



Primary School Curriculum



History

Social, Environmental and Scientific Education

Teacher Guidelines



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History

**Social, Environmental and
Scientific Education**

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Section 1

History in the primary curriculum

History in the primary curriculum

What is history?

If we are to teach history effectively, we must have a clear understanding of what history is and what contribution it can make to the education of pupils. For many of us, history is synonymous with the past: a collection of facts about people and events presented in a narrative form. 'The story of the past' encapsulates this commonly held view of history, yet the broad aim suggested by this definition is impossible to realise. We can never produce a single, complete, accurate account of the past: the surviving record of what happened in the past, though enormous, is incomplete and necessarily less than the full story. Moreover, historians produce differing accounts of the past because their work involves selection, not only from the surviving incomplete evidence but also from the almost infinite range of topics and issues available for study. This process of selection is influenced by the personal interests and views of the historian and by the values and preoccupations of the wider society in which the historian lives. For example, women's lives were largely omitted from historical accounts until relatively recently; the current growth of interest in women's history has mirrored (and helped to foster) the concern of contemporary society to achieve gender equity.

So, we should view history as an attempt to reconstruct and interpret the past, rather than the past itself. We must understand history as encompassing two inseparable aspects: the interpretation of what are considered to be significant human activities in the past and the process by which these activities are selected, investigated and analysed.

History in a child-centred curriculum

The view of history outlined above implies that a rounded historical education is not concerned solely with the transmission of a body of knowledge about the past but that children should also experience something of the way in which historians go about their work. Through exploring the past in this way, children can acquire knowledge and concepts while simultaneously developing important skills and attitudes appropriate to their individual stages of development. History in the primary school can then make a unique and vital contribution to the harmonious development of the child in a truly child-centred education.

History encompasses two inseparable aspects:

the interpretation of what are considered to be significant human activities in the past

and

the process by which these activities are selected, investigated and analysed.

Thus the history curriculum provides opportunities for the child to

- acquire a broad and balanced understanding of local, Irish and international history through the study of a range of peoples, events and periods,
while at the same time
- developing and practising historical investigation skills concerned with time and chronology, cause and effect, change and continuity, the use of evidence, synthesis, communication and empathy.

A history curriculum which reflects these aspects of the subject can make a unique and powerful contribution to the education of the child. The *Introduction, Aims and Broad objectives* of the history curriculum provide more specific detail on the nature of the subject and on how its role may be best realised in the primary school. However, these aspirations cannot be achieved in isolation. History should be viewed as having a distinct but complementary role together with geography and science within SESE and as a contributor to the wider child-centred curriculum.



The content of the history curriculum

The content of the history curriculum

Historical skills

- time and chronology
- change and continuity
- cause and effect
- using evidence
- synthesis and communication

Basic structure and terminology

The content of the history curriculum has been delineated at four levels: infant classes, first and second classes, third and fourth classes, fifth and sixth classes. At each level, content has been presented in two distinct sections:

- a skills section entitled *Working as an historian* and
- a number of *strands* which outline the periods and subjects which may be included in the history programme. Each strand includes several topics called *strand units*, a number of which will form the basic sections of the content covered.

The presentation of content in these two sections is intended to help teachers in planning for the development of important skills and attitudes as knowledge and understanding of historical topics are acquired.

Skills development: Working as an historian

This section describes the activities and skills which children will develop as they encounter historical topics. The skills and concepts included are related to the nature of historical enquiry and are designed to help teachers to plan for the development of a broad range of skills throughout children's exploration of the past. These skills should not be taught in isolation: they can only be realised in the context of studies outlined in the content strands.

Time and chronology

At first glance, perhaps the most surprising element of the new history curriculum is the inclusion of material for the infant and junior classes. Young children have a very imperfect sense of time. They are interested predominantly in what is happening now, and an event or object which is the centre of their attention at a particular moment may be forgotten rapidly as a second event is encountered. Children often seem to be unable to conceptualise events which are not immediately visible and may describe all past events as having happened 'a long time ago'.

Despite encountering and using the language of time – 'in a moment', 'soon', 'later', 'hour', 'week', 'year' – children have a limited understanding of the relative length of the periods of time in question. The difficulty may be compounded by the mathematical

Through developing and using elements of existing good practice in infant classrooms, a valuable contribution may be made to developing children's sense of time.

recording of time using clocks and numerals: most children begin to learn to tell or read the time and record dates by the end of second class, yet some eleven and twelve-year-olds can have difficulty relating the time recorded to the passage of time.

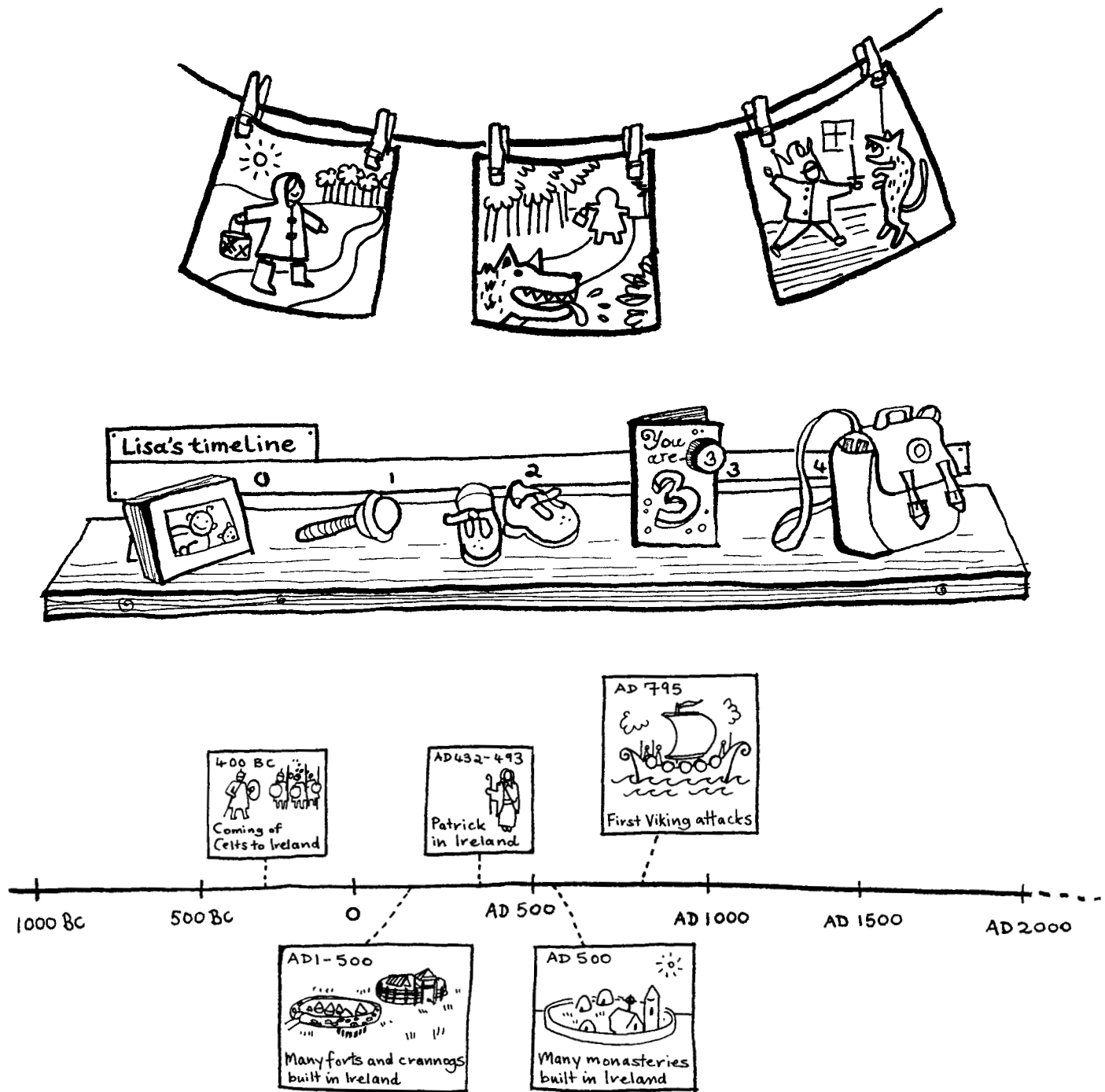
However, research and practical experience with children as young as four and five years old have shown that children's sense of time can be greatly aided by early exposure to some carefully chosen history work. A sense of time may not develop automatically but it may be taught.

This curriculum does not suggest that conventional history (such as that which has been taught traditionally in the middle or senior classes) should be introduced to infants or junior classes. The curriculum proposes that through developing and using elements of existing good practice in infant classrooms a valuable contribution may be made to developing children's sense of time.

By exploring elements and incidents in their own lives – their birth, aspects of their babyhood, the toys they used when young, their first day at school – and through listening to and discussing stories, children can take two fundamental steps along the road to developing an understanding of time:

- they can begin to recognise a sequence in events, for example that they learned to crawl, then walk, then run and later to ride a bike. This notion of sequence provides a basis for the development of chronological awareness and is crucial to historical understanding
- they can begin to develop some sense of a time different from their own, an understanding that things have not always been the same as they are now.

Children's sense of time and chronology may be developed from these crucial beginnings. In first and second classes, slightly longer and more elaborate sequences may be recognised and discussed in elements of personal, family and local history, in many of the stories which delight children of this age and in seasonal and annual patterns. Objects, photographs and pictures can be arranged to record these sequences, which can then be discussed in terms of 'before', 'after', 'then', 'next'. The past itself may still be undifferentiated, but children should be encouraged to explore how the lives of those known to them and the everyday items and places they encounter may have changed. They may, in this way, distinguish clearly the past from the present and the future.



The sequencing of objects and pictures and the use of timelines can play a major role in the development of chronological understanding and should be used at all levels in the primary school.

Top: Infants can order pictures to record the sequence of events in a story. These pictures can provide excellent opportunities for the introduction and use of the simplest vocabulary of time: 'before', 'after', 'then', etc. Later the pictures can be displayed in 'washing line' style.

Middle: A three-dimensional timeline recording the child's own history. Photographs, drawings, toys used at particular ages, items of clothing, birthday cards and any other evidence of the child's development can be sequenced. Again these lines provide excellent opportunities to develop the vocabulary of time and a sense of the child's own past.

Bottom: A class timeline should be a constant point of reference as work is completed on local, national and international history. The items on the line should be added as work is begun on each period or era so that the line develops as the year's work is completed. Through discussion, the child's attention should be drawn to what came before a period under study and what came later. Some teachers find it valuable to use one long line to represent the period from the Stone Age to the present and a second line on a different wall to represent a section from the main line, for example from AD 1 to the present, or from AD 1000 to the present, or the 18th to the 20th centuries.

By the time children are in third and fourth classes, they will encounter a broadening range of local studies and will begin to explore more extensive and more distant periods in the past. All these topics provide opportunities for the recording of sequences. Moreover, frequent reference to the relative position of these historical events along suitable timelines can help the child to place individuals, families, peoples and events within the broad sweep of the past.

This chronological awareness and differentiation of the past can be refined further in fifth and sixth classes. It may also be complemented by children's growing mathematical ability, so that pupils should be enabled to place people, objects and events in a broad historical sequence. Gradually, children will begin to recognise some key attributes of life at particular periods and will begin to use phrases such as 'Stone Age', 'Iron Age', 'the Norman period'. Some key dates will occur naturally in the context of studies – 1169, 1690, 1916, dates of personal, family and local significance, for example – and these should be recorded. *However, chronological awareness is not fostered by rote memorisation of dates.*

Should we use a chronological approach?

The teaching of historical topics in a strictly chronological manner is not recommended in the curriculum because:

- an awareness of the past is most relevant for the younger child when it involves his/her own experiences and the experiences of those known to him/her
- a strictly chronological study from the Stone Age to the present does not necessarily guarantee that children will acquire an understanding of the relative periods of history involved
- chronological treatments can create intractable planning problems, not only in multi-class schools but more importantly when schools wish to organise curricula using a topic approach and when they seek to maximise the use of local features. For example, a school located near a particularly important Norman castle might wish to use it as the basis of a detailed study in sixth class. This would be ruled out by a chronological approach and valuable opportunities lost.

The curriculum recommends that

- children's historical work begins with their own past and that of their family and community
- children, particularly from third class and above, study elements from early, middle and modern periods in each year
- constant use is made of appropriate simple timelines so as to help children to place episodes studied in relative context and to make the important connections between a period under study and those that preceded it and followed it
- a chronological treatment of a number of topics, for example those treated within a period of several weeks or a term, may also be advisable.

Change and continuity

Change is a fundamental characteristic of the human condition, and its existence is an essential element in our interest in the past. Children's concept of the past can be developed only when they realise that change occurs, and that things have not always been as they are now.

Pupils in first and second classes can become aware of change in the world around them through exploring their own growth and development, the changes which may be observed in the immediate environment and the past experiences of parents and older relatives. And just as important, exploring the past in this way can draw the child's

attention to aspects which have stayed the same: the people in a parent's class photograph of 1970 will have changed but the school building in the background may be recognisable to the pupils in the school today.

As older children explore a wider range of topics and periods in the past, comparisons should be made constantly between life in the past and in the present. Children in the senior classes will be able to compare differing periods in the past. Gradually, children will become sensitive to the impact of change and should attach importance to the elements of the past which have survived to the present day: the eighteenth-century milestone, the field boundaries, the estate wall, the trees planted over a century ago, the Edwardian post-boxes and other street furniture. An awareness of these elements and an understanding of the potential impact of change are essential in the development of children's environmental appreciation and sense of responsibility.

Too often, some of the accounts we have presented to children have reinforced a simplistic understanding of the nature and impact of events in the past.

The causes and impact of change: the construction of a new bypass in the locality may have been stimulated by traffic congestion, it may have led to the removal of a petrol station from the village street to the new road, and may have resulted in a much quieter schoolroom!



Cause and effect

Establishing the reasons behind change, and the factors which may have caused or prevented change, are fundamental to history. This work demands some ability to step back from the events in question, to draw on a number of sources, and to make judgements about human motivation.

Within relatively simple historical contexts, children in third and fourth classes will be able to recognise change, to discuss some of the reasons for the development and to comment on the impact of the event on people at the time. Changes in roads and traffic flow, for example, provide excellent case studies.

Children may be inclined to view events in the past in simple cause-and-effect terms. Too often, some of the accounts we have presented to children have reinforced a simplistic understanding of the nature and impact of events in the past. Events and developments are often precipitated by a number of factors, they may take place over a prolonged period (rather than in a single incident) and they may have a number of outcomes, many of which may be completely unforeseen. This level of historical understanding is complex, but classroom discussions and debates can have a significant impact on the subtlety of children's understanding. The experience of good historical fiction can often facilitate this process, allowing children to explore the various reasons which lie behind people's actions.

Using evidence

We find out about the past through asking questions and making inferences about the evidence which we find of human affairs. Evidence encompasses all surviving elements from the past, including objects, pictorial sources (including drawings, carvings, paintings, photographs, film and video), maps, buildings, inscriptions, documents, electronic data, books, oral recalled accounts and the landscape which has been altered and shaped by human action. Despite this impressive range of evidence, few sources are complete and in some cases their origins and status



Handling and examining evidence can, quite literally, put the child in touch with the past and contribute to the development of important analytical skills.



may be unknown. So, historians have to make interpretations and deductions from the available evidence.

Evidence is categorised as either primary sources (those created at the time to which they relate, for example contemporary letters, buildings, photographs, newspapers) or secondary sources (those produced some time after the period to which they relate, for example an account of life in the 1960s written in 1980). Secondary sources are historical interpretations of the past. For the most part, primary school children's examination of evidence should be confined to primary evidence, as they will not have the level of abstract thinking required to compare and criticise contrasting secondary interpretations.

The history curriculum seeks to ensure that children will gain some experience of using historical evidence in simple yet valid ways: just as children are introduced to scientific investigation in the science curriculum, so they should learn to handle and treat evidence in the way which characterises the historian's methods.

At all levels in the primary curriculum, children should encounter a wide range of evidence. Most documentary evidence and printed sources are probably best left to the last two years of primary school because of readability problems, but opportunities should be identified for the use of simple evidence in all classes. For infants and first and second classes, the emphasis should be on

History involves us in synthesising an account, drawing on a number of sources, using imagination to reconstruct past events and communicating our findings to others.

Developing and communicating imaginative reconstructions of the past using a variety of media can raise and help to clarify important questions about the past:

What roof did the monks use on the church? Did they make it in wood or stone?



making children aware of the wide range of evidence available. Older children should be encouraged to ask increasingly detailed questions about sources, their origins, what they tell us about the past, how they may give us a biased perspective of the past and how they relate to other pieces of evidence about the period in question. The aim should be not only to give children experience of the process of drawing conclusions from evidence but to bring them to realise that accounts of the past are based on interpretations, many of which might have to be altered if further evidence became available.

Synthesis and communication

An essential element in historical work is the imaginative reconstruction of the past and the communication of this interpretation to others. This involves us in synthesising an account which draws on a number of sources, using imagination to reconstruct past events, and communicating our findings to others.

Children should have opportunities to use as many techniques and media as possible to record and tell about their historical findings. In doing so, they can be encouraged to use the varied pieces of information and the interpretations which they have accumulated to reconstruct imaginatively an element of the past. Often, as in the making of a model of a castle or in the staging of an historic event in role playing, the process of construction or re-creation will raise further questions. In this way the communication of historical knowledge and its interpretation in a variety of ways (particularly through non-written media) will provide an added stimulus for investigation and furnish the teacher with a means of assessing the level of understanding achieved.

The attractiveness and apparent permanence of reconstructions of the past in books, pictures and especially models, films and video can endow these interpretations with an extra authority. Many reconstructions in museums and interpretative centres are based on informed historical research and can

make a major contribution to our understanding of the past. Yet children and adults can be lulled into accepting these interpretations of the past as definitive. Just as the storytellers of old adapted accounts for their audiences, so too do the authors, artists, actors and curators who provide us with accounts of the past today. Children will come to realise this if they themselves experience this diversity of presentation and use a wide range of these techniques to convey their own understandings to a variety of audiences.

Language and communication in history

The inclusion of 'communication' as an historical skill points to the close links which exist between history and language. Listening to, retelling and discussing narrative contributes to, and is dependent upon, the child's language skills. It should also be remembered that history has language conventions of its own. Children will be introduced to terms associated with chronology (words such as 'long ago', 'century', 'era', 'period'), and their understanding of commonly used words (such as 'king', 'castle', 'house', etc.) may be significantly different from that intended in historical contexts.

Empathy

Empathy involves the ability to appreciate how events in the past appeared to those living at the time. This is an abstract and difficult concept, but it is important if we are to make fair assessments of the actions of people in the past. It is all too easy for us to judge historical figures by the values of the present: the content of some of the reading lessons prescribed for children in nineteenth-century Irish national schools, for example, would appear patronising to the modern reader, but in the context of the structured and hierarchical society of the 1830s the lessons expressed little more than accepted norms.

Stories about people in the past, often those restricted to a relatively small number of main characters, can help greatly in introducing children to exploring the thoughts and feelings of others. By the end of junior classes, children's discussions of stories should include questions and comments on how the characters felt in a particular situation. As children's personal experience grows and their knowledge of the actions of people in the past expands, they should be able to speculate on the opinions, beliefs and motivations of people in the past. Good historical fiction will continue to be invaluable in this process, while engaging in historical reconstructions as detailed above will develop further children's empathetic understanding.

The strands of the history curriculum

Presentation of content

The historical topics and periods to be explored by the child are outlined in the strands of the curriculum. Through the study of the knowledge base of these topics the historical skills and attitudes described in *Working as an historian* will be developed.

How are the strands arranged?

The strands have been chosen to help ensure that children experience a broadly balanced history programme. The strands reflect major historical periods (for example *Early people and ancient societies* and *Life, society, work and culture in the past*), important genres of historical enquiry (for example *Local studies* and *Story*) or particular methodological approaches (for example *Continuity and change over time*, which encourages line-of-development studies).

The arrangement of material within the strands has been designed to provide maximum flexibility for teachers and schools in the planning of SESE and history. The curriculum does not advocate a chronological approach to the teaching of historical topics. The strands provide a menu for teachers from which schools can select topics or strand units in order to suit the needs of pupils and to reflect the local environment and experiences of the local community in the past.

	Infant classes	First and second classes
<i>Strands</i>	<ul style="list-style-type: none"> • Myself and my family • Story 	<ul style="list-style-type: none"> • Myself and my family • Change and continuity • Story
	Third and fourth classes	Fifth and sixth classes
<i>Strands</i>	<ul style="list-style-type: none"> • Local studies • Story • Early people and ancient societies • Life, society, work and culture in the past • Continuity and change over time 	<ul style="list-style-type: none"> • Local studies • Story • Early people and ancient societies • Eras of change and conflict • Politics, conflict and society • Life, society, work and culture in the past • Continuity and change over time

The number of strands, and hence the scope of historical enquiry, increases as the child grows older. However, it is an important principle of the curriculum that at each level children should experience material from a range of historical periods and in local, national and international contexts. It should also be remembered that the strands are not completely separate sections: work from the strand *Local studies* might involve tracing the history of housing in the area and so form an excellent

line-of-development study in the strand *Change and continuity over time*; likewise work on the Celts might include material from local, national and international contexts and from the strands *Local studies* and *Life, society, work and culture in the past*.

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.

Personal and local history

This strand appears at all levels in the history programme. The exploration of elements of personal, family and local history provides the child with his/her first and crucial opportunities to develop an awareness of the past and of its impact on the lives of individuals known to him/her.

The range of local studies for infants will be limited to elements of the child's own past and that of his/her parents' generation: 'the story of myself and my family'.

Children in first and second classes will also explore their own past and that of their families. As they visit and explore an increasing number of places and aspects of the local environment in the SESE programme they will encounter a growing range of items which are the result of the actions of people in the past. These are not necessarily very old features: anything which has been in place since before the child's remembered life begins is old in his/her eyes. Some objects and features will also show change and continuity. Children, for example, may recall seeing a new wall built outside the school when they were in infant classes or they will remember planting shrubs in the garden. They may also talk to older people about aspects of the locality which have changed or remained the same. In all of this, children will develop a sense of a time different from their own and a sense of time passing, even in the limited context of their own lives.

Children in the middle and senior classes should also engage in local studies. The planning of these studies is demanding, and at times it can be difficult to identify suitable topics and themes. Teaching resources for national and international topics are generally much more readily available, but the inclusion of substantial local studies is essential if the aims of the history programme and the wider SESE and SPHE curricula are to be achieved. 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.

The curriculum stresses that local studies need not generally involve particularly famous or distinguished sites, buildings or characters. Suggestions for both the middle and senior classes (the latter tending to involve a group of buildings or more extensive sites or more complex developments) will be found in the curriculum. Some schools may also find it useful to treat an element of local history in a simple way in the infant or junior classes and return to the topic for a much more detailed study in the middle or senior classes. The overlap in suggestions within the strand units is designed to facilitate this spiral approach to the curriculum.

Story

This strand also appears at all levels in the programme. Listening to, telling and retelling stories is of course a natural part of every child's development and a fundamental part of history. It also helps to develop the child's sense of sequence – an essential requirement for the acquisition of historical perspective. The range of stories will widen as the child grows older and they will be treated in greater depth. It will be important to ensure that the topics chosen represent as wide a range of human experience and endeavour as possible – not just the stories of political and religious leaders but the lives of people in all walks of life and from a range of social, cultural and ethnic groups.

