taught in a multi – class situation.

Teachers of 3rd, 4th, 5th & 6th classes must consult when planning in order to ensure coverage of most aspects of the curriculum before the children leave sixth class.

This also ensures that there is no overlap of content as children progress from one class to the next.

We will endeavour to group children in the following class levels for the teaching of History:

* Junior and Senior Infants
* First,Second and Third Class
* Fourth, Fifth and Sixth Class

***6. Assessment and Record Keeping***

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

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

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

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

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

We communicate children’s progress in History to parents during Parent/Teacher meetings and in their end of year report.

***7. Children with Different Needs***

As previously stated we are aware of the distinct role history can play in the harmonious development of each and every child. As such we will do our best to ensure that all children have the opportunity to experience a rounded historical education. In the same way as we endeavour to provide for individual difference in every curricular area, we will also strive to make the history curriculum accessible to as many children as possible. In order to do this we will consider:

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

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

***8. Equality of Participation and Access***

Boys and girls will have equal access to a rounded historical education.

By incorporating a range of approaches and methodologies we hope to make history accessible to all the children of our school.

In planning our history curriculum, we will endeavour to ensure that children encounter a broad and balanced curriculum that:

* Includes studies from local, national and international contexts.
* Explores the past from a range of perspectives
* Explores the contribution of different ethnic and cultural groups, social classes and religious traditions
* Includes a range of historical periods
* Allows for the use of a wide range of evidence
* Includes a balance between the broad sweep of history and more intensive study of limited periods.
* Fosters the child’s sense of local, national and European identity.

**Organisational Planning**

***9. Timetable***

In keeping with the recommendations in the Primary School Curriculum Introduction, a minimum of three hours will be allocated to SESE per week.

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

* Using a thematic approach
* Working on a project
* Exploring the local environment
* Teachers will consider the use of discretionary curriculum time for SESE when appropriate.

***10. Resources and ICT***

We have completed a local history audit (See Appendix B)

We have gathered together our resources for history (Appendix C). Teachers retain resources which have particular relevance to their class levels in their own classrooms.

We have used our digital camera to gather photographs of our local area and we have sourced old photographs of our school with the co-operation of people in the community.

We have compiled a list of useful websites which can be used to implement the History curriculum (Appendix D)

We have laptops, digital cameras, a flip camera, data projector, interactive whiteboard etc. available in the school. Each classroom is equipped with wireless broadband. These are valuable resources.

***11. Health and Safety***

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

***12. Individual Teacher’s Planning and Reporting***

Individual teachers prepare the programme of work for their individual classes and will go into more detail with regard to content, skills, resources needed, methodologies, recording of work and assessment in their own short term planning.

Cuntais Miosuil assist in evaluating progress in History and inform future teaching.

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

***13. Staff Development***

We will attend In-service training as appropriate and will consider any workshops/courses that become available.

***14. Parental Involvement***

As personal and family history is such an integral element of the history curriculum parents and grandparents have an important role to play in developing the child’s sense of his/her own personal past and in nurturing a sense of the value of this past.

Parents and grandparents will be asked to source photographs/artefacts from the children’s and their own personal past.

The unique story of the local area is another aspect of the history curriculum where parents and grandparents can make an important contribution. Children may be asked to interview parents/grandparents about events in the past as appropriate.

We recognise the wonderful resource that parents and grandparents provide in the area of Oral evidence and are at all times conscious of the need to involve parents and grandparents in the history curriculum.

***15. Community Links***

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

CF: Page 4 of this plan and Appendix B

***16. Places of historic interest.***

We will continue exploring our local area with the children and we will continue to visit places of historic interest especially on school trips/tours.

***Success Criteria***

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

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

Teachers will use the plan to develop a programme of work for their own classes.

Through familiarisation with the plan we will ensure there is continuity between classes and that no overlapping of themes occurs. Teachers will be able to access the wide range of resources available to them as listed in our plan.

