

SESE History

Curriculum ‘Glance Cards’

A fundamental principle of the curriculum is that children’s current understanding and knowledge should form the basis for new learning. The curriculum is designed to follow an incremental approach to teaching and learning by increasing the complexity of concepts as the child progresses through the primary school. The content objectives outlined in each of the strand units observe a spiral progression as the curriculum advances from infants to sixth class.

These curriculum “glance cards” were designed to provide a one-page overview of the content objectives in each strand unit for all class levels. **It is not intended that these glance cards replace the curriculum documents** but that rather they will provide an immediate snapshot of how particular concepts are developed from infants to sixth class.

Teachers are advised to pay particular attention to this feature of the curriculum when planning their work. It is important that teachers are fully aware of the level of knowledge and understanding required of the child in previous class levels as it will inform current planning. It is also important that teachers are familiar with what the children will be learn after the present class level so that they can prepare the child adequately for further learning. Awareness of the curriculum content which precedes and follows the current class content ensures progression in teaching and learning, and minimises unnecessary duplication.

Teachers may find this useful when they are engaging in continuing professional development, or when they are planning for teaching and learning. However, **it is essential that teachers consult the curriculum documents when engaging in planning as the content objectives are expanded upon in the context of the various class levels.**

It is also assumed that every content objective in these cards is preceded by “**The child will be enabled to...**” as is stated in the curriculum. Where it appears that a content objective applies to junior classes and is discontinued in higher class levels, it is intended that teachers continue to explicitly teach these concepts if the required level of understanding has not been reached. If the learning objective has been realised, the teacher will endeavour to maintain and consolidate the learning.

Strand: Myself and my family (infants to second classes)
Strand Unit: My family
Local studies (third to sixth classes)

Infants	First and second	Third and fourth	Fifth and sixth
Become aware of and identify the members of the family	Explore and record significant features, events and dates in the past of the child's family and extended family	Explore aspects of personal family history or the family history of a person known to him/her	
Compare relative ages: old/older, young/younger	Compare ages of family members: old/older, young/younger		
Discuss developments in the life of the family and things which have stayed the same	Collect, explore and discuss a range of simple evidence, noting changes and developments and items which have stayed the same	Examine changes and examples of continuity in the lives of parents and grandparents	
Explore and discuss how family members care for each other	Discuss and record significant family events		
Collect simple evidence		Collect and use a range of simple historical evidence	
	Compile simple family tree, scrapbook or timeline	Present findings using a variety of media and appropriate timelines	

Strand: Myself and my family (infants to second classes)

Strand unit: Games in the past (infants to second classes)

Local studies (third to sixth classes)

Games and pastimes in the past (third to sixth classes)

Infants	First and second	Third and fourth	Fifth and sixth
	Explore and record traditional non-formal games, especially those common in the locality and those known to parents or grandparents	Explore and discuss games and pastimes enjoyed by parents and grandparents in the past	Become familiar with aspects of the history of games in the locality
	Collect information on rules, traditions, songs or rhymes associated with the games	Become familiar with some games and pastimes enjoyed in the locality	Explore aspects of the leisure interests and games of local people in the past
	Handle, collect or reconstruct articles used in such games, where possible	Have some knowledge of games and pastimes enjoyed by children in ancient societies and in other lands	

Strand: Myself and my family (infants to second classes)

Strand unit: Feasts and festivals in the past

Local studies (third class to sixth classes)

Infants	First and second	Third and fourth	Fifth and sixth
	Explore and discuss the origins and traditions of some common festivals	Become familiar with the origins and traditions associated with some common festivals in Ireland and other countries	Become familiar with the origins and traditions associated with a range of festivals in Ireland and other countries
	Explore and discuss the origins and traditions of some common festivals	Explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals	Explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals

Strand: Myself and my family
Strand unit: When my grandparents were young

Infants	First and second	Third and fourth	Fifth and sixth
	Explore and record aspects of the lives of people when his/her grandparents were young		
	Listen to adults talking about their own past		
	Collect and/or examine simple evidence in school or in a local museum		
	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		

Strand: Local studies
Strand unit: Buildings, sites or ruins in my locality

Infants	First and second	Third and fourth	Fifth and sixth
		Actively explore some features of the local environment	Actively explore some features of the local environment
		Investigate various aspects of these sites	Investigate various aspects of these sites
		Present findings using a variety of media and appropriate timelines	Present findings using a variety of media and appropriate timelines
			Identify opportunities to become involved in enhancing and protecting the environmental features