Change and continuity

This strand appears first at the level of first and second classes and is recommended at all the succeeding levels. These studies involve the examination of one limited aspect of human experience over a prolonged period, for example 'travel and transport through the ages', 'clothes through the centuries', etc. These studies, often called line-of-development studies, can be an excellent way to explore how change comes about and can make children realise that, despite enormous changes, basic human needs remain the same.

Children should develop a balanced understanding of local, national and international history and an appreciation of the contribution of different ethnic groups to human development.

Early people and ancient societies

Life, society, work and culture in the past

These strands are common to third and fourth classes and fifth and sixth classes. The strand units listed include some of the major periods in the development of human civilisation and studies of the lives of people in Ireland at different times in our past. The emphasis in these studies is on the everyday experiences of peoples, their homes, food, technologies, work, culture, art and social customs. It is an important principle of the curriculum that children should develop a balanced understanding of local, national and international history and of the contribution of different ethnic groups to human development. Hence, some of the strand units suggest the study of people from non-European contexts.

The titles of the units in these strands are almost identical for the middle and senior classes. This does not mean that children will repeat work. Rather, it is to provide flexibility for the school in planning. Some units will be taught during the middle classes only, and some will be studied in the senior classes. In other cases units examined in third or fourth classes may be revisited and explored in greater depth in the senior years. Compare and contrast the strand units for the middle and senior classes reproduced on the following pages, for example. The content objectives and exemplar material (in italic type) suggest more complex and demanding work for the senior classes.

This flexibility places an onus on teachers to plan a history programme that reflects the needs and organisation of their school and ensures that children will study elements from early, middle and modern periods and from local, national and international contexts.



A Chinese dignitary and servant: funeral statuettes made of bronze, second century AD. The development of societies in areas beyond Europe is an important aspect of the curriculum.

Strand units from the programme for third and fourth classes (this page) and for fifth and sixth classes (following page). The exemplars (in italic type) indicate that a greater range of issues and depth of treatment should be expected in the senior classes.

Strand: Life, society, work and culture in the past

Strand units *A selection from:*

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

The child should be enabled to

- become familiar with aspects of the lives of these people

homes of people

clothes

farming, foods and cooking

technologies which people developed and used

people at work

tools and weapons

language(s), culture, art and music

leisure and pastimes

stories of individuals from this era

- examine and become familiar with evidence from the periods studied, especially evidence which may be found locally
- record the place of peoples on timelines.

Strand: Life, society, work and culture in the past

Strand units *A selection from:*

Life in Norman Ireland

Life in mediaeval towns and countryside in Ireland and Europe

Life in the 18th century

Life in the 19th century

The child should be enabled to

- become familiar with aspects of the lives of these people

homes of people

settlement patterns and urban developments

clothes

foods and farming

technologies which people developed and their influence on the lives of people

people at work

culture, art and music

language(s) and literature

leisure and pastimes

faith, beliefs and religious practices

migration and emigration

relationships of different groups of people to one another (e.g. landlord and tenant in the 19th century)

simple treatment of some of the social, economic, political or religious issues of the time (e.g. fear of plague in mediaeval towns, penal laws, decline in use of Irish in the 19th century, life of workers in 19th-century industrial towns)

long-term contribution of people and events at this time to the development of modern Ireland

Language and culture in late 19th and early 20th-century Ireland

Life during World War II

Life in Ireland since the 1950s

- 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
- record the place of peoples and events on appropriate timelines.

If children begin to appreciate the power which people's interpretations of the past can have on their perspectives and actions today, then history will have achieved one of its fundamental purposes and will have contributed towards the resolution of many of the issues facing present and future generations of Irish people.

Eras of change and conflict Politics, conflict and society

These two strands appear only in the fifth and sixth class programme, as they involve some understanding of abstract concepts which would be beyond the grasp of younger children. In the strand *Eras of change and conflict*, for example, children may encounter the notion of artistic, scientific and cultural change in the Renaissance or have to grapple with the concepts of tenancy and land ownership in 19th-century Ireland. Some understanding of these and other concepts will be needed, but the emphasis of the studies, as the exemplars make clear, should be on the effects which these new ideas had on the lives of people at the time and the long-term effects which these changes have caused.

Even more difficult ideas are involved in *Politics, conflict and society*. The language of politics and many of the concepts involved are only vaguely understood by children. However, history has to answer the child's need to comprehend the world in which he/she lives, and it would be almost impossible for a child to understand contemporary life in Ireland without some basic notion of a number of key periods in Irish history. The coming of the Normans and the plantations of the 16th and 17th centuries introduced new settlers to the country just as the earlier Celtic, Viking and other migrations had done. Each new wave of settlers brought their own

contribution to the rich diversity of Irish culture, but the repercussions of the later colonisations, and more importantly the various interpretations placed on them by different people, are still at the root of many issues in contemporary Ireland and Britain.

Likewise, an understanding of the origins, progress and aftermath of the 1916 rising, the foundation of the state and the history of Northern Ireland since 1969 is an essential element in the education of all Irish children. These periods need to be handled with great sensitivity. Complex issues are involved, and while these have to be simplified for the child, care should be taken not to leave him/her with a simplistic understanding of the past.

The central aim of the lessons should be to enable the child to explore, discuss, compare and develop an understanding of the attitudes, beliefs and motivations of differing groups of people in the past and to examine how people today can interpret incidents in the past in very different ways. If children begin to appreciate the power which people's interpretations of the past can have on their perspectives and actions today, then history will have achieved one of its fundamental purposes and will have contributed towards the resolution of many of the issues facing present and future generations of Irish people.



Section 3

School planning for history

School planning for history

Curriculum planning

- purpose and nature of history
- reflecting the locality of the school
- balance between integrated themes and subject-centred approaches
- time
- broad, balanced and coherent curriculum
- developing an assessment policy

The successful implementation of the history curriculum will be dependent on efficient planning by the school and teachers. This section will examine:

- curriculum planning issues in history
- organisational planning for history.

Curriculum planning

Some of the issues which may need to be discussed as part of the school's planning for history include the following:

The purpose and nature of history in the school

The curriculum is based on the premise that history can contribute to the harmonious development of the child if it reflects the nature of the historian's work, if it involves the simultaneous acquisition of knowledge about the past, the development of historical investigation skills and the fostering of important attitudes. Exploring and discussing the nature of historical enquiry among the staff can clarify the role which history may play in the curriculum and so facilitate the evaluation of teaching resources and approaches.

How the locality of the school will be reflected in the programme

One of the most important aspects of the history curriculum and the wider SESE programme is the emphasis placed on the exploration of the local environment of the child and school. Many teachers in urban areas may live outside the immediate vicinity of their schools, while younger teachers and those who have begun to teach in the school may be unfamiliar with the area. The planning process should involve teachers in becoming familiar with the locality of the school; further advice on where to start in building up information about the locality will be found below on pp. 35–39 and in the *Appendix*.

Teachers may then be enabled to identify items, locations and topics suitable for inclusion in the history programme. Planning should help to co-ordinate local studies in the school, so as to ensure that children explore the environment thoroughly throughout their primary school years, that local subjects which can illustrate national or international history are exploited fully, that best use is made of resources, and that undue repetition is avoided. Schools might decide, for example, that particular aspects of the local environment and topics in local history would be allocated for study at particular levels in the school.

Balancing integrated theme teaching and more subject-centred approaches

An integrated curriculum is particularly suited to younger children because they view the world and their experiences in a holistic way. Many schools may therefore choose to organise work for the infant and junior classes within SESE and other areas of learning using a number of themes.

As children grow older, appropriate teaching strategies can vary; they may include a holistic (or theme-based) approach, some cross-curricular integration and a subject-centred focus. Theme teaching and the use of subject integration will remain important at all levels, but these approaches rely on careful planning by teachers to ensure that the role and distinctive contribution of each subject are realised. In particular, planning should help to ensure that within the range of themes used, a broad and comprehensive coverage of the content strands is achieved and that adequate opportunities are provided for the development of historical skills.

The amount of time for the subject

Given that an integrated approach will be commonly used at all levels of the primary school, it is probably more helpful if schools look at the amount of time to be devoted to subject areas over a term or year rather than attempt to allocate a specific weekly amount of time to each subject. Schools should also discuss the general amounts of time to be devoted to areas within the curriculum, having regard to the circumstances of the school, the needs of pupils and particular priorities which have been identified by the staff.

Staffs and teachers will probably find it more useful to concentrate the available periods on one aspect of SESE at a time. Perhaps the concentration of the work for two or three weeks might be on a theme with a mainly historical focus, to be followed by a period in which the focus would be largely on science or geography. These time allocations should remain flexible, as work in each area should complement learning in other subjects, and individual teachers should be free to use their professional judgement to adjust the guidelines to suit individual pupil needs and the class circumstances.

A broad, balanced and coherent history curriculum

- studies from local, national and international contexts
- a range of perspectives
- the contribution of different ethnic and cultural groups, social classes and religious traditions
- a range of historical periods
- balance between skills development and acquisition of knowledge
- a wide range of evidence
- balance between the broad sweep of history and more intensive studies of limited periods
- continuity and progression
- fostering local, national and European identity

A broad, balanced and coherent curriculum

The history curriculum provides considerable flexibility for the school and this should be exploited so as to suit the programme to the circumstances of the school and to the range of interests and aptitudes of the pupils. Planning will help teachers to ensure that the history programme at all levels should

- include studies from local, national and international contexts. Local studies, concentrating initially on personal and family history, should be included at all levels. The lives of people during major periods of Irish history will be covered, and children should also have opportunities to learn of the contribution of people in other lands to human development. These international elements should reflect cultures and traditions from European and also non-European contexts
- ensure that children explore the past from a range of perspectives. Children's examination of the past should not be dominated by political or military history. The social, economic, technological, cultural, artistic and religious experiences of people are important if we are to understand what life was like for the vast majority of people in the past
- encourage children to learn of and come to value the contribution of people of different ethnic and cultural groups, social classes and religious traditions to the evolution of modern Ireland and the wider world. History has a particularly valuable role to play in heightening children's awareness of the contribution of women and men, of minorities (whether social, ethnic or religious) and of all classes in society
- include episodes from a range of historical periods. For pupils of third class and above, elements of early, middle and modern periods of history should be studied each year. A strict adherence to a chronological treatment of strand units is best avoided, but ways in which the development of children's understanding of chronology will be fostered should be identified: for example, the use of timelines to help children to understand and record the relative position of the events studied should be encouraged whenever possible
- provide adequate opportunities for the development of a range of historical skills through local studies and other units of work at all levels. A balance needs to be maintained between the development of skills and the acquisition of knowledge throughout the programme

- identify opportunities for the use of a wide range of historical evidence at all levels. Consideration might also be given to how the exploration of the local environment could best be organised and to ways in which teachers, pupils, parents and others could facilitate children's access to items of historical interest. Schools might consider the development of a collection of items from the past in a school museum
 - seek to achieve a balance between the need to allow children to learn about the broad sweep of national and world history and the need to provide opportunities for children to engage in an intensive study of shorter periods or more restricted topics in local, national or world history. In third class and above, it is suggested that in each year one strand unit in local history and one strand unit in national or world history would be studied in more depth over a longer period
 - provide for continuity and progression. Efficient use of the flexibility provided within the curriculum in the selection of strand units should ensure that children acquire an understanding of the broad sweep of history and that significant gaps and undue repetition are avoided. Similarly, there should be continuity and progression in the methods and approaches used with pupils. Work at each level should build on the skills developed at earlier periods, and some thought should be given to the needs of pupils following transfer to post-primary school.
- If a primary school has particularly strong links with a local post-primary school, consideration might be given to some co-ordination of content selection at both schools: for example the duplication of local projects in sixth class of the primary school and in first year of the post-primary cycle could be avoided
- foster the child's sense of local, national and European identity. A balanced programme of local studies and elements of national history should help the child to develop a critical awareness of his/her Irish heritage. Similarly, elements of European history should awaken his/her interest in the wider European culture, while some knowledge of the story of European co-operation will make an important contribution to the child's awareness of his/her European heritage and sense of citizenship.

The primary purpose underlying all assessment is to enhance the learning experiences of the child.

Developing an assessment policy

Assessment is an integral part of the teaching and learning process in history, as in other areas of the curriculum. Developing the school plan for history creates a common understanding among the staff of the purpose of the subject and how it will be implemented in the school. A significant aspect of this shared sense of purpose concerns the way in which the progress of children in history will be assessed, documented and reported.

Discussing and clarifying how the progress of pupils may be observed, noted and documented in history will contribute to and be informed by the school's overall policy for assessment, recording and reporting. These discussions should also foster among teachers a sense of how an approach to assessment which is closely linked to teaching and learning can enhance the learning experience for the child. They can facilitate the exchange of accurate information about pupils' learning among the staff and so promote informed debate on pupil progress and teaching approaches.

Some of the assessment issues which may need to be discussed as part of the school's planning for history include the following:

The purposes of assessment

Discussion of the many ways in which assessment can help to enrich teaching and learning can foster an appreciation of its role in the implementation of the history curriculum. Among its contributions are:

- helping to discover what pupils know, understand and can do
- showing the different rates of progress that children are making
- helping to check learning outcomes against teaching objectives
- helping to plan future learning experiences
- identifying areas of difficulty in order to respond to the learning needs of the child
- facilitating communication between teachers about pupils
- providing the basis for reporting to and communicating with parents and others
- providing information for the transfer of pupils between primary and post-primary schools
- helping teachers and schools to make decisions about the development and implementation of the curriculum.

The assessment tools in history have been recommended because of their close and complementary relationship to teaching and learning.

Assessment tools in history

- teacher observation
- teacher-designed tasks and tests
- work samples, portfolios and projects
- curriculum profiles

A range of assessment tools

The curriculum advises that a diversity of assessment methods be utilised so that individual learning styles are accommodated and the full nature of the children's learning in history is assessed. Among the tools recommended are:

- teacher observation: the details of children's learning which teachers notice as historical topics are explored and taught
- teacher-designed tasks and tests: the wide range of activities in which children will be engaged in history lessons
- work samples, portfolios and projects: in which samples of the children's work from some of the tasks will be compiled, making possible monitoring of the child's progress
- curriculum profiles: a way in which the child's progress can be assessed and recorded using indicators of achievement which would provide a summary description of the knowledge, skills and attitudes to be expected at various levels in the curriculum.

The ways in which the suggested assessment tools will be incorporated into teaching and learning in the school should be considered by teachers in planning for history. Assessment should arise naturally as part of teaching and learning; while assessment will help teachers to clarify the learning achieved by their pupils and so assist them in planning future learning, it should not distort the educational experience.

Discussing how existing and new teaching approaches or learning experiences can provide the teacher with valuable information about the child's learning should raise awareness of how much assessment is ongoing. For example, a lesson based on the examination of a piece of evidence, such as a photograph, document or artefact, can tell the teacher about the child's knowledge of the period in question, the lives of people at that time and his/her ability to make deductions from evidence. The information which the teacher gleans from this teaching and learning is a crucial aspect of assessment.

Assessment and the aims/objectives of the curriculum

Teachers will be guided in the selection of assessment tools by the need for assessment to reflect the aims and objectives of the curriculum, particularly the importance attached to the development of historical skills as well as knowledge and attitudes.

Manageability of assessment

If assessment is to enhance the learning experience for children it should be manageable, so that it provides useful information while not detracting from teaching time. The approach which the staff takes to the compilation of portfolios, for example, needs to bear in mind the manageability and storage of the collections of sample work involved. Portfolios might contain only those samples of work which indicate significant steps in the child's learning; other schools might retain only 'best samples' or 'final editions' of children's work.

A common understanding of assessment

The discussion of some work samples, portfolios, projects and curriculum profiles from different classes among a group of co-operating teachers could lead to the sharing of teaching experience and the moderation of assessment in the school. Sharing experience and discussing how judgements may be made about children's work and progress can improve the quality and usefulness of the information gleaned from assessment and will facilitate communication about pupils between teachers.

Recording and communicating: continuity and progression

The range of assessment tools recommended in the curriculum will constitute a comprehensive system of assessing and recording each child's progress in history. The information observed and collected about the child's learning will be crucial in determining the future educational experiences of the child and will provide the basis for reporting to and discussion with teachers, parents and others about the child's progress. The exchange of information about the child's learning between teachers and parents can enhance further the value of assessment information.

The communication of information about the child's learning to parents and others will be facilitated by the use of a pupil profile card: a means of recording the results of the child's learning and assessment each year. SESE and history's contribution within it would form one section of this evaluation of the child's progress.

The use of a menu-style curriculum, such as that in history and SESE, will mean that the keeping of records of work completed by pupils (for example in the form of portfolio assessment) will be an important factor in ensuring continuity and progression. Within the context of the general school policy for assessment, provision should be made for common forms of curriculum profiles and class records, and these should be available in the school for the use of successive teachers. The records should help in the planning of work in subsequent years, both in the selection of strand units and in maintaining the balance of skills development and content.

Organisational planning

Developing a shared sense of purpose for history

Planning for history in the school should

- create a common understanding of the nature and role of history in the curriculum of the school. Planning will be a collaborative and consultative process involving the principal, teachers and, where appropriate, parents and the board of management

- seek to utilise the interests and aptitudes of individual teachers to the full. Some members of the school staff may have a greater knowledge of the locality, others may have interests in particular aspects of history, while others may have developed and used a range of methods and approaches in teaching and assessment.

Some of the work of developing or co-ordinating the implementation of history might be delegated to a teacher or teachers with a particular interest or expertise in the area. These teachers should be seen as catalysts and facilitators, enabling all members of the staff to assist each other to respond to the challenges presented by the curriculum. They may be able to stimulate discussion on aspects of the curriculum, help to advise others on a range of new approaches in teaching and assessment, and assist in the co-ordination of teaching resources for the subject

- provide real help and support to the teacher without creating undue paperwork. The re-examination of history in the school will eventually lead to the emergence of a written statement of the school's policy for history. This document will be a useful record and reference point for the staff. However, the main aim in planning should not be the production of a written policy; the process in which people are engaged and the clear sense of direction and purpose it gives to the work of teachers and the school are more important than any formal record
- determine how the school intends to phase the introduction of the new programme. Some aspects of the history curriculum may already be in place while other parts of the programme may require a substantial amount of preliminary work by the staff and others. For example, a school may be confident that it has excellent work in place on aspects of *Story* and on units of national and international history yet may feel that children's local studies lack sufficient opportunities to handle and use artefacts and evidence. This aspect of the programme cannot be rectified overnight – the planning process should help to clarify a sensible schedule for implementation taking into account changes in other subject areas and the circumstances of the school
- involve review and evaluation during development and after a fixed period. Regular discussions in the early stages of implementation can help to refine the draft policy by identifying those aspects that have been most successful and those that may need further development or support.

In order to ensure that the work load created by curricular change and the costs associated with the acquisition of new teaching and learning resources are spread evenly, schools will often phase development work on individual subject areas. Once in place the policy for history should be revisited on a regular basis. The effectiveness of the programme can be evaluated and amendments can be made. This process can help to refocus attention on the subject and the policy of the school towards it
- contribute to the overall school plan which will be reviewed by the board of management. Within the resources available to it, the board will provide support for the development and implementation of the school plan

- involve communication and consultation with parents and the board of management at appropriate stages. Teacher-parent meetings and circulars or information sheets are among the methods which may be used to facilitate this process of communication, and the section below (p. 36) suggests other ways in which parents may support the planning and implementation of the history curriculum.

Identifying support for implementation

Planning for the history curriculum will also involve reviewing how existing resources could best be used to support the programme and identifying where further help is required. Some useful strategies and potential sources of support are discussed below.



Asking parents, grandparents or other relatives of the children to talk about their lives is an excellent way in which pupils can come to develop a sense of the past as a real and tangible part of the life of the community. The life of the adult community may also be enriched: often the questions and explorations of children can awaken interest among adults in aspects of the local environment and its history.

The contribution of parents and other relatives of the children

As the programme places a heavy emphasis on family and local history, the co-operation and help of parents will be very important for success. Informing parents of the aims of the local history work being developed in the school and its role in the education of pupils will help to foster parental support. It will mean that when children arrive home asking questions such as 'What was it like when you were at school, Mammy?' and 'What work did Granda do?' parents will understand what is going on!

Many parents will gladly lend items which can help to illustrate elements of their own past and that of the children. The items and children's work based on them can be mounted in attractive displays, to which parents could be invited. Such events can help to develop parents' understanding of the type of work envisaged and can lead to even further offers.

Invitations might be issued to some parents or grandparents who are willing to talk to children about their memories. Such visits require careful preparation to ensure that children can obtain full benefit from the visit and that the visitor, particularly if an older person, knows what to expect. Visits of this sort are an excellent way in which children can come to develop a sense of the past as a real and tangible part of the life of the community.

Parents can also play a very useful role in helping to identify places and events of interest in the locality. Parents, or their friends and acquaintances who have lived in the area for some time, or those who have a particular interest in the history of the locality, can be invaluable sources of information for teachers during the preparation and planning of local studies.

Teachers will be very conscious that the exploration of family history needs to be treated delicately for all sorts of reasons. Some parents, children and teachers may find it painful to discuss aspects of their own lives, and the school has to be sensitive to this issue. In most cases parents will co-operate willingly with the school if they are fully informed in advance about the type of work which is envisaged and reassured that the emphasis of studies will be on their everyday lives, work and leisure activities in the past. Trust and confidence can be enhanced further if parents are consulted and involved in the planning stages. However, some schools may wish to substitute a study of the family of a person known to the children, for example the childhood of a teacher or principal, for the unit 'My family'. In all cases, the school policy should give explicit guidance to teachers on the way in which this work should be undertaken.

The local library

Many county libraries have excellent local history collections, including books, articles, photographs and maps. Many librarians are able to copy items and make material available to schools on a block loan basis. Such loans can be invaluable, not only for the teaching of units of work but during the preparation of the school plan for history. Getting to know the librarian and discussing the school's requirements well in advance is advisable.

However, schools should avoid the situation where children from a class arrive in the local library over a relatively short period, all asking, 'Have you got anything about Ballyboden?' Learning to use the library in a focused way is an important part of historical research and should be practised in the school library first.

The local museum or heritage centre

In recent years, there has been a huge growth in the number of local museums and heritage centres in many parts of the country. Many of these centres concentrate on aspects of social history in the locality and will therefore complement several of the units of work in the curriculum. Some of the larger local museums may have items of national significance, for example Stone Age or Iron Age artefacts, and these can help to illustrate the units of work on these historical periods.

Few museums or heritage centres have the resources which would enable them to lend items from their collections to schools. However, most centres will welcome invitations for members of the staff to talk to children and teachers about aspects of local history, and the centres will provide invaluable advice to teachers during the planning of the history curriculum.

Local societies

Local history societies exist in many parts of the country. Members of these societies can be important sources of information about the area, and the journals of these bodies (usually available in the local library) record many aspects of local history which are not readily available elsewhere.

Planning section of the local authority

Planning departments of county councils and other local authorities maintain comprehensive large-scale maps of their areas. These are particularly useful in rapidly growing suburban areas, where the rate of building may mean that published maps are somewhat out of date. Some planning departments may be able to supply photocopies of their maps for a charge.

Publications, library books, textbooks, computer software

During planning, teachers should review the reference books, story books, novels and computer software (including CD-ROMs, etc.) available in the school. Recording how these may support the units of the history plan will be a useful aid to teachers as the programme is implemented. This may also highlight gaps or weaknesses in the school's resources for history and can help planning for systematic purchasing for the school's library and the collection of teaching resources.

A number of publications which provide excellent starting points for research in local history and other books and sources generally available in county and other libraries are listed in the *Appendix*.