By the time they have reached 6th class children will have been exposed to most, if not all of the elements of the History curriculum.

We will bear in mind any suggestions or feedback from parents/children and inspectors in relation to the teaching of our History programme

***Implementation***

***Roles and Responsibilities***

Class teachers are responsible for the implementation of the History programme in their own classes. The post holder with responsibility of History (currently Mr.Dunne) supports the implementation of the History programme and is also responsible for the distribution and monitoring of resources. She also provides feedback to the staff as required.

***Review***

***Roles and Responsibilities***

The following people will be involved in the review of the History Plan

* Teachers
* Pupils
* Parents
* Plan co-ordinator (Mr. Dunne)
* BOM

Mr. Dunne has overall responsibility for co-ordinating the review. Mr. Dunne has been assigned the responsibility of ensuring any new staff/substitutes are aware of the location and content of the plan. She will also seek recommendations for review of the plan as the need arises and advise staff of changes made.

***Timeframe***

We reviewed this plan in September 2022 and made necessary amendments. This plan will be reviewed in 2024/25.

**Ratification and Communication**

This plan was ratified by the Board of Management on the 28th September, 2022.

***Appendix A – Overview of History Curriculum***

**Infant Classes**

|  |  |
| --- | --- |
| *Skills and concepts development* |  |
| **Working as an historian** | * Time and chronology * Using evidence * Communication |
| *Strands* | *Strand units* |
| **Myself and my family** | * Myself * My family |
| **Story** | * Stories |

**First & Second Classes**

|  |  |
| --- | --- |
| *Skills and concepts development* |  |
| **Working as an historian** | * Time and chronology * Change and continuity * Cause and effect * Using evidence * Synthesis and communication * Empathy |
| *Strands* | *Strand units* |
| **Myself and my family** | * Myself * My family * When my grandparents were young * Games in the past * Feasts and festivals in the past |
| **Change and continuity** | * Continuity and change in the local environment |
| **Story** | * Stories |

**Third & Fourth Classes**

|  |  |
| --- | --- |
| *Skills and concepts development* |  |
| **Working as an historian** | * Time and chronology * Change and continuity * Cause and effect * Using evidence * Synthesis and communication * Empathy |
| *Strands* | *Strand units* |
| **Local studies** | * My family * Homes * My school * Games and pastimes in the past * Feasts and festivals in the past * Buildings, sites or ruins in my locality * My locality through the ages *Two strand units should be selected from this strand during each year.* |
| **Story** | * Stories from the lives of people in the past * Myths and legends *A selection of stories should be explored in each year.* |
| **Early people and ancient societies** | Study a selection from:   * Stone Age peoples * Bronze Age peoples * Early societies of the Tigris and Euphrates valleys * Egyptians * Greeks * Romans * Celts * Early Christian Ireland * Vikings * Central and South American peoples *e.g. Aztecs* * Asian peoples *e.g. peoples of the Indus valley, Ch’in and Han empires of China* * African peoples *e.g. Benin peoples* * North American peoples *e.g. Native American peoples* * Australasian peoples *e.g. Maori Two strand units should be selected from this strand during each year.* |
| **Life, society, work and culture in the past** | * Life in Norman Ireland * Life in mediaeval towns and countryside in Ireland and Europe * Life in the 18th century * Life in the 19th century * Life during World War II * Life in Ireland since the 1950s *Two strand units should be selected from this strand during each year.* |
| **Continuity and change over time** | Possible units may include:   * Food and farming * Clothes * Homes and houses * Transport * Communications * Shops and fairs * Schools and education * Caring for the sick *Two strand units should be selected from this strand during each year.* |