Strand: Local studies
Strand unit: My school (third and fourth classes)
Schools (fifth and sixth classes)

Infants	First and second	Third and fourth	Fifth and sixth
		Investigate the development of present buildings and the history of earlier school buildings	Study the development of the school over a period
		Become familiar with the story of the school's founder(s)	Relate the history of the school to the history of education in the parish or local area
		Attempt to reconstruct a school day in the past using a range of simple evidence	
		Compare school furniture and equipment of the past and the appearance of the classroom with those of today	
		Examine old roll books or other records; if possible old handwriting copybooks	Use documentary and other sources
		Refer to or use appropriate timelines	
			Explore the history of the school in the wider context of educational development in Ireland

Strand: Local studies
Strand unit: Homes

Infants	First and second	Third and fourth	Fifth and sixth
		Explore changes which have taken place in the home and other homes in the area	Compare and classify a range of homes in the area Investigate local and/or regional variations or similarities in building styles and materials
		Discuss with older people items which have changed and those which have remained the same	
		Collect and/or examine old artefacts	Collect, study and classify domestic artefacts
		Present findings using a variety of media and appropriate timelines	
			Investigate links between the age of houses and their location

Strand: Local studies
Strand unit: My locality through the ages

Infants	First and second	Third and fourth	Fifth and sixth
		Study a period or periods in the history of the local village, town, city area, townland, parish or county	Study a period or periods in the history of the local village, town, city area, townland, parish or county, in fifth and sixth classes children should study periods not already covered in third and fourth classes
		Become familiar with important events in the history of the locality	Become familiar with important events in the history of the locality, setting local figures or events in the national and international context where relevant. In addition to the developments suggested for this unit in third and fourth classes
		Collect related local ballads, stories and traditions	Collect local ballads, stories and traditions relating to these events
			Use evidence which is more diverse and more complex than heretofore

Strand: Story
Strand unit: Stories (Infants to second class)
Stories from the lives of people in the past (third to sixth class)

Infants	First and second	Third and fourth	Fifth and sixth
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	Listen to, discuss, retell and record some simply told stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments	Listen to, discuss, retell and record a range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments	Listen to, discuss, retell and record a wide range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments
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	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	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	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	Listen to local people telling stories about their past	Listen to local people telling stories about their past	Listen to local people telling stories about their past
Discuss the chronology of events (beginning, middle, end) in a story	Discuss chronology of events (beginning, middle, end) in a story	Discuss chronology of events (beginning, middle, end) in a story	Discuss the chronology of events in a story
Express or record stories through art work, drama, music, mime and movement and using information and communication technologies	Express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies	Express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies	Express or record stories through oral and written forms, art work, music, drama, mime, movement, information and communication technologies
Display storyline pictures showing episodes in sequence	Display storyline pictures showing episodes in sequence		

	Listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries		
	Distinguish between fictional accounts in stories, myths and legends and real people and events in the past		
	Discuss the actions and feelings of characters	Discuss the actions and feelings of characters	Discuss the actions and feelings of characters
		Discuss the attitudes and motivations of characters	Discuss the attitudes and motivations of characters in their historical context
	Use appropriate timelines	Use appropriate timelines	Use appropriate timelines
		Examine and begin to make deductions from some simple relevant evidence	Examine and begin to make deductions from some simple relevant evidence

Strand: Story
Strand unit: Myths and legends

Infants	First and second	Third and fourth	Fifth and sixth
		Listen to, discuss, retell and record a range of myths and legends from various cultural, ethnic and religious backgrounds in Ireland and other countries	Listen to, discuss, retell and record a wider range of more complex myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries
		Discuss the chronology of events in the stories	Discuss the chronology of events in the stories
		Discuss the actions and feelings of characters	Discuss the actions and feelings of characters
		Distinguish between fictional accounts in stories, myths and legends and real people and events in the past	
		Express or record stories through oral and written forms, art work, drama, mime, movement and information and communication technologies	Express or record stories through oral and written forms, art work, drama, mime, movement, information and communication technologies
			Relate the myths and legends to the beliefs, values and traditions of the peoples from which they came
			Discuss the forms of expression and conventions used in myths and their retelling
			Explore and discuss common themes and features which are to be found in the myths and legends of different peoples

Strand: Early people and ancient societies

Menu of strand units: Choose two strand units in third/fourth classes and two strand units in fifth/sixth classes