Charts (whether made by teachers or purchased) and photographs will be valuable in history lessons. It may be possible for a teacher or parent to photograph items of interest in the locality and other areas. These photographs, protected in plastic pockets, can be a very useful and durable classroom aid when preparing for children's visits to sites and during follow-up work. Relating the photographs to maps of the area can also help to develop the child's spatial awareness.

Sometimes teachers may not be aware of the books and other resources that are available throughout the school. Some form of indexing or filing of teaching materials, including photographs, artefacts and other items of evidence, slides, videos, etc., can help teachers greatly in the implementation of the curriculum. Some aspects of this work might be the responsibility of a history co-ordinator in the school.

Carefully chosen, well-produced textbooks may be an important source of teaching material for history. The policy for history should reflect the general policy of the school regarding the selection, purchase and use of textbooks. However, it should be noted that textbooks, of their very nature, cannot adequately cover local history studies and should therefore be regarded as only one source among many for the teaching of history. The exclusive use of one textbook per class could have a constricting influence on the selection of strand units. If resources permit, the availability of classroom sets of two or more different textbooks would facilitate greater flexibility.

Radio, television and video

A number of radio and television programmes broadcast for educational and entertainment purposes may support some of the units of work in the curriculum, particularly those involving international themes. Some programmes made about aspects of life in Ireland will also be useful. Generally, these programmes are best used in recorded format; teachers can then view the material in advance and select or edit the sections most suitable for their own classroom.

*The National Archives**The National Museum**The National Library**The National Gallery*

These bodies hold many collections of local and national significance, while the Museum, Library and Gallery mount major exhibitions. All these bodies produce some excellent publications, charts, packs of facsimile documents and models for sale.

National organisations

Several national and state bodies produce a wide range of publications and other items which will prove useful in the teaching of history. These bodies include:

Dúchas: the Heritage Section of the Department of Arts, Heritage, Gaeltacht and the Islands

Department of the Environment and Local Government

ENFO

An Taisce

Electricity Supply Board

Tourism boards

Education centres and other in-service providers

Local education centres and other agencies provide support for schools and teachers who wish to enrich their knowledge of local areas and develop further their range of teaching and assessment strategies.

Courses to enhance teachers' knowledge of the local area can provide opportunities for the identification of suitable units of work, supporting materials, available historical evidence and ways in which these could be used with children. Co-operating with other teachers in the development and trial of units of work can be an enriching and rewarding experience. Several centres have special collections of materials for the teaching of local studies.

Practical advice on how teacher observation, teacher-designed tasks, portfolios and curriculum profiles could be used in the assessment of history will be required by many teachers. Schools contemplating this type of training might consider co-operating with adjoining schools in the locality. Such co-operation would be particularly beneficial in enabling teachers to share experiences in teaching and assessment. This teacher moderation of assessment can enhance the reliability of assessment methods and enrich teaching considerably.

Sacred
To the Memory of
JOHN BELMEGE,
who departed this life
on August 1st
in the 52nd Year of his age.
Beloved with
his family.



Beloved
his Stone and B
of Michael M^{cc} Co
Dealer and to his
And also Here
Pamela M. Comm
the 17th day of Nov
And also of her sister
Alice M^{cc} Comm
the 15th day of April
And 2 of his Childre
Ann
1861

Section 4

Classroom planning for history

Classroom planning for history

This section gives advice on the planning of the teacher's work. It deals with:

- the teacher's long-term planning
- planning for a unit of work.

The teacher's planning

Many of the most important points for the teacher to consider when planning at classroom level and in selecting content are those discussed above in the section on *Curriculum planning*.

In addition, consideration should be given to the following:

The learning needs of the children

The learning experiences of the class so far, the work completed and the progress made by individual pupils will be the starting point when planning future learning in history. The class and pupil records in the school and talking to the previous teacher should help here, and these may be supplemented by the results of other informal and/or more formal assessment methods.

The curriculum in history

The relevant sections of the curriculum statement and the criteria for the selection and planning of content which accompany its overview pages will provide the basis for the teacher's work with the class.

Careful consideration should also be given to the need to maintain a balance between the treatment of content and the development of skills over the year or term. The treatment of the units should show progression in the level of skills used and in the depth of treatment.

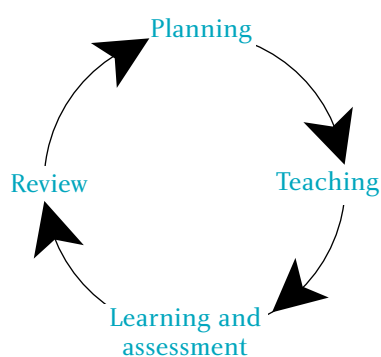
Approaches and methodologies

Using a broad range of teaching techniques and classroom approaches is crucial for success in history. Identifying and building in opportunities to use a number of approaches during long-term planning will greatly facilitate the implementation of these methods during the year. For example, identifying opportunities to use a wide range of evidence with the children throughout the units of work will help in planning these teaching and learning experiences.

Suggestions for a range of approaches and methodologies which are particularly suited for historical topics are described in *Section 5* of this document.

Consideration should also be given to whether an integrated theme-based approach or a more subject-centred focus with some cross-curricular links will be used to plan learning. The section *Integrated learning* on p. 56 provides many suggestions on how integration could be used.

A cycle of learning



Assessment

How pupils' progress might be assessed and work recorded will be closely linked to the teaching methodologies in use and so will be an important aspect of the cycle of planning, teaching, learning, assessment and review. The ways in which various activities and approaches could contribute to learning and create evidence for assessment will be considered as the teacher plans the work of the class. On-going teacher observations, for example, will provide opportunities to assess how children are learning and may lead to modifications in the approaches used in future history lessons. Samples of work in drawn, written, oral, audio or video tape, computer disk, model or other formats may be collected for inclusion in the children's portfolios.

Providing for individual differences

A number of techniques may be used to provide a range of learning activities appropriate to the individual needs of pupils. Teachers could consider

- using a mixture of whole-class teaching and focused group work. Following a whole-class lesson, different groups of children could be set tasks of varying complexity
- planning topics so that opportunities are provided for further investigation work for the more able or less able

- choosing more accessible or more demanding evidence. For example, artefacts and pictorial evidence may be more accessible than written evidence
- using a range of questions and providing a range of tasks. Teachers' questioning in oral discussion should use a range of skills from simple recall to more complex comparative and analytical skills so that all pupils will have opportunities for success while the more able will be challenged
- planning for the use of a wide range of communication skills. Many pupils will have developed a sophisticated historical understanding yet will be unable to communicate this in written form. Opportunities should be provided for children to record and tell about their historical findings in oral presentations, debates, drawing, role-playing, modelling, computer-aided work, etc.
- intervening to give individuals and groups the tuition they need as the children are engaged in learning activities.

Time

Long-term planning will also require consideration of the time to be devoted to each unit and the extent to which units could be integrated or treated simultaneously. In the middle and senior years a unit of work might be completed over a period of two or three weeks, while four or five weeks might be required to complete each of the in-depth studies (one from local studies and one from a national or international context).

Seasonal factors

Work requiring visits in the environment may be affected by weather, and consideration should also be given to planning some topics around local festivals, commemorations and major occasions. Sites to be explored in the environment may be quieter and less crowded or safer at certain times of the year, and this should be borne in mind when planning a scheme of work.

The availability of resources and support

It is helpful to establish what resources and support might be available and when they will be in use by other teachers and classes: for example, different classes may need access to books from the library at particular times, parent volunteers willing to help with visits may be required at times by other teachers and the factory or farm may not be able to accommodate a visit at certain times of the year.

Planning a unit of work

Planning learning activities

Systematic planning by the teacher for the acquisition of knowledge, the development of skills and attitudes and the use of appropriate assessment within such units of work will be crucial for the success of the history programme.

In planning units of work for his/her class, the teacher should

- be aware of the progress the children in the class have made in developing an awareness of historical topics, their ability to apply historical skills and the special needs of some pupils
- select from the possible topics and suggestions listed in the curriculum and school plan for history, and should consider the level of skills described in the section *Working as an historian*. The strand units of the curriculum describe the content which is to be covered, and they suggest, especially in the exemplars, how the objectives and skills development are to be achieved

- clarify and identify the detailed content which is to be covered in the unit of work, having regard to the needs and aptitudes of pupils, the local environment and the skills which could be developed through the topic chosen. Having a clear sense of the outcomes to be achieved will be crucial to the planning of the teacher's work and will provide a basis on which he/she may assess the success of the pupils' learning
- consider the teaching approaches which could be used. Using a range of teaching approaches will be important in ensuring the balanced development of knowledge and skills and the engagement of all pupils in the lessons. The use of these methodologies and their contribution to learning and assessment are outlined in *Section 5, Approaches and methodologies*
- identify the methods of assessment which could be used and the ways in which learning activities could produce evidence of children's progress in achieving the objectives of the unit. The ways in which the main techniques of assessment recommended in the history curriculum may be used as part of teaching and learning are discussed in the section *Looking at children's work*. The outcomes of assessment will provide important information for the planning of follow-up activities and future work in history
- consider pupils with special needs. Aspects of the topic which might be completed by all pupils should be identified in addition to work and approaches for the less able or more able. The benefits of group work and other means of differentiation should be considered and the support which may need to be offered to individual pupils when they are engaged in certain of the learning activities
- plan for the presentation of work and findings. The communication of children's findings is an essential part of history. Thought should be given to ways in which work could be presented to other pupils in the school and to parents and friends, especially those who may have helped in the projects. A history day or exhibition might be considered.

Some planning exemplars

The exemplars which follow show how a number of strand units from the curriculum have been analysed so as to produce a comprehensive plan for teaching, learning and assessment.

Each exemplar shows

- the relevant strand unit from the curriculum and the skills for the class level outlined in *Working as an historian*
- the development of the unit by the teacher
- the methodologies adopted
- the techniques of assessment used.

The sample units include:

- a unit for infant classes based on the story of Maria de Sautuola, a young girl who, while exploring caves with her father in Spain, discovered the Stone Age cave paintings of Altamira. The emphasis is placed on the sequence in the story but the lesson can also make valuable contributions to children's awareness of a time different from their own
- a unit for first and second classes based on a study of the lives of pupils' grandparents. This unit shows how extremely valuable contributions may be made to children's knowledge about the past and their historical skills through the use of easily acquired evidence, especially oral recollections from members of the children's families and other older people in the area
- a unit for third and fourth classes based on a local study of a parish church. Churches and other religious buildings are often among the more substantial and older buildings in an area and they can provide the basis for excellent local studies. Many protestant churches were built or reconstructed in Ireland in the first half of the nineteenth century, while an enormous number of Roman Catholic churches and cathedrals were built in the mid and late nineteenth century. Attached school buildings, graveyards and memorials provide further rich sources for local history.

Churches and other parish buildings can also provide excellent samples of change and continuity: for example, changes to the Catholic liturgy in the wake of the Second Vatican Council may have resulted in the construction of a new church or substantial alterations in older buildings, while family names on gravestones may remain common in the area. The exemplar which follows is based on the parish church of Whitechurch in what was, until the 1970s, part of a largely rural area of south County Dublin. It indicates some of the possible activities which could be developed in such a study

- a unit for fifth and sixth classes based on 'Life in Norman Ireland'. The unit has been developed as a patch study, using Morgan Llywelyn's historical novel *Strongbow and Aoife* (O'Brien Press, 1994) and incorporating local, national and international aspects of the topic as they might be used in a school near the village of Thomastown in County Kilkenny. This type of study, in which local evidence is illustrative of aspects of national or international history, provides an excellent link between local and national or international studies and helps to place local history in a wider historical context.

Exemplar 1

A unit of work based on the story of the girl who discovered the Altamira cave paintings

infant to second classes

Extract from the curriculum	Development of the unit	Methodologies and assessment
<p>Stories</p> <p>The child should be enabled to</p> <ul style="list-style-type: none"> 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 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 listen to local people telling stories about their past discuss chronology of events (beginning, middle, end) in a story express or record stories through art work, drama, mime, movement display storyline pictures showing episodes in sequence. <p>Working as an historian</p> <p>Through completing the strand units of the history curriculum the child should be enabled to</p> <p><i>Time and chronology</i></p> <ul style="list-style-type: none"> become aware of and discuss the sequence of events in simple stories about the past 	<p>Content of the study</p> <p>Children should learn about</p> <ul style="list-style-type: none"> the events in which Maria, the daughter of Marcelino de Sautuola, visited the cave in Spain and discovered the Stone Age hunting scenes painted on the cave walls what the pictures tell us about the ways in which Stone Age people got their food one way in which we learn about people in the past. <p>Skills and concepts development</p> <p>Children should be enabled to</p> <p><i>Time and chronology</i></p> <ul style="list-style-type: none"> identify, discuss and retell in sequence the main events in the story (father and daughter going into the cave, exploring, Maria finding the paintings, calling out, reaction of father, telling others) 	<p>Teaching approaches</p> <p>Among the methods which may be used are</p> <ul style="list-style-type: none"> story lesson about the discovery of the cave paintings using photographic evidence role-playing and re-creation: the discovery of the cave paintings integration with other subjects can be achieved in a number of areas <p><i>Visual arts: create wall mural of hunting scenes</i></p> <p><i>Drama: role-playing</i></p> <p><i>PE: create dance of the hunters</i></p> <p><i>Language: discussion, presentation of ideas orally and in written form.</i></p> <p>Assessment</p> <p>Among the techniques which may be used are</p> <ul style="list-style-type: none"> teacher observation outcomes of pupil-pupil and teacher-pupil discussions teacher-designed tasks recounting of events in the story by pupils frieze of cave paintings

- 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

Using evidence

- encounter some simple historical evidence
family photographs, own clothes worn when younger, buildings

Communication

- communicate an awareness of stories from the past in a variety of ways
listening to and retelling stories, drama, art work.

- encounter the notion that people lived in a very different way a long time ago

Using evidence

- examine pictures of the cave drawings
- identify animals, hunters and spears

Communication

- recount the story of the discovery orally
- draw pictures of the animals, hunters and weapons
- role-play the exploration of the cave and the discovery of the paintings.

- portfolio assessment
collect and add to portfolio samples of recording and communication completed by pupils in work on wall mural, photographs of or notes about dance
- curriculum profile
use teacher observations and portfolio to complete pupil profile at end of term/year/other period.



The Stone Age cave paintings of Altamira discovered by Maria de Sautuola near Santander in Spain. The paintings are thought to date from c. 15,000 BC to 11,000 BC.

Important background information about this exemplar may be found on pages 46-47 of the guidelines. The exemplar is used for illustrative purposes only.

Exemplar 2

A unit of work based on the lives of the pupils' grandparents

first and second classes

Extract from the curriculum	Development of the unit	Methodologies and assessment
<p>When my grandparents were young The child should be enabled to</p> <ul style="list-style-type: none"> • explore and record aspects of the lives of people when grandparents were young <i>where grandparents lived, their homes, work they did, their clothes and food, how they travelled, their games, hobbies and toys, their dances and songs</i> • listen to adults talking about their own past • collect and/or examine simple evidence in school or in local museum <i>household tools and equipment, farm tools packages or boxes newspapers or magazines toys or games letters or postcards</i> • compare lives of people in the past with the lives of people today, noting differences and similarities • learn songs and dances or play games from the past • record material on appropriate timeline. <p>Working as an historian Through completing the strand units of the history curriculum the child should be enabled to</p> <p><i>Time and chronology</i></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>Content of the study Children should learn about</p> <ul style="list-style-type: none"> • the lives of grandparents when young • where their grandparents lived • the appearance of their grandparents' homes • the toys they played with (dolls, skipping rope, hoop and stick, spinning top, board games, bicycle) • games they played (tag, playing 'shop', chasing and rhyming games, sports such as football or hurling) • what school life was like (school rooms, pupils, teachers, books, games in yard) • how people travelled (walking to school, bicycles, horses and carts, some cars, buses, local train service no longer running) • what shops were like (traditional shops rather than supermarkets) • some of the work done at home (butter-making, bread-baking, farm work such as milking cows, hay-making). <p>Skills and concepts development Children should be enabled to</p> <p><i>Time and chronology</i></p> <ul style="list-style-type: none"> • recognise that before they were born their parents and grandparents were alive • explore, discuss and come to appreciate the sequence of their grandparents' lives (that they were small, that they went to school, that they grew up and began working, etc.) using terms such as before/after, then, later 	<p>Teaching approaches Among the methods which may be used are</p> <ul style="list-style-type: none"> • using oral evidence by interviewing grandparents • story lesson about a day at school • using photographic evidence • exploring in the environment, visiting the old school and the railway station • using artefacts such as the toys used by the grandparents, the equipment used to make butter • role-play and re-creation: churning milk for butter-making, making bread • integration with other subjects can be achieved in a number of areas <i>SPHE: myself and my family</i> <i>Geography: map work, homes in the locality</i> <i>Language: discussion, presentation of ideas orally and in written form.</i> <p>Assessment Among the techniques which may be used are:</p> <ul style="list-style-type: none"> • teacher observation <i>outcomes of pupil-pupil and teacher-pupil discussions</i> • teacher-designed tasks <i>recounting by pupils of events in the lives of grandparents</i> <i>work cards designed to help children to examine evidence</i>

Change and continuity

- 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

Cause and effect

- discuss the reasons why some events happened and some of the consequences

the actions of a character in a story

Using evidence

- 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

Synthesis and communication

- communicate an awareness of stories, people and events from the past in a variety of ways
writing, drama, other media and technologies

Empathy

- imagine and discuss the feelings of characters in stories from the past.

Change and continuity

- talk about the changes that have occurred in the grandparents' lives (growth, school, young adulthood, work, etc.)
- identify elements of their grandparents' lives which are different from the lives of the pupils today (electricity and modern appliances in the home, television as well as radio, use of cars, train no longer available, changes to school and shopping)
- recognise elements which have remained the same (children still play in the field beside the school, still go fishing in the stream, old school building and railway station are still there)

Cause and effect

- discuss why people did not have washing machines or other appliances
- discuss why grandparent did not like school

Using evidence

- examine photographs of grandparents when young, noting the ways the grandparents have changed (their physical appearance, clothes, etc.) and, if possible, recognise elements in the photographs which can be seen today (toy, room, home, school or other building in the background)
- listen to grandparents talking
- visit old railway station and old school building

Synthesis and communication

- tell about an aspect of the life of the grandparent
- compile a timeline (including three-dimensional line incorporating artefacts, photographic and drawn elements) of the events of the grandparents' lives and include some events in the life of parents and children's own lives
- compile family trees
- role-play work (helping to churn butter)

Empathy

- discuss how the grandparents felt about the work they had to do and about their schooldays.

- portfolio assessment

collect and add to portfolio samples of recording, synthesis and communication completed by pupils in timelines, family trees, taped interviews and simple written accounts of the biographies of the grandparents

- curriculum profile

use teacher observations and portfolio to complete pupil profile at end of term/year/other period.

Important background information about this exemplar may be found on pages 46–47 of the guidelines. The exemplar is used for illustrative purposes only.

Exemplar 3

A unit of work based on a study of a local parish church: Whitechurch, South Dublin

third and fourth classes

Extract from the curriculum	Development of the unit	Methodologies and assessment
<p>Buildings, sites or ruins in my locality The child should be enabled to</p> <ul style="list-style-type: none"> actively explore some features of the local environment <i>local church, etc.</i> investigate various aspects of these sites <i>origins and location their appearance now and formerly purpose of construction elements which have changed elements which have remained unchanged what it was like for people to live, work, worship or die in this place stories of people who lived, worked, worshipped or died in this place</i> present findings using a variety of media and appropriate timelines. 	<p>Content of the study Children should learn about</p> <ul style="list-style-type: none"> names of the founders (local landlord J D La Touche and Rev L Foot), when and where they lived why a lot of people came to live in Whitechurch at this time (mills in area) and consequent need for church in 1823–24 the older churches which had been used before the new church names given to the old ruined church (Old Whitechurch) and new building (New Whitechurch) by people at the time who designed (Semple) and built the church; other buildings designed by this architect (e.g. the ‘Black Church’ near Parnell Square, Dublin) the design, its main features and building materials used (gothic style arches, arrangement of nave, porch, belfry and steeple, internal furnishings) when the building was opened how the building has been changed and why in three or four contrasting periods (building, addition of chancel and larger sanctuary, changes in restoration of 1960s, new organ in 1990s) some biographical details of some of the people associated with the church (La Touche, founder, Annie M P Smithson, author, buried in churchyard). 	<p>Teaching approaches Among the methods which may be used are</p> <ul style="list-style-type: none"> story lessons about the founders of the church, the stories of people involved with the church using photographic evidence and drawings to compare church then and now using documentary evidence from the manuscript records of the church and the printed source in Lewis’s <i>Topographical Dictionary of Ireland</i> exploring in the environment using a trail around the church and grounds using oral evidence by interviewing one or more older parishioners integration with other subjects can be achieved in a number of areas <p><i>Geography: map work, origins of granite stone used for building, rivers and mills</i></p> <p><i>Mathematics: estimating and measuring heights, lengths</i></p> <p><i>Language: discussion, presentation of ideas orally and in written form, letter-writing</i></p> <p><i>Visual arts: stained-glass windows</i></p>
<p>Working as an historian Through completing the strand units of the history curriculum the child should be enabled to</p> <p><i>Time and chronology</i></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 	<p>Skills and concepts development Children should be enabled to</p> <p><i>Time and chronology</i></p> <ul style="list-style-type: none"> describe events as before/after, later/earlier locate events and people on a timeline 1800–present use dates such as 1824, 1870, 1969 compare periods involved as during parents’ childhood, when grandparents were young, before grandparents were born 	<p>Assessment Among the techniques which may be used are</p> <ul style="list-style-type: none"> teacher observation outcomes of pupil-pupil and teacher-pupil discussions teacher-designed tasks <p><i>recounting of events re foundation of the church in a pageant, in written form and in timeline</i></p> <p><i>work cards designed to help children to examine evidence</i></p>

- 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

Change and continuity

- develop an understanding of change and continuity by exploring similarities and differences between the past and the present

Cause and effect

- discuss the reasons for, and the effect of, some events and changes in the past

Using evidence

- examine and use a wider range of historical evidence, especially that which may be found in the locality or which is connected to local history
photographs, pictures, objects, memories of older people, buildings, stories and songs, written sources, film and other media
 - ask questions about a piece of evidence
 - summarise information in, and make simple deductions from, a single source of evidence
 - use evidence and imagination to reconstruct elements of the past
 - communicate this understanding of the past in a variety of ways
oral language, writing, drama, art work, modelling, other media and technologies
- #### *Empathy*
- imagine and discuss the feelings and motives of people in the past.

Change and continuity

- recognise and discuss how church has changed at different periods
- be aware of other changes in locality (mills no longer operating, landlord's house no longer lived in, estate now a golf course and park)
- identify things which have stayed the same (old schoolhouse beside church, stables, roads)

Cause and effect

- recognise link between existence of mills, interest of La Touche in parish and need for the church
- investigate changes brought about by building of houses in 1980s and 1990s

Using evidence

- examine and discuss changes in photographs and drawings of church around 1870 and today (available in book *Behind the Scenes* by local historian E. Shepherd)
- read and discuss description of church in Lewis's *Topographical Dictionary of Ireland* published in 1837 (extract available in local library)
- visit and examine the building, especially where elements have changed (note changes from earlier drawings, changes to windows, memorials which have been added)
- examine copies of parish records and account books
- listen/talk to older people who remember coming to the church when small (e.g. how they travelled)

Synthesis and communication

- record events on timeline of the church's history
- write letter from La Touche to a friend describing building of church
- compile tourist trail/information leaflet for visitors
- construct information file about church for interactive computer display

Empathy

- imagine and discuss motives and feelings of La Touche, the people working in the mills, older people who recount their memories.

recording and presentation of tourist information file in computer

teacher-designed revision test on the unit of work

- portfolio assessment
collect and add to portfolio samples of recording, synthesis and communication completed by pupils in timelines, written accounts and letters, role-play/pageant
- curriculum profiles
use teacher observation and portfolios to complete pupil profile at end of term/year/other period.