**Fifth & Sixth Classes**

|  |  |
| --- | --- |
| *Skills and concepts development* |  |
| **Working as an historian** | * Time and chronology * Change and continuity * Cause and effect * Using evidence * Synthesis and communication * Empathy |
| *Strands* | *Strand units* |
| **Local studies** | * Homes * Schools * Games and pastimes in the past * Feasts and festivals in the past * Buildings, sites or ruins in my locality * My locality through the ages *Two strand units should be selected from this strand during each year.* |
| **Story** | * Stories from the lives of people in the past * Myths and legends *A selection of stories should be explored in each year.* |
| **Early people and ancient societies** | Study a selection from:   * Stone Age peoples * Bronze Age peoples * Early societies of the Tigris and Euphrates valleys * Egyptians * Greeks * Romans * Celts * Early Christian Ireland * Vikings * Central and South American peoples *e.g. Aztecs* * Asian peoples *e.g. peoples of the Indus valley, Ch’in and Han empires of China* * African peoples *e.g. Benin peoples* * North American peoples *e.g. Native American peoples* * Australasian peoples *e.g. Maori* *Two strand units should be selected from this strand during each year.* |
| **Life, society, work and culture in the past** | * Life in Norman Ireland * Life in mediaeval towns and countryside in Ireland and Europe * Life in the 18th century * Life in the 19th century * Language and culture in late 19th and early 20th-century Ireland * Life during World War II * Life in Ireland since the 1950s *One strand unit should be selected from this strand during each year.* |
| **Eras of change and conflict** | * The Renaissance * The Reformation * Traders, explorers and colonisers from Europe * The Great Famine * The Industrial Revolution * Changing land ownership in 19th-century Ireland * Changing roles of women in the 19th and 20th centuries * World War I * Modern Ireland *Two strand units should be selected from this strand during each year.* |
| **Politics, conflict and society** | * 16th and 17th-century Ireland * Revolution and change in America, France and Ireland * O’Connell and Catholic Emancipation * 1916 and the foundation of the state * Northern Ireland * Ireland, Europe and the world, 1960 to the present *Two strand units should be selected from this strand during each year.* |
| **Continuity and change over time** | Possible units may include:   * Homes, housing and urban developments * Nomadism * Food and farming * Clothes * Transport * Communications * Energy and power * Workshops and factories * Schools and education * Literature, art, crafts and culture * Caring for the sick * Barter, trade and money * *Two strand units should be selected from this strand during each year.* |

***Appendix B -Local History Audit***

**Historical artefacts/information available about our school**

* Roll Books
* Old textbooks
* Photographs of school children
* Local newspaper reports/maps in Birr Library
* Stone dedication
* School bell
* Letters
* Original schoolhouse
* Local publications – *The Music of the Ash/Approach the Fountain*
* Artefacts
* Parish records
* School Publications – *It’s Been 135 Years*

Past pupils are available to come to the school to speak to children about their memories of the time they spent here.

**Buildings, sites or ruins in the local area**

* School
* Church (Seir Kieran’s Church)
* Old walls (Monastic site, Grange)
* Castles (Ballymooney Castle, Kinnitty Castle, Birr Castle, Leap Castle)
* Graveyard (old graveyard and new graveyard)
* Old houses ( Coughlans, Jacksons)
* Bungalows
* Workers Cottages (Ballygaddy)
* Estate farmyard (Glebe House, Whittens, Grange, Oakley Park)
* Round Tower in Roscrea

**Environmental/natural features in the local environment**

* River (Fuarán, Breaghmore)
* Mountain/hill (Bellhill, Slieve Bloom)
* County boundaries (Standish Mills)
* Wall
* Fence
* Hedgerow

**Heritage features evident in the local environment**

* Monuments (Monastic site, Manchester Martyrs in Birr, )
* Fort/hill fort (Kilmaine)
* Holy Well (St. Kieran’s Well)
* Bridge (Breaghmore Bridge, Longford Bridge)
* Big house/landlord (Kinnitty Castle, Oakley Park Estate, Parsons in Birr)
* Stone circles (Killyon)
* Ruins of first convent in Ireland (Killyon, Laidhin was the mother of St. Kieran)
* Standing stones (Killyon)
* Ringfort (Killyon)
* Fulacht Fiadh (Aghagurty)
* Early ecclesiastical enclosures (Monastic Site)
* High Cross (Monastic Site)
* Site of old Monastery
* Mass rock (Longford Big)
* Forge in Killyon
* Telescope in Birr Castle