Study a selection from:

- Stone Age peoples
- Bronze Age peoples
- Early societies of the Tigris and Euphrates valleys
- Egyptians
- Greeks
- Romans
- Celts
- Early Christian Ireland
- Vikings

and a selection from:

- Central and South American peoples
- Asian peoples
- African peoples
- North American peoples
- Australasian peoples

Infants	First and second	Third and fourth	Fifth and sixth
		Become familiar with aspects of the lives of these peoples	Become familiar with aspects of the lives of these peoples
		Examine and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally	Examine critically, and become familiar with, evidence we have which tells us about these people, especially evidence of these people which may be found locally and in Ireland, where appropriate
		Record the place of these peoples on appropriate timelines	Record the place of these peoples on appropriate timelines

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

Menu of strand units: Choose two strand units in third/fourth classes and one strand unit in fifth/sixth classes

Possible units from third to sixth classes may include:

- Life in Norman Ireland
- Life during WW II
- Life in the 18th century
- Life in the 19th century
- Life in Ireland since the 50's
- Life in medieval towns and countryside in Ireland and Europe
- Language and culture in late 19th and early 20th century

Infants	First and second	Third and fourth	Fifth and sixth
		Become familiar with aspects of the lives of these people	Become familiar with aspects of the lives of these people
		Examine and become familiar with evidence from the periods studied, especially evidence which may be found locally	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 on timelines	Record the place of peoples and events on appropriate timelines

Strand: Era's of change and conflict

Menu of strand units: Choose two strand units in fifth and sixth classes

Possible units for fifth and sixth classes may include:

- The Renaissance
- The Reformation
- Traders, explorers and colonisers from Europe
- The Great Famine
- The Industrial Revolution
- Changing land ownership in 19th century Ireland
- Changing roles of women in the 19th and 20th centuries
- World War I
- Modern Ireland

Infants	First and second	Third and fourth	Fifth and sixth
			Become familiar with aspects of these periods
			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

Strand: Politics, conflict and society

Menu of strand units: Choose two strand units in fifth and sixth classes

Possible units for fifth and sixth classes may include:

- 16th and 17th century Ireland
- Revolution and change in America, France and Ireland
- O'Connell and Catholic Emancipation
- 1916 and the foundation of the state
- Northern Ireland
- Ireland, Europe and the world, 1960 to the present

Infants	First and second	Third and fourth	Fifth and sixth
			Engage in simple studies of some of the more important aspects of periods in which political changes or movements have had an important influence on the lives of people in Ireland
			Acquire some knowledge of the major personalities, events or developments in these periods
			Explore, discuss, compare and develop some simple understanding of the attitudes, beliefs, motivations and actions of differing individuals and groups of people in the past
			Begin to develop some appreciation of the "mind-set" of former generations
			Acquire insights into the attitudes and actions of people in contemporary Ireland
			Develop a growing sense of personal, national, European and wider identities

Strand: Continuity and change in the local environment (first and second classes)

Continuity and change over time (third to sixth classes)

Menu of strand units: Choose two units in third/fourth classes and two units in fifth/sixth classes

Possible units for third and fourth may include:

- Food and farming
- Clothes
- Homes and houses
- Transport
- Communications
- Shops and Fairs
- Schools and Education
- Caring for the sick

Possible units for fifth and sixth may include:

- Homes, housing and urban developments
- Nomadism
- Food and farming
- Clothes
- Transport
- Communications
- Energy and power
- Workshops and factories
- Schools and education
- Literature, art, crafts and culture
- Caring for the sick
- Barter, trade and money

Infants	First and second	Third and fourth	Fifth and sixth
	Visit, explore and become aware of elements in the local environment which show continuity and change		
	Listen to and record memories of older people about such places		
	Compare photographs, drawings and simple accounts of the site in the past with the site now		
	Use simple work directives, work cards or trail leaflets		
	Record findings through drawing and other art work, modelling, photographs, information and communication technologies		
	Use appropriate timelines	Refer to or use appropriate timelines	Refer to or use appropriate timelines
		Study aspects of social, artistic, technological and scientific developments over long periods	Study aspects of social, artistic, technological and scientific developments over long periods
		Identify items of change and continuity in the "line of development"	Identify items of change and continuity in the "line of development"
		Identify some of the factors which have caused or prevented change	Identify some of the factors which have caused or prevented change