Important background information about this exemplar may be found on pages 46–47 of the guidelines. The exemplar is used for illustrative purposes only.

Exemplar 4

A unit of work based on life in Norman Ireland

fifth and sixth classes

Extract from the curriculum

Life in Norman Ireland

The child should be enabled to

- become familiar with aspects of the lives of these people
homes of these people
settlement patterns and urban developments
clothes
foods and farming
technologies which people developed and their influence on the lives of people
people at work
culture, art and music, language(s) and literature
leisure and pastimes
faith, beliefs and religious practices
migration and emigration
relationships of different groups of people to one another
simple treatment of some of the social, economic, political or religious issues of the time
long-term contribution of people and events at this time to the development of modern Ireland
- 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
- record the place of peoples and events on appropriate timelines.

Working as an historian

Through completing the strand units of the history curriculum the child should be enabled to:

Time and chronology

- 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 recording dates and time such as BC, AD, age, period

Development of the unit

Content of study

Children should learn about

- the origins of the Normans
- the notion of feudalism and lordship, how this contrasted with 12th-century Irish customs
- the weapons, fighting and defence techniques of the Normans including motte-and-baileys and castles
- the events which led to the coming of the Normans to Ireland, the personalities involved
- the arrival of the Normans, their defeat of Gaelic lords, their capture of territory in Ireland, relationships of Gaelic and Norman peoples
- homes of the Normans and their relationship to defence and military control, features of:
early settlement in motte-and-bailey structures
early moated keeps and castles
later moatless castles
urban castles without keeps
- settlement of people around castles, in urban sites or in nucleated rural settlements (similar to feudal manors), arrangement of keep/castle/church/ monastery and surrounding houses and fields
- work of people in farming, milling, brewing, defence
- clothes of people
- churches, monasteries and religion

- language spoken by Normans, how this is reflected in family names, place-names, names of officials, words used in law; learning of Irish by Normans; effect of Norman French on Irish poetry and accenting of Munster Irish

Local aspects (based on area near Thomastown in Co. Kilkenny)

- the progress of the Normans in the south-east of Ireland
- the names of the major Gaelic and Norman families in the county and immediate area, foundation of Thomastown by Thomas FitzAnthony (the Seneschal of Leinster) replaced earlier Irish settlement of Grianán; Grenan castle outside town a stronghold of the Dens
- remains of FitzAnthony's motte in town; wall, towers and castle built, remains of towers 'Sweetman's Castle' and 'Low St Castle'
- Norman clothes and armour as depicted on Cantwell effigy at Kilfane (just over 2 miles n. of the town), on the tombs and sculpture at Jerpoint Abbey (1 mile s. of the town) and in St Canice's Cathedral, Kilkenny
- evidence from early OS maps and modern aerial photographs of the Norman rural settlement of Newtown Jerpoint (a significant example of a common settlement pattern, see Ryan, *Irish Archaeology Illustrated*).

Skills and concepts development

Children should be enabled to

Time and chronology

- locate events and people on timelines, e.g., AD 1000-1500 or AD 1000-2000
- understand and use dates such as AD 1169, 12th century
- begin to distinguish periods such as during the Viking era, after the Vikings, in the Norman period

Using evidence

- plot maps of Norman motte-and-baileys and castles
- visit, explore and discuss physical evidence left by the Normans, such as towers in Thomastown, buildings and sculpture (especially carvings on tombs) at Jerpoint and Kilfane, place-names, bridges
- examine medieval field boundaries on 19th-century OS maps and modern aerial photographs

Change and continuity

- 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
- Cause and effect*
- 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

Using evidence

- examine and use critically a wide range of historical evidence
photographs, pictures, objects, memories of older people, buildings, stories and songs, written sources, film and other media
- 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

Synthesis and communication

- select and organise historical information
 - use imagination and evidence to reconstruct elements of the past
 - communicate this understanding of the past in a variety of ways
oral language, writing, drama, art work, modelling, other media and technologies
- Empathy*
- 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.

Change and continuity

- recognise and discuss changes which occurred in the lives of people in Ireland before/after the coming of the Normans: fighting techniques, buildings, towns, farming methods, language, clothes, land ownership
 - discuss changes which occurred locally and the things which have remained from that time, e.g. place-names, family names, buildings
- Cause and effect*
- recognise and discuss advantages which superior weapons gave Normans initially, reasons for elements and features in their buildings, interest of Normans in Ireland
 - recognise some of the effects of the invasion in short term (e.g. changes in buildings, land, warfare) and long term (e.g. consequences for land ownership, relationship of Irish with Normans in Ireland and Britain)

Synthesis and communication

- record events on timelines and snapshot maps of invasion and settlement
 - role-play conversation between Strongbow and MacMurrough or between two of their servants/retainers
 - make model of town's Norman defences or a Norman castle or motte or Norman costumes
 - compile tourist trail/information leaflet for visitors to Thomastown
 - exchange information about local Norman evidence with school in another area, perhaps by e-mail
- Empathy*
- explore, imagine and discuss motives and feeling of Strongbow, Aoife and MacMurrough through reading of Morgan Llywelyn's *Strongbow and Aoife*.

Methodologies and assessment

Teaching approaches

Among the methods which may be used are:

- story lessons: introduce study through the serial reading and discussion of Morgan Llywelyn's *Strongbow and Aoife* (O'Brien Press, 1994)
- using charts, photographs/slides, video, drawings and pictorial evidence (Bayeux tapestry, plan of siege of Glin Castle), aerial photographs in study of weapons, buildings, clothes, homes and other aspects of life-styles
- using documentary evidence e.g. account of typical castle in *Liber Niger* (copy in Harbison, *National and Historic Monuments of Ireland*)
- exploring in the environment using a trail around Thomastown, Jerpoint
- integration with other subjects can be achieved in a number of areas
Geography: map work, urban studies
Mathematics: estimating and measuring heights, lengths
Language: discussion, presentation of ideas orally and in written form
Visual arts/science: construction of models, drawings

Forms of assessment

Among the techniques which may be used are:

- teacher observation
- outcomes of pupil-pupil and teacher-pupil discussions
- teacher-designed tasks
the trail booklet used by pupils
work cards and investigation sheets designed to help children to examine evidence
imagined conversations between characters
teacher-designed revision test on the unit of work
- portfolio assessment
collect and add evidence of children's work to portfolio, including examples of recording, synthesis and communication completed by pupils in timelines, models, role-play, imagined letters or conversations, tourist information file on computer, completed trail booklets
- curriculum profile
use teacher observations and portfolio to complete pupil profile at end of term/year/other period.

Important background information about this exemplar may be found on pages 46–47 of the guidelines. The exemplar is used for illustrative purposes only.

Integrated learning

Planning for integration

Integrated learning is an important principle of the curriculum and it allows blocks of time to be used in the most efficient way. It is also particularly useful in multi-class situations in small schools.

A number of factors are necessary for integration to work successfully. These include:

- systematic planning by the teacher which is consistent and carefully structured to ensure continuity and progression
- taking careful account of curricular requirements
- the structuring of topic work. Integrated topics work best when they have a single-subject bias or emphasise particular subjects
- whole-school planning to ensure adequate subject coverage and a balanced range of content within each subject.

Integration could take place

- within history. A number of items of content could be linked together: for example, a local study which includes a prehistoric grave might lead to the examination of the burial practices of Stone Age peoples, which is a requirement in the strand *Early people and ancient societies*.

It should also be remembered that the study of each unit in the history curriculum will provide opportunities for the simultaneous development of historical skills

- within SESE or between history and other subject areas. Many content elements in the history curriculum have close links with units in other curricula. The cross-reference notes included in the curriculum statements will help to identify some possibilities for practical links. In addition many skills, such as mathematical and investigation skills, will be common to several areas.

History, because of its emphasis on narrative and discussion, has a major role to play in the development of the child's oral language and literacy. The emphasis which the curriculum places on skills such as the recognition of bias, the evaluation of different opinions and pieces of evidence and the communication of knowledge and interpretations means that history activities will support many of the aims of the language programme

- using a broad-based theme or topic approach. A theme such as 'Water', 'Homes' or one based on a novel or story can be chosen and explored in a number of ways which would include elements of many different subject areas. This approach is often used with very young children. It requires careful planning in order to avoid superficial treatment of a wide range of content.

Suggestions for integration

A number of possible themes through which work in SESE might be taught using an integrated theme-based approach is shown on the following pages. Further suggestions may be found in the guidelines for the other SESE subjects. The themes used are not prescriptive and have been chosen by way of illustration only.

Exemplar 5

Thematic approaches to planning in SESE

infant classes

Historical aspects	Geographical aspects	Scientific aspects	Other curricular areas
<p>Myself</p> <ul style="list-style-type: none"> explore and record significant personal events and dates collect and examine simple evidence, e.g. photographs of oneself when younger compare photographs, clothes worn or toys used at different ages - noting development and things which have stayed the same <p>Autumn walk</p> <p>Time and chronology</p> <ul style="list-style-type: none"> begin the recording of days of the week the examination of autumn will begin an understanding of the chronology of the year 	<p>Homes / Knowing where I live</p> <ul style="list-style-type: none"> describe areas within the home associate activities with areas within the home and outside the home make simple drawings of home and immediate surroundings, journeys to and from home begin to appreciate the need for shelter for family 	<p>Myself</p> <ul style="list-style-type: none"> identify parts of the body recognise and measure physical similarities and differences between people understand and appreciate personal abilities, skills and senses appreciate the importance of personal and environmental cleanliness <p>Caring for myself and my locality</p> <ul style="list-style-type: none"> identify and implement simple strategies for promoting personal and environmental cleanliness 	<p>SPHE</p> <ul style="list-style-type: none"> myself <p>RE</p> <ul style="list-style-type: none"> appreciating myself and others <p>Maths</p> <ul style="list-style-type: none"> grouping activities, number, measurement <p>Language</p> <ul style="list-style-type: none"> development of vocabulary and oral language
<p>Local environment</p> <ul style="list-style-type: none"> become aware of, explore and discuss elements of the local physical and natural environment <i>hedgerow near school</i> record experiences and observations using pictures <p>Weather</p> <ul style="list-style-type: none"> observe and discuss a variety of weather conditions using simple vocabulary record weather observations using a weather chart or diary become aware of some of the effects of different weather conditions on human, animal and plant life in the local environment 	<p>Plants and animals</p> <ul style="list-style-type: none"> observe, discuss and identify a variety of plants and animals in the immediate environment sort/group living things into sets <i>flowers, leaves, trees, birds, fruit and vegetables</i> observe growth and change in some living things become aware that animals and plants undergo seasonal change in appearance or behaviour <p>Caring for myself and my locality</p> <ul style="list-style-type: none"> appreciate the importance of environmental cleanliness appreciate that people are living things who share the environment with plant and animal life observe and develop an awareness of living things in local habitats 	<p>RE</p> <ul style="list-style-type: none"> exploring theme of creation <p>Maths</p> <ul style="list-style-type: none"> grouping activities, number, measurement <p>Language</p> <ul style="list-style-type: none"> development of vocabulary and oral language <p>Visual arts</p> <ul style="list-style-type: none"> colour, awareness of colour and texture in the environment 	

Toys and games

<p>Toys and games</p> <ul style="list-style-type: none"> • collect, examine and discuss toys children played with at different ages, compile timeline • ask parents about toys they played with as children • compare and contrast toys today and then • ask grandparents about toys • listen to stories about toys 	<p>People and play</p> <ul style="list-style-type: none"> • become aware of and discuss play spaces <i>at home</i> <i>at school</i> <i>in the locality</i> • suggest ways in which these places may be kept clean and safe • make simple drawings of these places and immediate surroundings, journeys to and from these places 	<p>Sound</p> <ul style="list-style-type: none"> • examine and experiment with toys that make sounds <i>rattles, whistles, drum</i> • recognise and identify a variety of sounds in the environment • identify and differentiate between high and low sounds, loud and soft sounds <p>Materials</p> <ul style="list-style-type: none"> • explore ways of making different sounds using a variety of materials <i>tins, metals, bottles, paper</i> • examine and group materials used in toys <p>Forces: Movement</p> <ul style="list-style-type: none"> • explore, through informal activity with toys, how objects move when pushed or pulled • explore how the shape of objects can be changed by squashing, pulling and other forces 	<p>Language</p> <ul style="list-style-type: none"> • language development through discussion <p>Visual arts</p> <ul style="list-style-type: none"> • construction, e.g. making simple instruments <p>Music</p> <ul style="list-style-type: none"> • exploring sounds
<p>Water</p> <p>The old pump</p> <ul style="list-style-type: none"> • examine and draw an old pump by the roadside or in the village • learn about fetching, carrying and using water long ago • see how heavy a bucket of water is • find out how many buckets of water would be needed to fill the sink or flush the toilet • examine old tin bath, enamel basin, wash set (large jug, bowl and soap stand) 	<p>Water in the local environment</p> <ul style="list-style-type: none"> • observe rainfall, puddles and streams • investigate water, sand, and stones in streams, ponds, lakes or at the seashore • discuss water and its uses 	<p>Forces: Floating and sinking</p> <ul style="list-style-type: none"> • investigate floating and sinking through experimentation with different materials • group objects which will sink/float <p>Materials</p> <ul style="list-style-type: none"> • investigate the effects of water on a variety of materials • observe and describe wet and dry conditions <i>soil, paper samples</i> • identify some materials which are waterproof <i>raincoats, umbrella, boots, a duck's feathers, skin</i> <ul style="list-style-type: none"> • suggest materials suitable for rainy days <i>design and make a waterproof outfit for a toy character/doll</i> 	<p>Language</p> <ul style="list-style-type: none"> • language development through story <p>Visual arts</p> <ul style="list-style-type: none"> • water in the environment as a stimulus for art • construction activities, e.g. making a boat <p>Music</p> <ul style="list-style-type: none"> • exploring sounds of water moving, splashing, gurgling <p>SPHE</p> <ul style="list-style-type: none"> • water and hygiene

Exemplar 6

An integrated topic approach

third and fourth classes



Exemplar 7

An integrated topic approach

fifth and sixth classes





Approaches and methodologies

Approaches and methodologies

A variety of approaches

One of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies. This section of the guidelines outlines some of the techniques which have been found to be particularly suited to history activities in the primary school. Of course each school, class and teacher is unique, and some methods will suit particular topics better than others. The suggestions which follow can provide only general advice, which should be adapted and modified to suit individual needs and circumstances.

Further approaches and methodologies which might be used in history lessons, such as project work and the use of maps, are discussed in the *Teacher Guidelines for Geography*.

In some of the sections which follow, the examples used are linked to particular classes in the school. However, this is by way of illustration only; most of the techniques described can be used profitably at all levels.

Irrespective of the approaches selected, children's learning experiences in history should

- arouse enthusiasm and curiosity about the past
- encourage discussion and a questioning, critical attitude to accounts of the past and, as children grow older, to the evidence used to support these accounts
- develop historical skills and wider skills of co-operation, communication and problem-solving
- engage children in lively, purposeful activity in the classroom and in extensive exploration of the local environment.

Story

Telling a story

What should the good story do?

Using stories is one of the most basic and fundamental techniques in history teaching, involving as it does the recounting of past events and human actions. Good storytelling can foster historical development by

- commanding attention and promoting listening and recall skills
- stimulating discussion and questioning
- extending children's vocabulary and knowledge
- having a strong sense of sequence – a clear beginning, development, and resolution or ending – which will encourage children's sense of chronology
- appealing to children's sense of curiosity, their emotions and imaginations; allowing them to return to the past and empathise with the feelings and circumstances of the characters portrayed.

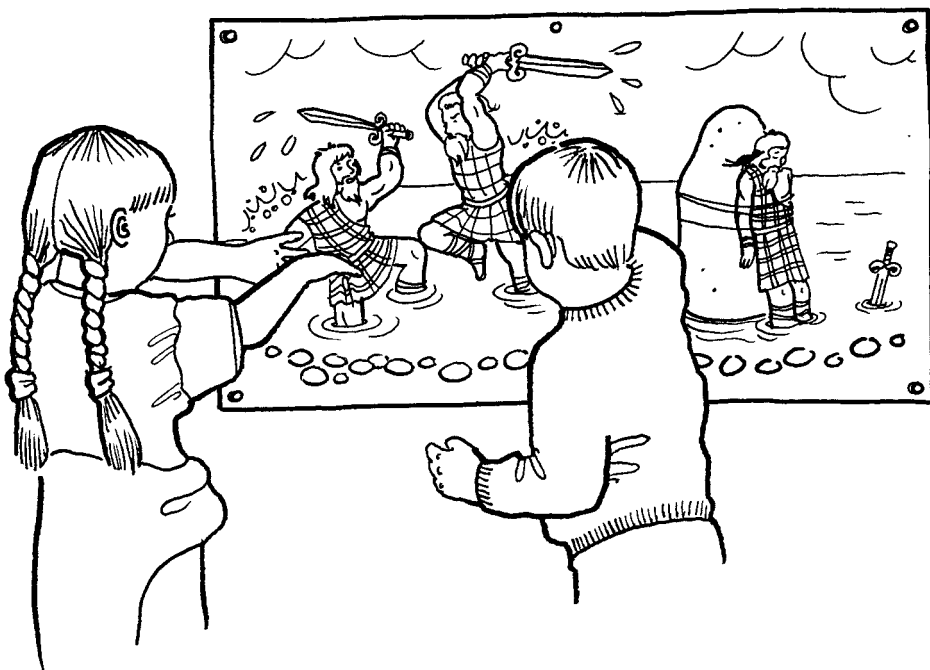
Stories can play a number of roles in the history programme:

- stories can be used as independent units of work. Biographical accounts of people from a variety of backgrounds will be an important component in the history programme at all levels. The curriculum lays considerable stress on the need to include local, national and international figures and people whose lives are illustrative of a broad range of human experience.

Too often in the past political and military leaders, almost exclusively male, dominated in collections of 'lives of famous people'. Stories should also be drawn from the lives of women and men who have made, and are making, contributions to other aspects of human endeavour, such as social, technological, scientific, cultural and artistic development

- a story can act as a stimulus for the introduction of a unit of work; for example, the story of Colm Cille's copying of a religious manuscript and the disputes which ensued could provide an ideal introduction to the life and work of the Early Christian monasteries

- stories may be used as part of a wider piece of work on a historical theme. In the middle and senior classes particularly, the study of a period can be greatly enriched by the simultaneous telling or reading of a story or stories set in the period. Eye-witness accounts and fictional stories woven around historical events and characters (real or imagined) can help children to make the imaginative jump from the present to the context of the historical period in question
- stories can foster the development of important values and attitudes. Including stories from a range of perspectives, including those of various religious and ethnic groups, travelling and settled communities and people of diverse social backgrounds, can encourage the child's appreciation of difference and foster attitudes of tolerance and mutual respect
- stories are an important vehicle for the transmission of cultural heritage. Myths and legends can appear to sit rather uncomfortably with accounts of historical episodes, yet they have come to us from the oral histories of ancient societies. While obviously fictional and allegorical, many express truths about the values and beliefs of these peoples. Moreover, these stories form part of our cultural inheritance and shared ideas. Legends and myths therefore will have their role in the history programme and not just during the early years: the study of myths and legends will be an aspect of the work completed on civilisations and societies in the middle and senior classes.



Discussing myths and legends can help children to appreciate the values and beliefs of the peoples who first told these accounts. Stories from the Fiannaíocht cycle, for example, might lead children to speculate on why tales of courage and bravery were considered so important by Celtic people.

Exemplar 8

Telling a story

first to fourth classes

A short story from the past, well told, is a most effective and apparently simple teaching technique. Although a complex art, it is one well worth attempting.

Step 1 Preparing the background

Thorough preparation is crucial to the success of storytelling. Having chosen the event and characters which will be the subject of the account, the storyteller should try to read as many versions of the story as possible. Background information about the period, including the simple and practical details of the people's lives, may not figure greatly in the final version of the story but they will help the storyteller to imagine and re-create the period for the listener.

Step 2 Imagine and plan the story

For a story to succeed it has to be well structured. For primary school children story lines should be kept simple. The number of characters should be limited and the story should fall into a number of distinct episodes. For example, a telling of an incident from the legend of Saint Brendan's voyage to America might fall into five stages:

- introduction of the character, his love of sailing and life as a monk
- building the boat and setting sail with the other monks
- travelling a long time in all weathers, spotting an 'island', landing
- lighting a fire, fear and terror as the 'island' sinks
- discovering that the 'island' was a whale, the whale accompanying the boat on the remainder of its journey to a new land.

Once the basic structure is clear, the detail of the telling can be planned. Opportunities for the inclusion of details of the lives of the monks could be identified: for example, the building of the boat should convey the impression of the very rudimentary nature of the craft, or the simple clothing of the monks might be mentioned when they have to wrap their tunics around their bodies in the cold fog of the North Atlantic.

Vocabulary and concepts which might prove inaccessible to the children will need to be identified: for example, some of this might be taught in different contexts before the storytelling, while other elements might be incorporated in the story and explained as the narrative proceeds. One of the most effective techniques for simplifying language, and one which adds greatly to the sense of action and authenticity, is to use direct speech.



Background information on the period of the story enables the narrator to add authentic detail and atmosphere to the retelling.

Planning the telling should also involve the identification of opportunities to use props, illustrations or pieces of evidence. A picture or model of the boat on the sea, a picture of a whale and a 'tunic' to wrap around the storyteller as the weather grows cold would be very useful in telling Brendan's story. Several illustrated medieval manuscripts and early printed books record the Brendan voyage, including the scene with the whale, and a copy of one of these drawings could be used with the children.

Step 3 Tell the story

Tell the story to the group. Through maintaining eye contact with the children, the teacher can hold their attention, gauge how well each episode has been understood and adjust the story as the need arises. Change and contrast, not only in scenes but in the tone, pitch and speed of the voice, keep the narration interesting and lively, and the really confident storyteller will also know how to use the dramatic pause. Finally, gesture and movement can convey an enormous amount of meaning: straining to see the island in the distance, the look of horror and fear as the 'island' sinks, the surprise and wonder when the size of the whale is realised.

Step 4 Discussion

Good storytelling should stimulate questioning and discussion. This should take place at a number of levels:

- simple recall questions to clarify the episodes in the story:

Where did Brendan live?

Where did he decide to go?

How did he travel?

- discussion and other activities centring on the sequence in the story (see the suggestions in the panel on page 69)

- discussion and speculation on cause and effect:

Why do you think Brendan wanted to travel to other lands?

What did the monks want to do in the new lands?

- speculate on the emotions and situation of the characters. It is important that these questions and those about cause and effect are genuinely open. Children should be encouraged to speculate freely rather than 'guess the right answer that teacher knows'.

How did the monks feel as they set off? as they travelled further and further? as they discovered the great whale?