**Features of cultural heritage in our local area**

* Older residence (Coughlan’s)
* Local historian (Sean Ryan, Leap Castle)
* Parents
* Grandparents
* Oral recordings (Memories of Joe Mooney on record)
* Poems (Collection by Séamus Kennedy)
* Speeches (Welcoming speech for Bishop Birch’s first visit to parish)
* Documentary evidence (Records available from Birr library and church)
* Local folklore (Approach the Fountain)
* Plaque inscriptions ( Millennium Plaque/Official Opening School Building Stone x 2)
* Field names (Listed in Approach the Fountain)

**Artefacts available that create a picture of the lives of people in our locality in the past**

*(Available on loan/for viewing from local people on request)*

* Newspapers
* Books
* Photographs
* Local craft (available from families in the area – Connors Family and Carmel Ryan
* Coins
* Vintage cars/bicycles (Whittens)
* Farm machinery/tools (Collection in Mulrooney’s yard at the cross)
* Local traditions (St. Kieran’s Day – 5th March)

**Appendix C: School Library Resources**

* *The Graveyard of Seir Kieran – (*Muiris O Suilleabháin)
* *Music of the Ash - History of Seir Kieran GAA Club – (*Jimmy Blake*)*
* *Approach the Fountain- (*Kieran Troy*)*
* *It’s Been 135 Years – History of Seir Kieran’s N.S.*
* *Mystical Britain and Ireland*
* *Ireland’s Treasures*
* *Complete History of the World*
* *Great Civilisations*
* *Archaeology in the Classroom*

**Appendix D: Useful websites**

National Archives [www.nationalarchives.ie](http://www.nationalarchives.ie)

National Museum [www.museum.ie](http://www.museum.ie)

National Library [www.nil.ie](http://www.nil.ie)

Heritage Council [www.heritagecouncil.ie/www.askabouireland.ie](http://www.heritagecouncil.ie/www.askabouireland.ie)

Census online [www.census.nationalarchives.ie](http://www.census.nationalarchives.ie)

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

PPDS [www.ppds.ie](http://www.ppds.ie)

Teachnet [www.teachnet.ie](http://www.teachnet.ie)

National Geographic Kids [www.kids.nationalgeoraphic.ie](http://www.kids.nationalgeoraphic.ie)

BBC Schools [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

Primary Resources [www.primaryresources.com](http://www.primaryresources.com)

AJ Kids [www.ajkids.ie](http://www.ajkids.ie)

School website [www.seirkieransns.com](http://www.seirkieransns.com)

Enchanted Learning [www.enchantedlearning.com](http://www.enchantedlearning.com)

Ask about Ireland [www.askaboutireland.ie](http://www.askaboutireland.ie)

Primary Resources [www.primaryresources.co.uk](http://www.primaryresources.co.uk)

**Appendix E**

**A Selection from the following Legends covered at each class level**

|  |  |
| --- | --- |
| **Juniors and Seniors** | **1st ,2nd, 3rd** |
| Daedalus and Icarus  Tutankhamun  The First Christmas Tree  Oisín in Tír na nÓg  Introductory to Saint Patrick  Introductory to St Kieran’s  Introductory to Valentine | Fionn Mac Cumhaill  The Kings Secret  Fionn and The Giant  St Brendan and the Whale  The Children of Lir  Gráinne Mhaol  Salmon of Knowledge  Androcles and the Lion  Helen of Troy  Oisín in Tír na n-Óg  Arthur and Excalibur  Cúchulainn  St. Brendan  Tuatha Dé Dannan |
| **4th 5th and 6th** | |
| The Shepards and the Daughters of the Sun  Malala Yousafzai  The Epic Sunjata  The Great Race  Irish Myths & Legends | |