- identifying the elements of the story which may be true and those which are imagined. Most children in first and second classes will readily identify the 'fairy tale' parts of a story, but some children will dismiss all of a story because one section of it is obviously false. Children should be encouraged to explain why they feel a section or the complete story is false, and discussion should begin to introduce children to the idea of exaggeration and why it might have been used
- discussion of the true and false aspects of a story might lead on to a re-examination of the evidence available. If children have been shown the early manuscript pictures of Brendan's voyage, some pupils may say the story must be true because the picture shows the fire on the whale's back. Comparing a photograph of a whale with the medieval drawings of the great fish may help children realise that the artist never saw the incident and that the picture should not be taken at face value.

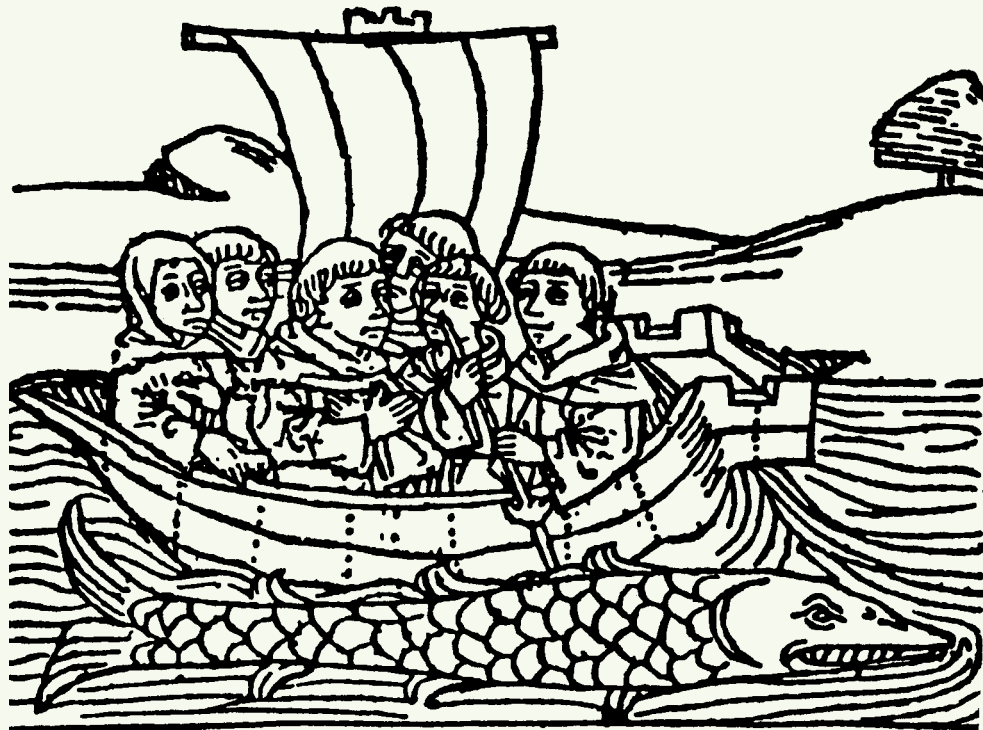
Activities to foster appreciation of sequence, cause and effect

- arrange a series of pictures so that they tell the story
- identify the beginning, middle and end of the story
- choose the two or three most important pictures in the telling of the story
- discuss different pupils' choices of the most important episodes in the narrative
- given an incomplete set of illustrations, identify or draw the missing episodes
- discuss how and why things changed for characters in a story
- identify causes of events and the results of actions of characters

Step 5 Follow-up

Further follow-up activities might include

- model-making of the boat in design and making activities
- looking at and investigating Early Christian art work, especially samples where fishes and boats are illustrated (for example, some of the high crosses include scenes with ships) and other illustrations of the Brendan voyage from the medieval period
- retelling the story orally and in role-playing or mime.



The whale alongside the monks' boat from a 15th-century account of Brendan's voyage

Reading stories and historical fiction

A well-read story may not have the dramatic effect of a story-telling but it can be a very effective tool in the teaching of history. Many of the techniques and points described above in *Exemplar 8, Telling a story*, under storytelling are equally applicable to the read narrative: the need to be completely familiar with the story and its historical background, the need to identify and explain language and terms to the children, the value of using artefacts and evidence when reading the story, the use of voice and gesture and the importance of wide-ranging follow-up discussions.

Younger children

Stories, even those lacking an obviously historical content, can help younger children to understand sequence, cause and effect and can help the child to empathise with others. When choosing stories, teachers should also include some which are more directly linked to the content of the history curriculum: for example, Mary Beckett's *A Family Tree* (Poolbeg, 1992), which explores the impact of the arrival of twins in a family, and *Something Old* by Ruth Craft and Nicola Smee (Young Lions, 1993) are not accounts of known historical events but will complement the explorations of family history recommended for infants and first and second classes. Similarly, a book such as John Burningham's *Seasons* (Red Fox, 1993) can provide excellent opportunities for discussion of the changes to be observed during the year.

Incidents from the lives of historical characters are ideal for this age group and are retold in several collections of stories, while other books weave fact and fiction, such as in Michael Freeman's *The Boy who Sailed with Columbus* (Pavilion Books, 1991), the story of an orphan who acts as ship's boy on the explorer's voyage. When assessing a story's suitability many of the criteria mentioned for the storyteller also apply. The best story lines are simple, the number of characters is limited, and the story falls into a number of clear, distinct episodes. The historical accuracy of the details and particularly the illustrations should also be examined.



Older children

Good historical fiction, either read by the children themselves or read to them by the teacher, can play a very important role in the development of historical understanding. The best writing of this genre allows children to become familiar with the detail of the characters' lives and to understand the attitudes, perspectives and concerns of the people of the time in a way which would be almost impossible to gain from the examination of primary evidence.

A wide range of this material exists for almost all historical periods. Some authors choose to retell the story of events in the past using real historical characters and events: for example, Morgan Llywelyn's *Strongbow and Aoife* (O'Brien Press, 1994), which tells the story of the Norman invasion of Ireland from the personal perspectives of these two central characters, introduces children to the subtleties and complexities of this period more effectively than another format might allow.

Other authors invent fictional characters but place them in accurately drawn historical contexts, for example Michael Mullen's *The Viking Princess* (Poolbeg), Marita Conlon-McKenna's novels set at the time of the Great Famine, and Rosemary Sutcliff's stories from the Roman and Viking periods.

Most of these books provide ideal material for serial reading, and as the narrative proceeds opportunities should be taken to explore how the author

knows about the period in question. For example, children engaged in a study of the Stone and Bronze Ages will find Kathleen Fidler's *The Boy with the Bronze Axe* (Puffin, 1972) full of the detail of Stone Age life, work and culture and can be introduced to the historical evidence on which the book is based: the Stone Age village of Skara Brae in the Orkney Islands, which was preserved for centuries under advancing sand dunes until exposed following a storm in the nineteenth century.

Perhaps one of the most useful roles which the novel can play is to allow the child to explore complex events and questions through the experiences of fictional yet believable characters. For children many issues are often seen in 'black and white' terms. History helps them to appreciate that life is rarely that simple. The effects of the growing influence of anti-Semitism may be seen as it impinges on the friendship of a Jewish boy and his non-Jewish friend in Hans Peter Richter's *Friedrich* (Puffin, 1987). Children's literature which has arisen from the 'troubles' in Northern Ireland provides further examples. Joan Lingard's *The Twelfth Day of July* (Puffin, 1979), especially if read as children study the Williamite period of the 1690s, is an excellent way of exploring the consequences of an historical event. The novel explores the differing ways in which historical episodes can be interpreted by people today and the influence this may have on their actions and their opinions of others.

Personal and family history

The role of personal and family history

Personal and family history provides an ideal starting-point for the exploration of the past. These studies should

- enable children to establish their personal positions in time, become aware of the history of the immediate past and so facilitate the gradual development of a sense of the past
 - make children aware of some of the major relationships in their families, especially their own links to parents, siblings, grandparents, aunts and uncles
 - help children to explore instances of change and continuity in their own lives and those of others
 - equip children with the language of time, e.g. old/older, young/younger, before/after, then, same/different, etc.
 - provide opportunities for the examination of a range of simple evidence about their own past and that of their immediate family
- gradually help children to see that the incidents, memories and evidence of their own past are of value and interest and so make the exploration of the past real and relevant to them
 - encourage the co-operation of the school, parents and wider community in the education of pupils in a meaningful and beneficial way.

Exemplar 9

Myself and my family

first and second classes

Introduction

This aspect of the history programme may form the centre of an integrated theme approach incorporating work in language, SPHE, maths, science and geography. The work on such a theme might span several weeks. The steps below relate particularly to the historical aspects of the work. The suggestions could be readily adapted for infant classes.

Step 1 Informing parents

As has been noted in earlier sections the issue of family and personal history has to be handled with sensitivity and the full co-operation of parents is essential if it is to be successful. A letter to parents well in advance of work beginning on this theme should

- explain the reason why a study of the children's past is important
- outline some of the topics to be discussed in the classroom and when the work is likely to begin
- describe some of the activities in which the child will be engaged, for example making personal scrapbooks or timelines, asking parents about their lives during childhood and about what they know of their parents' lives, linking events and personalities to some of the places in the local area
- explain how parents might help, for example by answering questions, hunting for photographs (of their children at various ages and of themselves when younger) and perhaps lending some old items to the class for a display
- assure parents that all items lent to the school will be carefully stored and returned to owners at the end of the project

- invite parents who might be willing to talk to children about aspects of the past to get in touch with the teacher or school
- invite parents to speak to the teacher or principal in confidence about any worry they may have regarding the proposed work.



Children can be helped to realise the enormous developments which have taken place since their births by viewing a new-born baby. A visit of a very young baby with his/her parents to the classroom might be arranged and the children encouraged to ask questions about the baby and how it must be cared for. Observing a parent bathing the baby, if this were possible, would reinforce the points even further and complement the SPHE programme.

Step 2 Arousing interest

One effective way in which the teacher may arouse interest about the past is to tell children something of his/her own childhood. Using some photographs from different periods in his/her childhood and if possible some items such as an article of clothing, a toy, a story book, or a school copybook, the teacher can talk about a limited number of incidents or developments in his/her own life. For some pupils this may be the first time they realise that an adult was once a very young child, and the artefacts will prove fascinating for most children of this age.

This interest can then be capitalised on by asking the children to try to remember things that happened to them when younger:

Can you remember anything that happened to you when you were small?

Can you remember your first day at school?

Can you remember any time when you got lost?

What did you like to play with when you were very small?

Step 3 When I was very young

Children may then be encouraged to try to find a picture of themselves when very small as well as a more recent photograph. These can be displayed in the room (ideally in protective plastic file wallets). Other items such as toys and other memorabilia may also appear and should be labelled and displayed. Discussion of these displays should direct the child's attention to

- how the child has developed and changed physically
contrast height, weight, teeth, clothes worn then and now
- how the child's abilities have developed
has become less dependent on others
able to dress him/herself
able to sit at table and eat a meal, to walk, run, cycle

- aspects of the child or his/her environment which have remained the same
colour of eyes or hair
room in the background of the photograph
toys played with then and now
- how we know about the childhood of those portrayed in the photographs or collection of objects. So far we may have relied on the child's memory and the apparent evidence of the photographs. Issues regarding the reliability of evidence might be raised through questions such as
'How do we know that this is really Sam in this picture?'
'Are we sure that this toy belonged to Máire?'
- other types of evidence which might be used as corroboration and as further sources
documentary evidence, e.g. 'Someone wrote Sam's name on the back'
oral evidence, e.g. 'We could ask Máire's mammy about the toy'

Step 4 Finding out more

The discussion above will lead naturally to the children carrying out further investigations. Questions which might help to focus their work could include:

Where was I born? my mammy? my daddy?

Where did my parents grow up?

Had my mammy/daddy any brothers or sisters?

Who was my mam's mammy?/my daddy's dad? etc.

Where did they live?

What work did my grandparents do?

Did we always live in this home? If not, where did we live before?

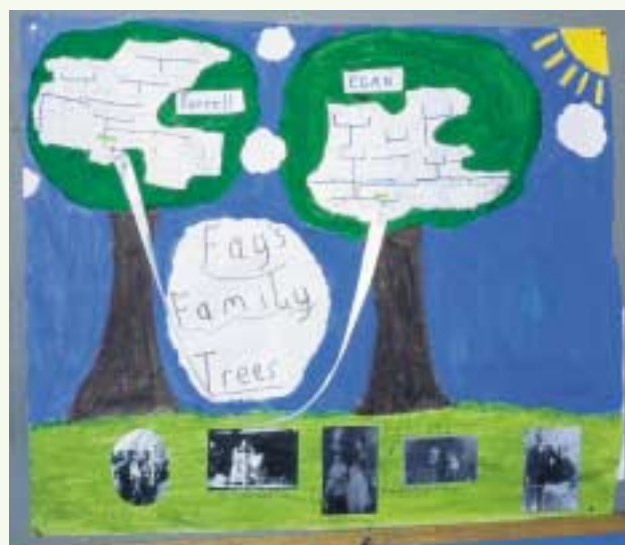
When did we get our pet dog?

When did I go to school?

Step 5 Recording

Children's concept of sequence and change in their own lives can be reinforced in the construction of simple personal timelines through which the language of time may also be developed.

Children will also be able to record some of the major figures and relationships in their family, for example parents, siblings and grandparents, using a scrapbook or family tree.



Recording family relationships

Using evidence

The role of evidence in history lessons

The aims, objectives and units of work in the history curriculum lay a great stress on the extensive use of evidence by pupils at all levels. Opportunities to observe, handle, examine, question, compare, make deductions and draw conclusions from historical evidence are of benefit to the child in a number of important ways:

- finding and examining objects, pictures, buildings and other sources makes the history lesson an activity-based experience, one in which 'the story of the past' is clearly not predetermined but to be discovered for oneself
- the examination of an item which has come from a different period (items as simple as a wooden pencil case used by a grandparent, a schoolbag of the 1970s) can help the child to develop a sense of a time different from the present. It can, quite literally, put the child in touch with the past and engender a sense of wonder and curiosity
- the handling of evidence contributes to the development of analytical skills: the ability to observe, discriminate, compare and weigh points of view and make deductions about human actions and decisions. These are essential skills to help the child to become a responsible adult in a democratic society where the media present a flood of evidence every day.

What should using evidence achieve?

The evidence presented to children should

- enable children to examine evidence and make deductions from it in increasingly sophisticated ways
- make children familiar with an extensive range of evidence, reflecting the many aspects of people's lives in the past and not just those likely to have created a documentary record
- encourage children to view everyday items from their own lives and environments as potential sources of evidence for future generations
- make children aware of the importance of preserving and conserving the evidence of the past.

In the pages which follow, we discuss how different types of evidence might be used within a range of lessons and with pupils in various classes.

Oral evidence

Oral evidence is a vivid and immediate historical source...it makes incidents and aspects of the past real for children and gives us access to memories and information which are almost impossible to obtain elsewhere.

The role of oral evidence

Oral evidence is a vivid and immediate historical source which is particularly suited to the primary classroom. Oral evidence can be used to

- make incidents and aspects of the past real for children. Hearing about an event from a person who can say 'I was there' makes the past believable
 - give children access to information that is almost impossible to obtain elsewhere. People's memories carry far more information than is often written down about an event: for example, an account of the day of an all-Ireland hurling match from a player (or even a spectator) will have far more detail than a newspaper report. Very often this information will be intensely personal and have a local dimension, for example the excitement of the bus journey from home to the match and the welcome on return to the local village
 - ensure that the past is examined from a range of perspectives. The life experiences of the vast majority of people, particularly of many social, ethnic and cultural groups, are often under-represented in documentary evidence. Oral evidence gives us access to the experiences of a much broader range of people
- allow us to share in the feelings of participants in events in the past
 - help older children, especially, to examine how a person's perspective can affect their memories of the past
 - help develop children's sense of time. Some educationalists now argue that children's lack of prolonged, regular contact with grandparents and members of the extended family has had a detrimental effect on their sense of the past and of their own relationship to it.

Exemplar 10

Interviewing an older person

all classes

Introduction

An interview with an older person can be a rewarding and stimulating experience for children and the teacher but it requires very careful preparation.

Step 1 Clarify the focus of the interview

An interview will have a much greater chance of success if the teacher has clarified in his/her own mind what the purpose of the interview will be. Teachers might choose to use oral history to add an extra dimension to

- a detailed study of a particular period, for example life in the 1960s, childhood during the Emergency in Dublin
- a line-of-development study: for example, a study of transport in the locality through the ages might include interviews with a retired train driver or bus driver
- a study of local buildings or places, for example interviews with the workers from a closed factory, interviews with farmers who remember the mill as a mill and not a heritage centre
- make children aware of some simple instances of change and continuity in aspects of their everyday lives.

The detail of the questions to be pursued by the children with the interviewee should be worked out by the pupils under the guidance of the teacher (see step 3 opposite), but the teacher must have a clear idea of the way in which the interview will contribute to the study. For example, an old woman who agrees to be interviewed about her childhood in the Dublin of the 1950s might be asked about her home, food, clothes, the games she played and her memories of school.

Step 2 Choosing and preparing interviewees

Interviewees need to be selected with care if they are to prove an effective source of oral history for primary school situations. A number of issues need to be considered:

- the quality of the person's memories: some potential interviewees may have lived through a particular period but were too young at the time to have clear personal memories of the events

- the ability of the person to talk about the past while taking account of the interests, vocabulary and limited attention span of children
- the willingness of the person to talk about his/her personal circumstances, family, and experiences. Some of the questions asked by children may evoke, quite unintentionally, memories of an intensely personal nature
- the degree of rapport between the teacher and the interviewee. If the teacher knows the interviewee well there should be no embarrassment about stepping in to end a session if the attention of the class has been lost, or asking the visitor to return for a second visit if necessary.

Potential interviewees may be contacted in a number of ways: among parents and grandparents of pupils, among parish and community groups and through local history societies and local heritage centres or museums.

Talking to the interviewee at length is very important. This will give the teacher opportunities to

- assess the areas about which the visitor could talk most readily
- familiarise the interviewee with the studies which the children have undertaken so far
- explain about the age group involved, the kind of historical skills which they may have, their likely attention span
- discuss the areas about which the children might like to ask questions
- explain whether a group or a class will be involved
- ask whether recording of the session would be possible
- make an appointment and arrange transport for the visitor if necessary.

Step 3 Preparing for the visit

Most children will not find it easy to ask questions spontaneously, and if the interview is to prove worthwhile, pupils will have to be well prepared. This may involve

- knowing the background to the period about which the person will speak, so that children can understand the context of the visitor's comments and respond with suitable supplementary questions. For this reason, interviews should be contemplated following a considerable period of work on a topic. Obviously this will vary from class to class throughout the school, but even in infant classes some preliminary background work is essential
- getting children to focus on what they should ask the visitor. A rigid, pre-determined set of questions can stifle spontaneity in an interview and should be avoided, but children should be guided into establishing the areas about which they might ask questions. For example, an interview with a retired farmer might focus on how particular aspects of his work had changed since he grew up on the farm as a boy, including the appearance of the farmyard and buildings and the equipment used in the fields to plant and harvest crops



- learning interview techniques. Initially, work might concentrate on preparing questions. Groups in the class could be allotted a particular aspect of the interview and asked to formulate suitable questions. Some of these could then be tried out in role-play situations in the classroom. The aim of this work is not only to encourage children to think about a range of questions in advance but to examine the quality of the questions: an open question such as 'How did you plough the fields then?' will lead to a much fuller answer than the closed question 'Did you have horses to work with?' which can be answered with the monosyllabic 'Yes'.

The importance of listening carefully to what is being said should also be stressed. Children might write down some key questions but they should be encouraged not to adhere rigidly to the list of questions. By listening carefully they should be able to respond to the speaker and elicit further interesting details. Watching other children interviewing and being interviewed in role playing will also give pupils an opportunity to observe the importance of gesture

- deciding if and how the interview might be recorded. Video or audio taping may be used, but the permission of the interviewee must be sought well in advance. All equipment to be used in recording should be checked and in place before the arrival of the visitor.

Step 4 The interview

Most interviews will take place in the classroom when the whole class meets the visitor. This is particularly suited to younger children. Speakers from the various groups who have thought about the themes of the interview should begin the questioning. Interviewees may respond much more easily if they are asked about a particular object or photograph, or about a key date in their lives, for example their first day at school, a day they got into trouble at school, when they began work, their first long trip away from home. Having objects to hand and some key questions prepared will help children, particularly in the early stages of the interview.

Alternative arrangements might be used with older children. Best results are probably achieved if the visitor meets a relatively small group. The interview could then be recorded and viewed by the class later. This may pose intractable organisational problems, but visitors may relax more easily in the less formal surroundings of a library corner or small room. Some interviews might be conducted by pupils with relatives at home.

In all cases, children should learn to treat the visitor with courtesy and respect before, during and after the session. They should be encouraged to have a comfortable seat for the visitor, to listen politely, to offer to show the visitor some of the work they have completed on the period in question and to thank him/her at the end. Many interviewees will be delighted to be invited back to view a display or exhibition at the end of the project and a letter of thanks should always be written by the children.

Step 5 Follow-up

Discussion and other follow-up activities should help the children to

- recall and clarify what they have heard
- relate the accounts given by the visitor to other pieces of evidence and knowledge about the period
- identify locations mentioned in the interview, especially those in the locality
- recognise instances of change and continuity
- think about the feelings of the interviewee towards the events he/she described. Oral evidence, more than any other source, is subjective. Asking children to compare two oral accounts of the same subject might lead them to think about bias and the accuracy of oral evidence. Some writers argue that bias is much more readily recognised by children in the context of oral evidence than in any other way
- clarify and present their findings in a number of ways to others.

Using artefacts

What is an artefact?

Any surviving object which has been used by people in the past for practical and/or aesthetic purposes is an historical artefact. A child's lunchbox of the 1980s, a 1960s mini-skirt, a slide rule of the 1950s, a nineteenth-century oil lamp and a Stone Age scraper are all historical artefacts, each illustrative of aspects of the lives of the people who made and used them. Pictures, written documents, printed books, electronic records and items in the environment are also artefacts, but these sources have to be treated in rather different ways and they will be considered in further sections below.

The role of artefacts

Historical artefacts can make a distinctive contribution to the child's historical understanding and to the development of historical skills:

- the handling and investigation of historical artefacts is by its nature activity-based and can have a strong motivating influence in the teaching and learning of history
- children who have reading or other learning difficulties can be at least as effective as their classmates in analysing and making deductions from the evidence of artefacts
- the use of artefacts as historical evidence makes an important contribution to achieving a broad and balanced understanding of history. Writing has existed for a comparatively short part of human history, and even when used it tended to be the preserve of the rich, powerful and well educated. Objects, on the other hand, have been used and owned by all classes of people and by women as much as men
- examining artefacts can help children to appreciate the ingenuity of people in the past. Because the technologies available to us today are so much more varied and sophisticated, the appliances, tools and items we make and use appear to be much 'better' than those used by people in the past. By examining historical artefacts children can appreciate that people in the past were equally creative at solving practical problems, given the constraints of the technologies available to them
- artefacts provide particularly valuable opportunities to examine instances of cause, effect, change and continuity. They will often reflect the needs, circumstances or technologies of their users, and the development of related objects over time may be traced, for example 'lamps and lights through the centuries'

Finding and choosing artefacts

The most suitable historical artefacts for use with primary children are

- sufficiently robust to be handled with care by the pupils. Often children can tell a great deal about an object by handling and feeling it. Children should be taught to care for and respect old items, and older children may find it interesting to learn about how objects deteriorate because of age and use: for example, the yellowing of newspapers, the fading of fabrics and the effects of corrosion may be readily investigated in science work
- drawn from a wide range of human activities, many of which are often unrecorded in documentary sources, for example domestic equipment, farm tools, tools used by craft workers, clothes and school equipment
- not necessarily very old. One of the most relevant and important groups of objects can be acquired from the children themselves: toys no longer used, items of clothing, mementoes, old birthday cards etc. may be used to investigate their own development.

Items may be acquired from

- the parents, grandparents and wider family circle of pupils. When family history is undertaken parents and other family members might be encouraged to show or lend old items to the children in the class
- junk shops and second-hand stalls
- retired workers who may have kept tools or items associated with their jobs
- some local museums that may be able to lend some items or demonstrate them to the children.

A school might decide to collect such items over the years to create a history collection, kit or small museum which would be available to all classes in the school. If objects are collected it is important to obtain and record as much information as possible about the origins of the exhibits as this will be valuable in future years.

While objects from the late nineteenth and twentieth centuries may be obtained relatively easily, small objects from earlier periods are rarer. Their value and condition may make them unsuitable for use in the classroom. Modern replicas of some domestic items, for example candle holders, weights and balances, wooden toys and Stone Age lamps, are sold in museum shops and, if made using authentic techniques, these can be valuable in the classroom.

Exemplar 11

Investigating an object

third and fourth classes

Introduction

This approach provides children with a framework which could be used with almost any historical artefact. It is a good idea to use the steps in this technique with contemporary objects before applying them to objects from the past.

Ideally this work should be done in small groups, each one investigating a single object. The activity might be used as part of a study of a particular period or aspect of life in the past. If so, children may come to the examination with some contextual knowledge which may help them to evaluate and investigate the object. Alternatively, the activity might be used to introduce a topic, since children's questions raised during the examination will stimulate further research.

Investigating an object

- *look at the object but don't guess what it is*
- *examine the object closely*
 - handle and feel it*
 - draw it*
 - think about its ...*
 - ...physical features, construction*
 - ...function, design*
- *draw conclusions about the people who made and used it*
- *investigate further*

Step 1 Presenting the object

This example is based on a small hand-held candle snuffer. When presented with such an object, many children will guess what it is. Most writers agree that this should be discouraged, as once a guess is made children will not readily consider other possibilities and will not investigate the object with the rigour needed.

Step 2 Examining the object

Close observation and systematic examination are the keys to making artefacts speak to us about the past. Handling, feeling and drawing the snuffer (perhaps from a number of angles) would help children to become familiar with its features. When drawing, children should be encouraged to record marks, lines and other features as accurately as they can. Labels might be added to the drawings to note interesting features.

Children should be encouraged to examine objects systematically and make informed deductions. Most items can be analysed by thinking about

- the physical features of the object
- how the item was constructed
- its condition
- its function
- its design.

The panel on page 85 shows how this could be applied to the candle snuffer. If children are unfamiliar with the examination of artefacts the teacher might use the questions to examine an object with the whole class. Later, copies of the questions might be given to groups as a reference and a trigger for discussion during the examination of any object.

Step 3 Drawing conclusions

Discussion and questioning should encourage children to think about what the object can tell us about the skills, technologies, art forms, work and leisure of the people who made and used it. For example, the candle snuffer was necessary for people at a time when candles were the main source of domestic light. While we use candles today, we do not use them so much that we would find a snuffer necessary.

The examination of other objects may help children to appreciate the work-load performed by domestic workers in the past and our own reliance on machines. The decoration on objects may also give us clues to the interests and beliefs of people: for example, mugs or plates may record commemorative events or the visits of people to certain places, while penal crosses may indicate the importance people attached to religious pilgrimages.

Some of these aspects may be discussed more fully by children when they have an opportunity to complete further investigations about the object and its period.

Step 4 Follow-up

Follow-up activities could include:

- engaging in further research to confirm the identity of the object, for example using books, oral evidence, or photographs
- investigating how other forms of lighting were developed
- in some cases, attempting to use the objects can help children to empathise with the life of people in the past, for example lifting a heavy clothes iron and comparing it with a modern one can bring home the labour involved before the introduction of the electric iron.



A candle snuffer

A framework for examining historical artefacts applied to a candle snuffer

Consider...	Ask questions such as...	Commentary
physical features	<p>What colour is it?</p> <p>What does it look like?</p> <p>...shape, size</p> <p>How does it feel?</p> <p>...texture, temperature, weight</p> <p>What does it sound like?</p> <p>...hollow, tinny, solid</p> <p>Can you see any inscriptions?</p>	<p>The candle snuffer is silver-coloured on the outside but blackened on the inside. This may suggest that it held something or that something 'dirty' was put in it.</p> <p>The holder feels strong and hard. It does not carry any inscriptions.</p>
construction	<p>Was it made in pieces?</p> <p>...or in one piece?</p> <p>Are there signs that it was made in a mould?</p> <p>What was it made of?</p> <p>...wood, metal, clay/pottery, plastic, fabric</p>	<p>Children should learn to categorise and identify common materials through sorting activities such as those suggested in the science programme. They can also be taught to recognise some common manufacturing techniques: for example, moulded objects will show a mould line, pottery made on a wheel will be regular and sometimes have lines visible, garments made from woven fabrics are quite distinct from those that are knitted.</p> <p>The candle snuffer shows signs of having been made in two pieces as the handle may have been added later.</p>
condition	<p>Has the object been changed or repaired in any way?</p> <p>Can you see any signs that it may have been damaged or worn?</p> <p>Is the object complete?</p>	<p>Signs of wear on objects may give some indication of how an object may have been held or used: for example, wood which has darkened may indicate where it has been held in the hand. The blackened interior of the snuffer suggests that it has been used in some way.</p>
function	<p>How might it have been used?</p> <p>...for what purpose?</p> <p>Who might have used it?</p> <p>Where might it have been used?</p>	<p>Handling the object might suggest how it could have been used: for example the snuffer will not sit on a level surface on its pointed end so it could not be used to hold liquids. Younger children might need to be given a candle, a candle holder and the snuffer at the same time for them to be able to establish its function.</p> <p>The colour or finish on some objects may suggest a domestic use, while very elaborate decoration may suggest that the object was purely for ornament or was made to be seen as well as used.</p> <p>The size of an object may indicate whether it was used by a man or a woman or a child.</p>
design	<p>Does it do the job it was designed for well?</p> <p>Were the materials suitable for the object?</p> <p>Is it beautiful?</p> <p>Does it feel right in your hand?</p> <p>Would it have been easy to use?</p>	<p>These are more difficult questions, but with practice, pupils might be encouraged to evaluate objects in this way. Metal has obvious advantages over other materials in the case of the snuffer, and children could be asked if the snuffer's handle and weight make it pleasant to use.</p>

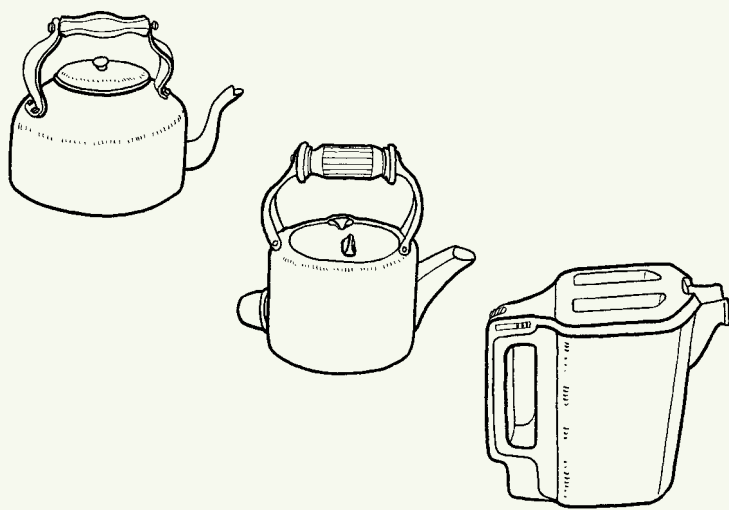
Exemplar 12

Activities and artefacts

Modern to old

first to sixth classes

Children can be asked to examine a modern object, for example an electric jug kettle, using the approach outlined in *Exemplar 11*. This work should direct their attention to the ways in which the design of a modern appliance is or is not suited to its use. A selection of old kettles could then be given to the group, for example an older electric kettle, a heavy kettle used on solid fuel ranges in the past, and a ‘black’ iron kettle with handle for hanging on a crook above an open fire.



Comparing modern and old items can help children’s understanding of change and continuity.

These could be examined in the same way, the children comparing the ways in which the kettles solve the same problem and use different technologies. The children can then be asked to place them in chronological order, giving reasons for the sequence chosen. For younger children the number of objects should be very limited – two or three at first – and clearly differentiated by age. As children become more proficient in the handling of objects, the range of objects can grow and the differences in age may become less obvious.

Many domestic appliances have their older equivalents and can be used in this way, for example washing machines/equipment and carpet cleaners. In each case an appreciation of the contemporary model will enhance the children’s understanding of its antecedents.

Objects and oral evidence

all classes

Asking someone who was familiar with objects to demonstrate how they were used can be an excellent way of using oral evidence and enhancing children’s understanding of the artefacts. In many rural areas, older people will still remember how milk was hand-churned to make butter, and the various items used – crocks for settling the milk, dash and drum churns, butter spades and pats, etc. – survive and may be seen in local museums. Craft workers may also be able to speak to children about their tools and jobs.

Lost luggage

all classes

This exercise challenges children to deduce as much information as possible from available evidence and can be adapted to all age groups. A case, jacket, wallet or handbag is presented to the children as lost property. The children have to establish facts about the owner from an examination of the contents.

For example, what could be discovered from these items in a man’s jacket?

car keys

a Bus Éireann ticket

a medicine bottle labelled ‘Mr J. O’Malley’

a map of the London underground

a spectacle case inscribed ‘B. Smith, Optician, Killarney’

letter beginning ‘Dear Dad’ and ending ‘Love from Mary’

wallet (containing photograph of a boy and two girls, telephone call card and piece of paper with ‘Sinéad London 674 3826’ on it, Irish and sterling money notes)

Through discussion, children should be brought to distinguish those facts that we know from suppositions or guesses and to identify how we might find out more using the ‘leads’ in the evidence.

Archaeology

third to sixth classes

As children learn about ancient societies they should be made aware of some of the ways in which archaeologists learn about the lives of these people. An opportunity may arise for children to see a ‘dig’ if remains are unearthed in the locality, and some exhibition centres show how the evidence collected by archaeologists is used to deduce information about people in the past.

Pictures and photographs

Picturing the past

Pictures and photographs are types of evidence particularly suited to primary school children, as

- they may be used with all ages of children and abilities, as difficulties of readability are avoided
- they may be incorporated in various types of lesson: they may be discussed in a whole-class situation if enlarged on a chart or overhead projector or used with small groups or individuals

- they give the teacher opportunities to encourage the development of higher-order critical skills such as deduction and recognition of bias – skills which could be difficult to practise using documentary sources.

Paintings and drawings

A wide range of paintings and drawings are available from many historical periods. Paintings and drawings have some drawbacks as sources: they are highly selective, they portray the rich much more frequently than the poor, and the contents of the representations were often distorted or manipulated by the artist to please the subject or patron for reasons of vanity or to make a political, religious or other statement. However, the paintings can provide a great deal of information and can give the child an impression of what life was like in the past. Older children can also be taught to 'read' a picture and recognise some of the conventions and images which artists used to depict their subjects.

Many excellent paintings from the past are available in relatively inexpensive formats:

- many galleries and historic houses publish copies of their holdings in slide, postcard, poster or book form
- calendars are often available from galleries, companies and other institutions



Older children enjoy learning to 'read' or decode pictures. Above, the figure on the left from the Breac Mhaodhóg book shrine (from the 11th-12th century) may be identified as a cleric, as he holds a missal or book.



A sketch of a building in a man's hand often meant that he was an architect, as in this *Portrait of James Gandon* by William Cuming and Tilly Kettle. Other conventions included books and black robes to indicate a learned man or lawyer, a crown indicating a queen or king, etc

- art books and exhibition catalogues are often expensive, but most will be available from local libraries
- some libraries have framed copies of prints from national and other galleries available for loan
- many pictures are reproduced in textbooks and reference works
- an increasing number of galleries are providing access to their collections on the internet and on CD-ROM
- sometimes children can view the picture in the gallery or in the house in which it is displayed, and this is often the most effective approach.

Items which can be obtained in poster or calendar form or in textbooks will be more suited for use in a whole-class situation, while smaller reproductions may be used with groups. If a drawing or painting has local connections and would be particularly useful in the school, a gallery may agree to photograph it and print a large-scale copy. However, this is usually an expensive service.

Photographs

Photography dates from the middle of the nineteenth century. Initially it was a slow and awkward process, but it was infinitely more flexible and cheaper than painting. Huge collections of photographs were taken throughout the second half (particularly the last quarter) of the nineteenth century and during the twentieth century. The Lawrence Collection and the Poole Collection in the National Library and others such as the Father Brown Collection, for example, contain thousands of prints from the nineteenth and twentieth centuries.

As the cost of photography fell and the technology improved, photography became available to more and more people and less skill was required. Photographs are therefore much more likely to show the lives of ordinary people. They are also much more readily available: scenes of Irish towns and localities included in the Lawrence Collection, for example, are often reproduced and sold in picture shops and in interior furnishers. They are also frequently seen in books of photographs, local histories, calendars and posters.



Fish curing on Clare Island, County Mayo. This photograph could be used to discuss the various aspects of this work: catching the fish in nets, carrying them in baskets on the shoulder, cleaning and salting (left foreground) and packing them in barrels. The number of barrels gives an indication of the importance of the trade.



Tombs, such as this one of Pierce FitzOge Butler at Kilcooley Abbey, County Tipperary, tell us much about dress and religious beliefs.

Other visual sources

It should be remembered that visual sources include many other types of images and media including examples of early art such as that completed by Stone Age peoples in the caves of southern France and Spain, paintings adorning tombs such as those on the interiors of the pyramids, decoration on pottery, stained-glass images, statues and even postcards and advertisements.



Greek education depicted on pottery: Masters and pupils in Greek schools depicted on Attic red-figure kylix (cup) from 480 BC, found at Cerreteri, Etruria.

Exemplar 13

Using a picture

first to fourth classes



View from Capel Street from James Malton's *A Picturesque and Descriptive View of the City of Dublin* (1799). Malton prints are widely available in poster format and are often reproduced in books about Dublin.

Introduction

Illustrations may be used to establish basic information about a period. The following activity (based on James Malton's *View from Capel Street* in Dublin) would be suitable as part of work on life in the eighteenth century with third and fourth classes but elements of it could be used with younger children.

Step 1 Where does the picture come from?

The teacher could introduce the picture and explain its main features: the street, a bridge (this can be confusing for the child) and a further street in the distance.

In a classroom situation the teacher might explain the origins of the drawing and its date, but if children were examining the picture independently (for example by using a workcard in a gallery) they should be encouraged to check for the artist's name, his/her dates of birth and death, and the date and title of the print or painting. This is a good habit to instil, as the value of a painting as an historical source will be greater if the representation is a contemporary one.

Step 2 Close viewing

Questions and discussion should help the children to look closely at the picture to establish information about life at that time. These questions could:

- identify work that people are doing
 - woman carrying basket on her head*
 - soldiers on horseback*
 - people out walking*
 - lamplighter repairing or lighting a lamp*
- direct attention to the type of street that is shown. Capel Street was a commercial street of shops and offices
 - What building is on the corner of the street?
(a lottery office)*
 - What are the other buildings in the street?
(shops, one of which has the word 'Burton' above the windows; 'burton' was an eighteenth-century name for a small book, though it may be a family name)*
- identify as many forms of transport in the picture as possible
- compare and contrast the clothes of the people



- make deductions
 - Why have the people come to the street?*
 - Compare woman and child with old man and child. What could you tell about them? rich/poor*
 - Were there many poor people in Dublin?*
 - How were they treated by rich people (at least one beggar is being ignored)*
 - Why might Capel Street have been a good place for beggars?*

Step 3 Follow-up

This work could be reinforced by:

- close drawing of one or two elements in the picture, for example one of the people shown
- examining the buildings. As children explore styles of building in the eighteenth century they could re-examine this print to see any typical features of the period, for example the dome and columns of the Royal Exchange in the background (now the City Hall), Georgian windows, brick and other building materials
- creative writing. For example
 - the conversation between the ladies walking on the pavement*
 - the story of the beggar*
 - the conversation between the child, woman with basket and man with bell*
 - the small boy's account of his day in Dublin.*

Exemplar 14

Comparing two pictures

first to sixth classes



Family Portrait (probably of Corbally family, Rathbeale, Co. Dublin, c. 1770) a painting attributed to Philip Hussey and *Portrait of the Bateson Family of Derry* (1762) by Strickland Lowry. Comparing two pictures on similar topics can give children opportunities to make generalisations. This activity would be an interesting follow-up to the activity in the previous section on an eighteenth-century street. The pictures are available in printed books and would be suitable for use in a group teaching situation.



Step 1 Where do the pictures come from?

Show the family portraits opposite. The settings (in the interiors of eighteenth-century houses) and the subjects (family groups and scenes) are similar. Through examination of captions etc. the attention of older children should be drawn to the near-contemporary dates of the pictures, and they should establish that the paintings were made at the time the people were alive.

Step 2 Close viewing

Questioning and discussion should

- clarify the main feature of the pictures

where the people are, what they are doing

*how would we know that these were painted at the same time?
(for example, chairs and clothing are similar)*

- establish who are depicted in the portraits and their relationships: Mrs Bateson and her four children; a husband, wife and their two children (probably the Corballys)

The untitled portrait means that the children do not have any written evidence of the relationships in the family.

Why do they think the children shown are the daughters of the man and woman? perhaps because one child is being held by the mother; some children may suggest that families often 'have their picture taken'.

In the Bateson portrait pupils might suggest that the boys might be brothers because they are alike; the daughter is also very like her mother.

- examine the clothes of the man and the boys

What are the main items of clothing?

How does the clothing of the boys differ from that of the man?

All wear long jackets. What does this tell us about their homes?

- examine and compare the clothes of the women and girls and encourage children to make deductions about the status of the families
- ask children to establish what the pictures tell us about the pastimes and interests of these people

interest in music (recorders held by boys, sheet of music in hand of mother, instrument, probably harpsichord, in background), pets (dogs in both pictures)

flowers (in basket and in headdress)

Step 3 Follow-up

This could include some of the activities suggested earlier and

- drawing or making models of the clothes
- listening to (and perhaps playing) a piece of eighteenth-century music
- looking at other pictures of eighteenth-century people including those from other social groups, for example comparing and contrasting the homes of the poor as seen in Arthur Young's *Tour in Ireland* with the portraits above.



Change and continuity through photographs

Comparing a photograph or picture of a scene in the past with the present appearance of the place can be an excellent way of allowing children to focus on change and continuity.

Lawrence Collection photographs and prints from similar sources are ideally suited to this type of activity, and over a thousand of the locations included in this collection were re-photographed in the 1990s as part of the Lawrence Project.

An old photograph could also be compared with a contemporary photograph of the scene taken by the teacher. These could be examined in the classroom or included in a trail leaflet so that children will compare the old photograph with the site today.

Children will make more acute observations if their attention is directed in the first instance to specific items or aspects of the scene, for example particular houses or shops, certain items of street furniture or forms of transport. Questioning and discussion should direct attention to aspects which have changed, but also to items which have remained the same. Often the upper floors of buildings in towns will be largely unchanged, while the ground floors will have been altered. Thatched roofs may have been replaced by slate, but the heights of buildings may retain the original line.

This type of exercise does not require very old photographs. Much useful work can be completed by comparing items in relatively recent photographs with their present appearance: for example, the background of family photographs will often include furniture, the outside of a house, the garden or a car, all of which may have changed. In rapidly growing urban areas the appearance of the environment may have altered relatively quickly. If possible, schools or teachers might consider recording some of these changes as they occur so that a photographic record is preserved for future history work.



Two views of an Irish street: above, Enniskillen in a turn-of-the-century Lawrence Collection photograph and opposite, the same view in 1990–1 photographed as part of the Lawrence Project.



Follow-up activities, especially for older children and urban-based photographs, might include:

- relating photographs to the Ordnance Survey maps of the area
- identifying buildings and features that have survived and that would be worthy of preservation
- identifying buildings and other developments which have not been in keeping with, or sympathetic to, their surroundings.



An early nineteenth-century country school scene depicted in William Mulready's *The Last In*



An early- to mid-nineteenth century drawing of a hedge school used to illustrate William Carleton's *Traits and Stories of the Irish Peasantry*

Bias and accuracy in pictures

Older children should also be made aware of the bias which often existed in the work of artists in the past and the dangers that this can pose for the historian. Comparing the view of the Irish hedge school which forms the setting of the incident portrayed in William Mulready's *The Last In* and the caricature of a hedge school used to illustrate William Carleton's *Traits and Stories of the Irish Peasantry* should highlight the exaggeration of the latter.

Both scenes convey the rudimentary nature of the schoolrooms and the apparent disorganisation of these schools, which did not employ class or group teaching, but Carleton's illustration, designed for an unsympathetic English audience, portrays the disorder as riotous and savage behaviour. Children who would have completed some work on the nature of the hedge schools could be led to discuss why the rooms appeared disorganised to English and other visitors (they were accustomed to seeing pupils in schools for the poor sitting in ordered rows) and why this has been exaggerated in the second picture.

Children might also be encouraged to think about the accuracy of school and other semi-formal photographs as evidence of children's appearance and clothing. Asking children to consider the preparations which they undergo for the school photograph today could lead them to question whether the children in older photographs were always dressed in the way shown.

Using the environment

Exploring the local environment

One of the most important sources of evidence about the past is the environment in which the children live. At times we may be inclined to say 'there's nothing of importance here,' but the 'ordinary' buildings, roads, walls, fields and other elements of the natural and built environment have been shaped by the actions, needs and tastes of people in the past. Virtually all towns, villages and rural areas have undergone considerable change in the nineteenth and twentieth centuries. These changes are mirrored in their physical features, which are a valuable and accessible historical source, and the curriculum stresses the importance of children exploring their locality thoroughly.

Exploring the local environment systematically can

- make the study of local events, people and their life-styles immediate and tangible for the child
- stimulate interest in the features of the locality
- foster the child's aesthetic awareness
- promote a sense of responsibility for the care and enhancement of the local environment
- contribute to the child's sense of local identity
- provide excellent opportunities for integrated studies
- encourage the use of a wide range of historical and other skills.

Exemplar 15

Trails and guided work directives

Introduction

One very successful way to organise explorations in the environment is to use guided work directives or trail workcards/booklets. These trail booklets should provide a structure for the child's observations and investigations in the environment. Trails are immensely adaptable. Many aspects of the environment may become the basis for a trail and trails are useful in other settings and in other curricular areas. Some suitable themes for trails include:

- a small area in the immediate vicinity of the school, for example a section of a street, a church or graveyard, a mill, a pond or river
- a more extensive area of a town or village, for example a number of streets or a square
- a theme such as house design, or street furniture, or bridges
- an historical period, for example a row of nineteenth-century houses and shops, which will be found in many villages
- a walk in a country area, which would give opportunities for children to observe different styles of boundaries (such as walls, fences, hedgerows), changes in field and land use, flora and fauna
- an historic site or house
- an exhibition in a museum or gallery.

Step 1 Background research

Good background research and preparation are essential for the successful use of the local environment. The sections on *How the locality of the school will be reflected in the programme* and *Identifying support for implementation* and the list of sources for local history in the *Appendix* will provide useful hints about where to start in finding out about the local environment.

It should also be borne in mind that while a village, town or landscape may not contain buildings or items of great national importance, its features may reflect some aspect of wider historical developments. For example, a ruined mill or disused railway station can lead to a discussion of changes in work and

transport, a rath or 'fairy fort' can complement a study of the Celtic period. Visiting and walking the area, ideally in the company of another teacher and perhaps a long-time local resident, will help to identify items of potential interest.

Step 2 Classroom work

Children will find a visit to places in the environment much more rewarding if they have some background or contextual knowledge of the period or of the type of items which they will see. For example, if they are going to encounter a late eighteenth or early nineteenth-century building such as a courthouse or market house, some work on the typical building features of the period would be useful.

Step 3 Design and plan the trail booklet

When the theme and subject of the trail booklet have been identified, a route should be decided upon and tasks designed. The route should not be too long. A useful rule of thumb suggests that a distance which may be walked in 10–15 minutes will yield sufficient work to occupy a fifth or sixth-class child for at least an hour (including walking time). Obviously, the distance and the length of time will be reduced for younger age groups.

The locations and route to be followed should be relatively free of traffic and safe. Urban areas need not be precluded, but very congested spots, busy times of day and dangerous crossings etc. must be avoided. A circular rather than a linear route is best.

The tasks to be included in the trail booklet should make visiting and exploring the environment a pleasant and purposeful activity. A wide diversity of tasks is essential if children are to develop and use a broad range of skills.

The tasks should encourage children to

- recognise items and features which they may have encountered in another context. For example, if children have learned about the features of eighteenth-century buildings, they might be asked to identify some of these features on a real building

Tasks on trail booklets or work directives should encourage the child to:

- *recognise items and features*
- *observe closely*
- *collect and record facts and details*
- *classify information*
- *notice instances of change and continuity*
- *make deductions from evidence*
- *use estimation, measuring and recording skills*
- *work co-operatively*
- *develop an aesthetic awareness in the environment*
- *appreciate and care for the environment*

- observe closely. Many of us walk around in our environments and yet never 'see' several interesting features. Directions on the trail leaflet should encourage children to look up (frequently the upper floors of buildings will have remained largely unchanged), to note details using drawing (often more satisfactory than written recording), to search for items included on the sheet but not immediately visible to the casual observer (for example a design detail on a door knocker or an inscription on a building).

An excellent way to do this is to supply an incomplete sketch of an object or feature and ask pupils to complete the drawing. This type of exercise can also help children to observe how something is constructed or how it works. For example, children might be asked to complete a picture of a hand pump by adding the handle

- collect and record facts and details which they encounter. These might be obtained from observations, estimations, labelling and notices on the buildings, road signs, street name-plaques, advertisements. In the case of exhibitions, information may be collected from guides and museum labels. For younger children, the need to use sentences and extensive written recording should be minimised: 'tick-the-box' or 'fill-the-gap' answers might suffice.

Some of the tasks should encourage the collection of information which might be used for further work and analysis on returning to the classroom

- classify information. If children are directed to look for particular patterns or features they may be able to begin classifying items in the environment. For example, one task might require children to examine the details of a late nineteenth-century shop front, its large display windows in carved wooden frames, strong lettering, pull-down blinds and the separate entrance for the house attached to it. Further exploration in the environment might lead the child to notice these features on other buildings and thus to group these shops as being of one period. Other features such as chimneys on houses, the shapes and proportions of windows, the colour and type of building materials used in walls and on roofs, the sizes of fields and the types of boundary walls used all provide possible criteria for classifications
- notice instances of change and continuity. A trail might lead children to stand at a vantage point recorded in an old painting or photograph and comparisons could be made. Changes and some of the apparent reasons for such developments might be recorded. (See section on *Using pictures and photographs* pp. 87-98.)

- make deductions from the available evidence. For example, if children are asked to count the number of chimneys on roofs, they might be asked to speculate on what this tells us about the number of fireplaces in the houses and whether it might tell us anything about the number of rooms in the buildings. By examining the names of streets, roads, fields and other features children might deduce something of the activities carried on in the past. For example 'Market Street', 'Railway Road', 'The Straw Field' and 'The Flax Hole' may bear little relation to present activities but are important sources of evidence about the lives of people in the past
- use other skills such as map reading, estimation, measuring and recording skills
- develop co-operative and group working skills.

Useful equipment for the child when exploring the environment

- pencils (not ballpoint pens which do not write in the wet)
- trail booklet
- a simple camera, if available
- extra paper and crayons to make rubbings of interesting details
- a tape recorder to record sounds such as that of a mill wheel, traffic, chime of clock, etc.
- small rucksack/bag to carry items and leave hands free
- a waterproof coat!

It is probably best if the tasks in the booklet are arranged into a number of distinct stages or stops. Consideration could also be given to grading the tasks, especially if a mixed-class group is involved. Questions for older children, for example, could be marked with an asterisk. The attractiveness of the booklet is also important, and the use of pictures and graphics will greatly enhance its readability. It is also a good idea to test the completed draft booklet 'in the field'. The opinion of a teaching colleague can be invaluable at this point.

Step 4 Organising the visit

When visiting sites in the environment children will probably learn most effectively in small groups under the supervision of a responsible adult. This raises organisational, safety and resource considerations, and teachers should be aware of any school policies on the use of adult helpers, safety procedures, insurance and other relevant regulations.



Making deductions from evidence: what do foot scrapers tell us about street conditions in the past?

Many schools benefit from the support and help of parents in organising visits outside the premises of the school. In all cases where parents or other adults are involved in the supervision of pupils the sanction of the principal and board of management should be obtained. Helpers should be given clear instructions on the work to be undertaken by the pupils, the names of the children in their group, any potential sources of danger and procedures to be adopted in cases of emergency. They should also be advised of the reasons behind the work to be completed by pupils and the importance of not supplying all the answers!

In some environments, for example in a churchyard or at the top of a village street, it may be possible for the teacher and class to view the whole area from a suitable vantage point before work begins. This can help children to get some overall impression of the area before concentrating on the individual details.

Step 5 Follow-up

Opportunities should be provided for children to

- compare and discuss their findings and observations
- discuss the deductions which they made from the evidence they observed
- find out more about elements in the environment which they noted
- present their findings, perhaps in a series of murals, friezes or models.

An interesting exercise with older children who have completed a range of local studies is to ask them to compile a trail for younger children or a guide leaflet for tourists visiting the area.

Step 6 Sharing resources

A well-researched, successful trail leaflet represents a significant investment of teacher time. By co-developing trails and by swapping trail booklets with other teachers and schools, a bank of work directives suitable for use in the area may be amassed. These will need editing to suit the needs of individual classes, but much of the labour will have been shared.



Exploring and recording in the environment. Graveyards and memorial inscriptions are important and accessible sources of information.

Documentary evidence

Choosing and using documents

Simple documentary evidence can play an important part in personal and local studies and it may be used to investigate aspects of national or international history. Apart from oral evidence, written documents give us our best opportunities to gain some impression of the thoughts and feelings of people involved in events in the past.

Many written sources can pose a number of difficulties for the primary school child and these should be borne in mind when selecting documents for the classroom:

- a variety of documentary sources will be important in encouraging children to use written sources. Most documents will need to be edited before being presented to primary school pupils
- the vocabulary level in many letters, books and other documents will be suitable only for adults, so children will need to have many terms explained in advance if they are to find the examination of documents useful and intelligible
- handwritten documents and older printed sources will be difficult for children to decipher. Presenting photocopied or photographed documents in the original handwriting or printing lends an air of authenticity to the extract, but they may be difficult for the child to read. A typed version of the extract will allow children to access the essential information in the document more readily. If possible, both typed and original versions should be made available to pupils
- at times the line between documentary and pictorial sources may become blurred. Advertisements and newspaper articles, for example, can contain text and photographs; maps and diagrams are largely pictorial. In general, such material will be much more accessible to children
- consideration might also be given to the teacher reading from important sources to the children rather than having pupils attempt to access the material themselves.

Suitable sources for documentary history include:

- items from the child's own history, including birthday cards, first books, scrapbooks, etc.
- advertisements, packaging, labels, tickets; many older examples of these may be seen in local museums, but the homes of children's parents will contain several items no longer in use or no longer available generally
- back issues of magazines, often sold on second-hand book stalls. The pictures and advertisements from these would be very useful in re-creating the appearance of homes, clothes, cars, etc. of decades just past



An incident of local importance, e.g. the opening of a new school or church, the building of a new factory, the closure of a mill, a particularly destructive storm etc. will probably have been recorded in the local newspaper and the articles might be accompanied by good photographs. Commemorative issues of these papers often reprint articles from past editions.



- school records, including textbooks, enrolment registers, roll books and sometimes punishment books. Many schools will have old school records and, judiciously used, they can be very valuable. Some of these books will contain sensitive information and should be examined carefully by the teacher before use. While it is important that children can handle the original source material, extensive handling of the records should be avoided and photocopies or photographic copies used in their place
- newspapers, especially local papers, copies of which should be available in local libraries
- postcards and letters
- stamps, coins and paper money
- old timetables to be found in second-hand bookshops. Train timetables are particularly interesting, as children can investigate the changes which have taken place in the network or trace the journeys undertaken by their grandparents or great-grandparents and which they would now complete by car
- inscriptions on memorials, gravestones, foundation stones, etc. Graveyard inscriptions are often short but they can tell us about the life expectancy of people in the past and they can reflect social distinctions

- document packs produced by the major national depositories. These can include many useful documents and excellent background information. However, they are more generally suited to post-primary children and need careful selection and editing for use with primary school pupils
- textbooks and their illustrations. Most textbooks include copies of documentary sources and when choosing textbooks the range and suitability of the extracts used should be examined.



Coins and notes are documentary sources, yet their potential in the classroom is often overlooked. The alterations to the inscriptions on the 5p/scilling and 10p/flóirín coins following decimalisation illustrate the changes involved. Older children might be asked to speculate on the reasons why certain animals were chosen to be included on the set of coins introduced following the foundation of the Irish Free State. Paper notes may also be historical artefacts, while designs on contemporary notes may have been inspired by historical figures or themes.

Discussing documents

Applying a range of skills

- extracting facts and selecting information
- translation of information
- making deductions
- assessing feelings and perspectives
- comparing two or more pieces of evidence
- synthesising an account

Discussing documents

Discussion of documents, especially in pairs or groups, can be stimulated through questioning and the setting of tasks that require pupils to apply a number of different skills.

These should include:

- extracting facts and selecting information. This is the simplest level at which documentary evidence can be used. Questions should encourage children to find out certain facts about a period or incident from the source. This can be used even with relatively young children and may be made easier for the child by supplying a sheet of statements which the child will mark 'true' or 'false'. At least some of the statements should be somewhat ambiguous so as to provoke debate and further discussion.

For example, statements accompanying extracts from a roll book and school register might include

More boys went to school than girls.
True/false

Most boys were the sons of farmers.
True/false

Children came to school at four years of age.
True/false

All children left school when they were twelve.
True/false

- translation of information. This involves changing information from one form into another: for example, roll book entries for a fixed period could be translated into graph format to assess how attendance varied from month to month during the year
- making deductions. For example, analysing the evidence of attendance might suggest that it was low in January, March and October. Further examination might show that the attendance of boys was particularly low in these months. Children might then be asked to suggest reasons for this pattern. It is important that children feel free to suggest any explanation which they can justify from the evidence
- assessing the feelings and perspective of the person who wrote the document. Some types of document, such as diaries and personal letters, are excellent for assessing the emotions and motivations of characters
- comparing two or more pieces of written evidence. This is a much more complex skill than the activities above and will mainly be confined to the senior classes. For example, two accounts of the same event could be written from very different perspectives. Contrast, for example, the headlines in the newspapers immediately following the 1916 Rising and the perspective

of Pearse as he wrote to open negotiations for surrender with the British commander

- synthesising an account from two or more pieces of evidence. This skill requires some knowledge about the period and the context from which the documents have come. Pupils studying the evidence of the roll books and school records might be encouraged to draw on this evidence and their knowledge of nineteenth-century schools to write an account of a school day in the 1870s.

H. D. Moore St
 Believing that the glorious stand which has been made by the soldiers of Irish freedom during the past five days in Dublin has been sufficient to gain recognition of Ireland's national claims at an international peace conference, and desiring to prevent further slaughter of the civil population and to save the lives of as many as possible of our fellow-countrymen the Members of the Provisional Government here present have agreed by a majority to open negotiations with the British commander

P. H. Pearse
 Commander General
 of the Irish Republic

29 April 1916



Headlines from newspapers and Pearse's letter from HQ Moore Street, 29 April 1916.

Drama and role-play

The role of drama

Drama requires impersonation, personification and role-play involvement. It is an ideal methodology for the teaching of history, as

- the involvement of children in role-playing means they will empathise with characters in the past and come to defend their actions against the arguments of others
- drama aims to re-create human experience. The pupil-actor is personally affected by the experience and this motivates him/her to know and understand more
- drama mitigates against a simplistic approach to a topic. All points of view are articulated so that situations are no longer viewed in 'back or white' terms.

Organising the drama lesson

Drama-based history lessons aim to enable the child to speak or act as their character would have done. Almost any topic, story or event can become the basis of a drama experience for children.

Two types of lesson structure are suited to the teaching of history:

- *the talk-through method*, which is most suitable for younger classes. The onus is on the teacher to provide and present all the motivation and information for the action
- *the role-play method*, in which pupils are furnished with information on their characters and they articulate this 'in role' to the rest of the class.

Exemplar 16

A 'talk-through' lesson: 18th-century emigration from Ulster

fourth to sixth classes

Introduction

This lesson could be used to consolidate learning following a study of the Penal Laws. Useful background information for the teacher could be obtained in sources such as *Eighteenth-Century Emigration: Education Facsimiles* (Public Record Office of Northern Ireland). David Fitzpatrick's *Oceans of Consolation: Personal Accounts of Irish Migration to Australia* (Cork University Press) would provide sources for a similar treatment of the emigration which followed the Great Famine in the 19th century.

The action in the lesson is driven by the teacher through questioning, narration and participation in the drama. The lesson requires an open space such as a hall so that movement can take place to and from the locations mentioned.

Step 1 Setting the scene

Sitting in the middle of the space, the teacher explains to the children that it is 1772 and they are all living in Ulster. Through questioning and teacher talk, he/she should encourage the pupils to think about their situation:

- they are mostly Presbyterians and, while they are not particularly wealthy, some have quite reasonable means. Many of them might be involved in the linen or shipbuilding trades
- they are disgruntled; what annoys them most is that they are being unfairly treated in Ireland because of the Penal Laws. They resent this and see very little prospect of bettering themselves in their homeland.

Step 2 Forming groups and families

The teacher allocates the children to family groups and asks them to discuss and decide on who they are within the family, their family name and where they lived in Ulster. (Some of this detail might be based on earlier research on this period, on documents used during earlier lessons, etc.) Through questioning, the children should be encouraged to imagine the sort of house they lived in, how they earned a living, etc.

Step 3 Meeting the ship's master

The teacher then takes on the role of John Bennett, master of a ship called *Prudence*. He is standing near the Linen Hall in Belfast talking to one member of each of the families about what a wonderful place America is. He appeals to their sense of justice and freedom. In America there are no 'rackers of rent nor tithe collectors'. America is the land of promise. He suggests that they should emigrate, preferably on his very seaworthy vessel. If they are interested he will accept deposits on their passage right away or make some other arrangement.

The children then go back to their families and tell them that they want to emigrate. Each of the family members gives their reaction to the news. It might be suggested that whole families decide to go, or just one or two members of the family.

Preparations are made. The children should then help their family member prepare for the journey. They could, as a group, list the things they might need and arrange to sell the farm at home. They could look at a map to see where they are going, work out how long it will take to get there. These issues are then discussed and commented on.

The day comes for the emigrants to leave. Whole families go down to the port to see off their loved ones. They say goodbye and promise to write. The children say goodbye to each other and the emigrants depart. The effect of separation might be heightened if it is possible for the emigrants to go to one end of the hall or onto a stage or outside the room. The remaining family members return to their 'homes' in the hall.

Step 4 The voyage

Preferably using the sound effects of wind in the sails and waves hitting off a boat, the teacher explains to the 'emigrants' that they are now all on the *Prudence*, sailing to America. He/she talks them through what conditions are like on the ship. He/she could allow each of the children to meet another passenger from a different family, and they could introduce themselves, discuss what they think America will be like, how they felt about leaving home, their hopes and fears.

Step 5 Left behind

Questioning and discussion should encourage those who remained in Ireland to articulate their worries and fears for their relatives and the hopes they have of some of joining friends in America when the passage fare arrives.

Step 6 New homes

The emigrants land safely in America, look for employment and go to find the friends, neighbours or religious grouping with whom they are connected. They then write a letter home giving details of the voyage and their impressions of America, trying to persuade those still left in Ireland to join them.

Step 7 Follow-up

An exchange of imagined correspondence could form the basis of writing work in a language lesson. Children should be encouraged to make the letters as authentic as possible, perhaps incorporating elements of evidence which may have been encountered in earlier lessons. Studies on the geography of America could also enrich this work.

Exemplar 17

The 'role-play' method: The Great Famine

fifth and sixth classes

Introduction

In this type of lesson the emphasis is on the children adopting the opinions, beliefs and attitudes of individuals and groups in the past and then interacting with individuals from conflicting interest groups through discussion. The lesson does not require movement and is ideal for the classroom situation. It would be best used when children have studied the causes, progress and effects of the famine and are familiar with some of the relief measures used at the time. The work outlined might be completed over one or two sessions.

The main aim of the lesson is to allow the children to come to understand the motivations, fears and concerns of those involved and to appreciate the complexities of the events portrayed.

Step 1 Character groups

The children are divided into relevant character groups for the topic in question; in this case they are

- landowners
- middlemen and rent collectors
- members of the government

- members of the middle classes (such as shopkeepers, lawyers and businessmen living in towns)
- peasants (this group should be twice as big as the other groups).

Each group is furnished with a 'briefing paper' or script. This sheet provides basic information about the type of people in the group, their concerns and opinions and how they would view each of the major events in the famine. This acts as a basic source for the children in the group as they take part in the discussions and, if possible, it should include some evidence from the period.

Step 2 Getting into character

This is the most important – and most difficult – part of the proceedings. At first children will require considerable help from the teacher who can stimulate their thinking through focused questioning and through supplying selected evidence and accounts from the period. Children with some experience of the technique will need less help and some of this work might be completed independently at home. Pupils select a character from the character list on their scripts. They might be asked to write five points about their character, i.e. their



The pack *The Famine: Ireland 1845-51, Facsimile Documents* (Public Record Office of Ireland/National Archives) would provide very useful background material on this period for the teacher.

name, sex, where they live, etc. and bring in a picture of their house. They are then to imaginatively take on the role of that character.

The object of the exercise is that, speaking as the characters they have created imaginatively, the members of each group should impart the contents of their script to the other members of their own group.

For example, a member of the landowners group might say:

I am Lord Rivermount. I own an estate in County Meath. I have never been to Ireland, and I don't intend going. I don't know what my land looks like. An agent manages my land and collects the rent from it, and sends it to me. I have no interest in the welfare of my tenants.

Other characters could be caring and improving Irish landlords and irresponsible landlords. They should all develop a character and make a contribution, no matter how small, even if it is just to say

I am Lord Lockwood and I am also an absentee landlord, and I agree with Lord Rivermount.

They should be prepared to answer questions about themselves as their characters and should be encouraged to interpret the script and deliver it in their own words. Children might also engage in further research into their characters.

Step 3 Talking to other groups

When the groups think they are ready the characters of each group state who they are and their point of view to the others. The teacher should question the characters and encourage them to express their feelings, views and opinions about the statements of others.

Step 4 As the famine develops

The teacher's role then becomes one of chronicler, marking the stages of the famine. These might be:

- the first blight is discovered and the first crops fail in 1845
- the crop is devastated and people are destitute
- the crop is planted in 1846, yet it fails again
- the start of relief works
- the failure of relief works; conditions in the workhouse
- emigration and consolidation of farm holdings.

At every stage the teacher encourages characters from each of the groups to express their opinions, justify actions and respond to the actions and statements of others. For example, the initial reactions of peasants to the first failure might be to seek abatement of rent. This might be rejected by landowners, who may believe that the pleas of their tenants were simply yet another excuse for not paying the rent. As the famine worsens, rent collectors could tell their landlords that collecting the rent was simply out of the question, but some landlords could reject their pleas. Other landlords could respond by appealing to the government to help them set up relief works; these in turn would provoke a reaction from the poor.

Initially children may be slow to express their opinions in character, but as the sessions progress they will become more and more immersed in their character and debate can become quite heated: the past becomes real as the children use the evidence summarised on their scripts.

Step 5 Follow-up discussions

Discussion could now involve

- reviewing the actions of each of the groups in the light of the insights the children have gained
- assessing the long-term effects of the famine, not only in physical terms but in the long-term attitudes of people to one another
- comparing the efforts of people at the time to those we make today when famine occurs in other parts of the world.

Using information and communication technologies

Information and communication technologies (ICTs) can be a greatly enriching resource in the teaching and learning of history. Among the ways in which it may be used are the following:

- data-handling programs can be used by children to record and analyse substantial records or bodies of information. For example, children might enter details of pupils whose names were entered in the school's rolls over a period. They could then ask questions about the ages of pupils on enrolment, the occupations of their fathers and their ages on leaving the school. The answers to these questions might be presented in graphical format using the computer
 - a number of simulation-style programs are available based on historical themes. Some, for example, allow the child to act as an archaeologist completing a 'dig' or as a Norman soldier attacking a castle. In each case the child has to use his/her knowledge of the period or situation to make judgements about his/her actions. These can be useful in encouraging the child to think about the constraints faced by people in these situations, but teachers should check the programs carefully for historical accuracy
 - word-processing and drawing programs give the child another means of communicating his/her historical findings. By allowing re-
- drafting, editing and correction to be completed so readily, computers can encourage the child who may not find conventional written work satisfactory. These programs also allow a document to be built up over a long period: for example, children might store timelines on computer disk and add to them as new units of work are completed
- information technology can greatly enrich the range of sources and information available to the child. Many CD-ROMs which include historical accounts, pictures, maps etc. are available
 - using the internet can give children access to an even greater range of sources. Many galleries, museums and interpretative centres have web pages, and children can 'visit' their collections and sites via the computer
 - the internet can also give children an added incentive for historical research. Some schools have established links with other schools and classes and have shared details of their projects and investigations via e-mail. For example, children engaged in a study of the Celts could share and compare evidence from a number of locations using this method.

Looking at children's work

Assessing children's work in history

- teacher observation
- teacher-designed tasks and tests
- work samples, portfolios and projects
- curriculum profiles

Children's work

The teaching approaches described in the methodologies section of these guidelines may be used by teachers to provide a range of learning experiences for their pupils. Children's participation in these activities, their reactions, questions, discussions, storytelling, visits, drawings, writings, model-making, role-play – in short, all aspects of their work in history – provide a flow of information about their progress in achieving the objectives of the history curriculum.

This information is crucial to the teacher's professional judgement about how successfully pupils are learning and in enabling him/her to help children to learn more effectively. A number of techniques will be used in collecting and recording information about pupil progress in history. Each has its contribution to make in assisting the teacher in assessing progress, identifying difficulties, communicating to the pupil, parents and others, and in planning further learning for the child.

Teacher observation

The details of children's learning which teachers notice as historical topics are explored and taught provide essential and immediate information about each child's learning. Observations may be made as children complete work, engage in discussions, interact with the teacher or receive guidance and help. Although watching children's reactions and activities during history work will provide information about their grasp of historical knowledge, observations are particularly valuable in assessing how effectively children are able to apply historical skills and the attitudes to historical events and characters which they express.

Some of the details of children's learning which emerge may do so in a spontaneous or incidental way; at other times teachers may decide to systematically look out for particular behaviours, abilities or interactions. It is not possible to assess all the available information about pupils' learning, so it can be useful to identify particular children or groups whose work might be the focus of observation. Clarifying in advance the expected outcomes of the learning situation will also help to enhance the observations made.

For example, in a lesson based on the examination of historical artefacts, the teacher might look out for those children who look at the object in a cursory way and then guess about its use and function, in contrast to those who examine it in a more systematic manner. During discussions of a piece of written evidence, some children will simply extract information from the document, while others may indicate that the writer's standpoint is influencing the information presented. Even simple facial expressions or incidental conversations between pupils following the telling or reading of a story may indicate a pupil's empathy (or lack of it) with the predicament of an historical character.

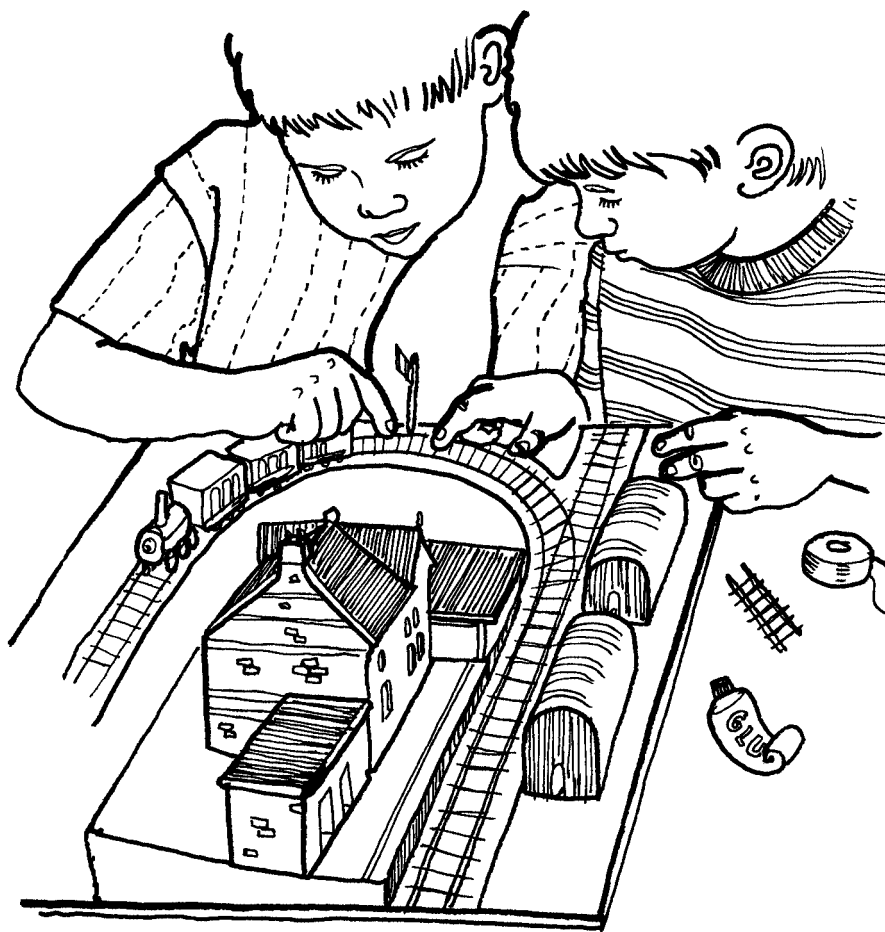
Much of the information gleaned through the teacher's observations will not be written down, but noting significant aspects of some children's progress or gaps in their historical knowledge and/or skills may help in the planning of future work for the individual, group or class. Notes might be kept in a simple notebook or diary or on a sheet for the topic, group or class involved. Teachers' observations complement other assessment tools so as to produce a much more comprehensive view of the child's learning in history.

Teacher-designed tasks and tests

Teachers will use a wide range of activities to introduce children to the units of the history curriculum, to allow them to learn about aspects of the historical topics involved and to reinforce knowledge and skills acquired. The activities will include oral discussions, asking and answering questions, the handling of evidence, recording and communication in oral, pictorial, model, written and computer formats, and through drama, role-playing and reconstructions. The active learning situations in which these will take place can be used to assess the progress of individuals and groups and can be especially useful in evaluating children's development of skills and attitudes.

Oral discussion, stimulated by a piece of evidence, an account of the past, a visit or the teacher's questions can elicit much information about pupils' grasp of an historical event, character or period. Used correctly, the teacher's questions can not only provide information about the progress the child has made but can stimulate deeper levels of thought and learning. For example, the use of genuinely open questioning can encourage the child to speculate about the motives and thoughts of historical characters.

Visiting and exploring historical sites and buildings, especially if the visit is focused using a trail leaflet or if the children are accompanied by an older person who can talk about life in that place in the past, will reveal much about the pupils' awareness of the evidence of the past in their environment and their attitudes to its conservation.



Observing, listening to and interacting with children as they are engaged in learning activities and scrutinising the outcomes of the tasks which they complete in history, such as model making, gives the teacher vital assessment information. Portfolios give teachers a means of recording their pupils' achievements in a simple, convenient way.

Children's pictorial and written work and their communication in other forms should provide opportunities for them to demonstrate what they know and understand about the past and what historical skills they can apply. Having children draw or complete pictures of historical objects, buildings or events will reveal the facts about the past which the child has absorbed and scrutiny of the pictures may provide evidence of the child's chronological awareness or his/her ability to synthesise evidence from a range of sources. For example, a child who draws a Norman knight in a castle in which a television is included has still to distinguish clearly between the past and the present; a child who portrays Daniel O'Connell attired in the dress of an early nineteenth-century gentleman and carrying a wig may be using information from a study of nineteenth-century life as well as the story of the barrister's life.

It should also be remembered that role-playing, drama and model-making are excellent vehicles for children to express their detailed understanding of the past and their empathy with historical characters as well as general co-operative and communication skills.

Work samples, portfolios and projects

The collection of samples of the children's work in portfolios provides one of the most important tools of assessment in history and SESE.

Samples from some of the wide range of tasks suggested in the curriculum and guidelines may be compiled by the teacher or older child, enabling balanced monitoring of the child's progress in knowledge and skills to be made in the context of the historical topics with which he/she is familiar. Samples may be maintained by the child and/or teacher in simple folders or wallets, and it should also be remembered that history scrapbooks and copybooks may be forms of portfolios.

If work samples, portfolios and projects are to assist teaching and learning they must remain manageable, and so there is a need to keep only the most significant items. Samples should be retained when they

- show that particular objectives have been achieved, for example at the end of a unit of work
- mark significant progress in the application of an historical skill, for example if a child demonstrates an understanding of cause and effect for the first time, or if he/she demonstrates a real empathy for a character in an imagined conversation in role-play
- indicate a weakness or gap in the child's knowledge or skills: for example, a child may have misunderstood the term 'monastery' during a lesson on the early Irish church if his/her drawing of the ecclesiastical site shows a single large monastic building rather than a group of small cells around a church
- indicate significantly greater progress or a breadth of understanding beyond the content of the lessons.

Samples should have attached the name of the child, the date and the help, if any, the child was given in completing the task. The cumulative record of the child's work, some of which may be selected by the child, allows the teacher to make an informed professional judgement about the child's progress and his/her readiness for further learning experiences. It will also provide an excellent basis for reporting to parents and others. The contents of portfolios can form the basis of end-of-term displays for parents and can inform the assessment of the child's progress which is recorded and reported on pupil record cards or pupil profiles.

Portfolios also have a role to play in helping the teacher to review and evaluate the content, methodologies and approaches which he/she has used over a term or year. Work samples which demonstrate the effectiveness of particular approaches or weaknesses in children's learning provide important information for the planning of future work. The analysis of portfolios from a range of children and classes by groups of co-operating teachers could lead to the sharing of teaching experience and the development of a common approach to the assessment of history within the school. It may also enhance the reliability of pupil assessment.

Curriculum profiles

Curriculum profiles provide a way in which the child's progress can be assessed and recorded using indicators of achievement. These indicators, sometimes grouped in sets, attempt to summarise the range of knowledge, skills and attitudes which might be expected at various stages in the child's progress. For example, in the very early stages of history some of the indicators might include how the child

- talks about aspects of events in his/her own past and that of his/her family and others
- talks about stories from the past
- handles and describes what they see in objects and photographs
- begins to recognise some differences between the past and present
- conveys knowledge of the past through talking and drawing.

By marking, highlighting or shading these indicators as they are achieved by the pupil, a record may be kept of the child's progress. Reviewing the child's portfolio of work and other tasks completed by him/her will help the teacher to update the profile from time to time, and the curriculum profile can provide the information needed for the child's end-of-year pupil profile card.



Section 6

Appendix

Local history: useful books and sources for the teacher

This section is intended to provide some useful suggestions for teachers who wish to find out about the history of their local area. The listing is merely a selection of some of the more useful and accessible types of publications and sources. Many of the books listed are in print or will be available in most county libraries, and several of them contain bibliographies which will introduce the reader to further sources.

Details of some of the important organisations, libraries and institutions which can be of assistance in the teaching of primary history may be found on pp. 37-39 of these guidelines.

Getting started

The books below, some of which are written in gazetteer style or arranged by county, will provide comprehensive listings and some information about historic sites and buildings in all areas of the country.

Automobile Association	<i>Illustrated Guide to Ireland</i> [An earlier edition of this work, entitled 'Illustrated Road Book of Ireland' and published in 1963, remains invaluable. While out of print, it may be purchased readily in second-hand bookshops.]	London, Reader's Digest and AA, 1976
Barrow, Lennox	<i>The Round Towers of Ireland: Study and Gazetteer</i>	Dublin, Academy Press, 1979
de Breffny, Brian	<i>The Castles of Ireland</i>	London, Thames & Hudson, 1986
de Breffny, Brian and Mott, George	<i>The Churches and Abbeys of Ireland</i>	London, Thames & Hudson, 1980
de Breffny, Brian and Ffolliott, Rosemary	<i>The Houses of Ireland: Domestic Architecture from the Medieval Castle to the Edwardian Villa</i>	London, Thames & Hudson, 1984
Dudley Edwards, Ruth	<i>An Atlas of Irish History</i>	London, Methuen, 1981
Fry, Plantagenet S.	<i>Castles of Britain and Ireland</i>	Newton Abbot, David & Charles, 1996
Harbison, Peter	<i>Guide to the National and Historic Monuments of Ireland</i>	Dublin, Gill & Macmillan, 1992
Harbison, Peter (ed.)	<i>The Shell Guide to Ireland</i> [An updated edition of the work originally written by Lord Killanin and Michael Duignan. The second revised edition of their work, published in 1966, remains a very useful and comprehensive guide.]	Dublin, Gill & Macmillan, 1989

Leask, Harold	<i>Irish Castles and Castellated Houses</i>	Dundalk, Dundalgan Press, 1973
Leask, Harold	<i>Irish Churches and Monastic Buildings (3 vols.)</i>	Dundalk, Dundalgan Press, 1966 and several reprints
Lewis, Samuel	<i>A Topographical Dictionary of Ireland (3 vols.)</i> [A gazetteer-style book produced in the early nineteenth century and accompanied by a county atlas. It provides excellent descriptions of every parish, village and town in the country as they were in the 1830s. The work was reprinted in 1970 and will be available in many libraries.]	London, Kennikat Press, reprint 1970, original editions 1837 and 1850
Mitchell, Frank and Ryan, Michael	<i>Reading the Irish Landscape</i>	Dublin, Town House, 1997
Office of Public Works	<i>Archaeological Surveys of Irish Counties</i> [An on-going series, available for several counties]	Dublin, Stationery Office
O'Brien, Jacqueline and Harbison, Peter	<i>Ancient Ireland: from Prehistory to Middle Ages</i>	London, Weidenfeld and Nicolson, 1996
Ó Ríordáin, Seán P.	<i>Antiquities of the Irish Countryside</i>	London, Routledge, 1991
Rowan, Alistair and Casey, Christine	<i>The Buildings of Ireland</i> [A projected nine-volume series intended to provide a comprehensive architectural guide to all significant buildings. To date the following are published: North-west Ulster (1979) North Leinster (1993)]	London, Penguin
Ryan, Michael	<i>Irish Archaeology Illustrated</i>	Dublin, Country House, 1994
Shaffrey, Patrick and Maura	<i>Buildings of Irish Towns</i>	Dublin, O'Brien Press, 1983
Shaffrey, Patrick and Maura	<i>Irish Countryside Buildings</i>	Dublin, O'Brien Press, 1985
Simms, Anngret and Andrews, J.H.	<i>Irish Country Towns</i>	Cork, Mercier Press, 1994
Simms, Anngret and Andrews, J.H.	<i>More Irish Country Towns</i>	Cork, Mercier Press, 1995
Weir, Anthony	<i>Early Ireland: A Field Guide</i>	Belfast, Blackstaff Press, 1980

More information about the locality

While the books listed above will highlight many items of interest, most local history studies will require more detailed information about people, places and events in the locality. Some useful sources include:

Published local histories

Many volumes of local history are published throughout Ireland each year. The historical accuracy of some of these publications needs to be scrutinised carefully, but they can provide excellent extracts from a wide range of historical sources and may contain reprints of photographs and documents. The index of the local county library will indicate what is available.

Articles in periodicals

The most up-to-date and detailed information is published in historical journals and periodicals. These range from popular publications such as *History Ireland* and *Archaeology Ireland* to regional journals such as *Journal of the County Louth Archaeological Society* and *Breifne Antiquarian and Historical Society Journal* and publications such as *Irish Historical Studies*. Local libraries will have copies of journals produced by local societies and in many cases copies of other journals in which items of local interest have been published. These may be indexed by place-names.

An indispensable index to articles relating to Irish history may be found in:

Hayes, Richard J., *Sources for the History of Irish Civilisation: Articles in Irish Periodicals* (9 vols., Boston, 1970). This work provides an index, under 'persons' and 'places', to all articles in a very wide range of journals published up to 1969. The index is available in many larger libraries and in the National Library, Kildare Street, Dublin. Since 1970 a continuation index has been maintained by the National Library.

Provincial newspapers

Provincial newspapers are a most valuable source of information. There is a large collection of provincial and national newspapers in the National Library of Ireland, and many county libraries have collections of the papers published in their areas (often on microfilm). It is worth while considering enquiring at the offices of existing newspapers, which may have files of back issues.

Maps

The 25-inch and 6-inch scale Ordnance Survey maps are excellent sources of information. Copies of the original editions of these series, published from the late 1830s onwards, are available in many libraries. Full sets may be consulted in the National Library of Ireland and the Library of the Royal Irish Academy, Dawson Street, Dublin. A very useful aid with these maps is Andrews, J. H., *History in the Ordnance Map: An Introduction for Irish Readers* (Dublin, Stationery Office, 1974).

The Royal Irish Academy and the Royal Dublin Society Joint Committee on Historic Instruments has been responsible for the publication of the *Irish Historic Towns Maps (and Atlas)*. These volumes reprint maps of historic areas with a commentary. To date maps covering Kildare, Carrickfergus, Bandon, Kells, Mullingar, Athlone and Maynooth have appeared. Maps for Downpatrick, Belfast (part I, to 1840), Dublin (part I, to 1610), Bray, Derry, Kilkenny and Limerick are in preparation. Copies of these publications are available in county libraries.

Parliamentary papers

During the nineteenth century a great number of parliamentary enquiries were held into conditions in Ireland. These give a wealth of information about local population, housing, industry and education. Among the most useful are:

Census returns

These returns, especially from 1851 onwards, are packed with information and are readily available in printed form in the National Library of Ireland. In order to consult the returns you need to know the reference numbers of the census years in question. These may be found in

Vaughan, E. and Fitzpatrick, A. J., *Irish Historical Statistics: Population 1821-1971* (Dublin, Royal Irish Academy, 1978).

Reports on education and schools

Very detailed surveys of Irish schools and teachers were published in 1825, 1835 and 1870. The relevant reports are:

Second Report of the Commissioners of Irish Education Enquiry, 1826-27 (12.) xii

Second Report of the Commissioners on Public Instruction (Ireland), 1835 (47.) xxxiv

Report of the Commissioners Appointed to Inquire into the Nature and Extent of the Instruction Afforded by the Several Institutions in Ireland for the Purpose of Elementary or Primary Education: Educational Census, etc. [Powis Report], 1870 (c.6v.) xxviii, part v.

Report on Irish towns

Details about Irish towns in the 1830s and earlier are contained in:

Reports of the Commissioners Appointed to Inquire into the Municipal Corporations of Ireland, 1835, vols. xxvi and xxvii, 1836, vol xxiv.

Pictures and drawings

The section of the guidelines which discusses the use of pictorial evidence also includes some advice on obtaining images. The indexes to the Lawrence and other photographic collections of the National Library will be an important starting point when trying to trace views of a local area in the past. Exhibition and other catalogues from the National Gallery contain many copies of landscape and other views. See, for example:

Hutchinson, John. *James Arthur O'Connor* (Dublin, NGI, 1985)

de Courcy, Catherine and Maher, Ann. *Fifty Views of Ireland* (Dublin, NGI, 1985)

NGI, *National Gallery of Ireland: Illustrated Summary Catalogue of Paintings* (Dublin, NGI, 1981)

Le Harivel, Adrian. *National Gallery of Ireland: Illustrated Summary Catalogue of Drawings* (Dublin, NGI 1983).

Manuscript sources

The most accessible manuscript sources which may be of use to schools are the records generated by schools themselves. School roll books and registers are invaluable, and the information contained in them may be transferred and used in computer database form. All manuscripts need to be handled with great care: holding and turning pages leaves a deposit of acid on the leaves which destroys paper. Documents should not be exposed to daylight for long periods and copies should be used for class work. Excessive photocopying of original documents should be avoided as it is damaging to paper.

The central administrative record of a school may be traced in the papers of the Commissioners of National Education (the forerunner of the Department of Education and Science – Primary), which are deposited in the National Archives (formerly the Public Record Office and the State Paper Office), Bishop Street, Dublin 8.

A very useful publication which traces the history of the national school system and includes examples of many of the types of records available for the history of a school is Hannigan, K. (ed.), *The National School System, 1831–1924: Facsimile Documents* (Dublin, Stationery Office, 1984).

The other large source of documentary material is likely to be church records. Church of Ireland parishes were the civil and ecclesiastical authority until the nineteenth century, so their records can be very valuable for many aspects of social history. These records, which include vestry minute-books, registers of baptisms, marriages and burials, may be held locally or centrally in the Library of the Representative Church Body, Braemor Park, Churchtown, Dublin 14.

The National Library will advise on the location of the records of Roman Catholic parishes and dioceses. Few of these records date from before the late eighteenth century. They may include baptismal, marriage and burial records and other parish records. Many of these are retained in local archives, with microfilm copies available in the National Library.

Bibliographies

Some excellent bibliographies and guides include:

Fitzpatrick, Georgina	<i>Handbook of Teaching Resources: Junior Certificate History, Part I</i>	Dublin, School and College Publishing, 1989
	<i>[This work includes lists of sources for each county and suggested teaching resources].</i>	
Heferty, Seamus and Refaussé, Raymond	<i>Directory of Irish Archives</i>	Irish Academic Press, 1993
Nolan, William	<i>Tracing the Past: Sources for Local Studies in the Republic of Ireland</i>	Templeogue, Geography Publications, 1982

Source references for the curriculum and guidelines

Andreetti, Keith	<i>Teaching History from Primary Evidence</i>	London, David Fulton, 1993
Australian Education Council	<i>Studies of Society and Environment: A Curriculum Profile for Australian Schools</i>	Carlton (Victoria), Curriculum Corporation, 1994
Blyth, Joan	<i>Place and Time with Children Five to Nine</i>	London, Croom Helm, 1984
Blyth, Joan E.	<i>History in Primary Schools</i>	London, McGraw-Hill, 1982
Bourdillon, Hilary (ed.)	<i>Teaching History</i>	London, Routledge, 1994
Cooper, Hilary	<i>History in the Early Years</i>	London, Routledge, 1995
Curriculum Council for Wales	<i>Environmental Education: A Framework for the Development of a Cross-curricular Theme in Wales</i>	Cardiff, CCW, 1992
Curriculum Council for Wales	<i>History in the National Curriculum: Non-Statutory Guidance for Teachers</i>	Cardiff, CCW, 1991
Department for Education (UK)	<i>Key Stages 1 and 2 of the National Curriculum (England)</i>	London, HMSO, 1996
Department of Education and Science	<i>History from 5 to 16: Curriculum Matters 11</i>	London, HMSO, 1988
Department of Education and Science	<i>History in the National Curriculum (England)</i>	London, HMSO, 1991
Department of Education Northern Ireland	<i>History: Programmes of Study and Attainment Targets</i>	Belfast, HMSO, 1991
Department of Education Northern Ireland	<i>The Northern Ireland Curriculum: Key Stages 1 and 2: Programmes of Study and Attainment Targets</i>	Belfast, HMSO, 1996
Durbin, Gail et al.	<i>A Teacher's Guide to Learning from Objects</i>	Ruislip, English Heritage, 1993
Fines, John (ed.)	<i>Teaching History</i>	Edinburgh, Holmes McDougall, 1983
Gallagher, Carmel et al.	<i>Making Sense of History: Evidence in Ireland for the Young Historian</i>	Belfast, Ulster Historical Foundation, 1990
Irish National Teachers' Organisation	<i>Social and Environmental Studies in Primary Education in Ireland</i>	Dublin, INTO, 1992

Lomas, Tim	<i>Teaching and Assessing Historical Understanding</i>	London, Historical Association, revised edition, 1993
McBride, George (ed.)	<i>Teaching History 8–13</i>	Belfast, Teacher's Centre, Queen's University, 1979
Morris, Susan	<i>A Teacher's Guide to Using Portraits</i>	Ruislip, English Heritage, 1989
National Council for Curriculum and Assessment	<i>Report of the Review Body on the Primary Curriculum</i>	Dublin, NCCA and Department of Education, 1990
National Curriculum Council	<i>History: Non-statutory Guidance</i>	York, NCC, 1991
National Curriculum Council	<i>Implementing National Curriculum History Key Stages 1 to 3: Teachers' Notes</i>	York, NCC, 1991
National Curriculum Council	<i>Teaching History at Key Stage 1</i>	York, NCC, 1993
Noble, Paul	<i>Primary History Today</i>	London, Historical Association, 1992
Northern Ireland Council for Educational Development	<i>Guidelines for Primary Schools: History</i>	Belfast, NICED, 1984
Northern Ireland Curriculum Council	<i>History: Guidance Materials</i>	Belfast, NICC, 1991
Pluckrose, Henry	<i>Children Learning History</i>	Hemel Hempstead, Simon & Schuster, 1993
Scottish Consultative Council on the Curriculum	<i>Environmental Studies 5-14 Exemplification: Social Subjects: Understanding People in the Past</i>	Dundee, SCCC, 1996
Scottish Office Education Department	<i>Curriculum and Assessment in Scotland: National Guidelines: Environmental Studies 5-14</i>	Edinburgh, HMSO, 1993
Unwin, Robert	<i>The Visual Dimension in the Study and Teaching of History</i>	London, Historical Association, 1981

Membership of the Curriculum Committee for Social, Environmental and Scientific Education

These guidelines have been prepared by the Curriculum Committee for Social, Environmental and Scientific Education established by the National Council for Curriculum and Assessment.

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