

# Content for infant classes

## Overview

<i>Skills and concepts development</i>	
<b>Working as an historian</b>	<ul style="list-style-type: none"> <li>* Time and chronology</li> <li>* Using evidence</li> <li>* Communication</li> </ul>
<i>Strands</i>	<i>Strand units</i>
<b>Myself and my family</b>	<ul style="list-style-type: none"> <li>* Myself</li> <li>* My family</li> </ul>
<b>Story</b>	<ul style="list-style-type: none"> <li>* Stories</li> </ul>

## Overview

### First and Second

<i>Skills and concepts development</i>	
<b>Working as an historian</b>	<ul style="list-style-type: none"> <li>* Time and chronology</li> <li>* Change and continuity</li> <li>* Cause and effect</li> <li>* Using evidence</li> <li>* Synthesis and communication</li> <li>* Empathy</li> </ul>
<i>Strands</i>	<i>Strand units</i>
<b>Myself and my family</b>	<ul style="list-style-type: none"> <li>* Myself</li> <li>* My family</li> <li>* When my grandparents were young</li> <li>* Games in the past</li> <li>* Feasts and festivals in the past</li> </ul>
<b>Change and continuity</b>	<ul style="list-style-type: none"> <li>* Continuity and change in the local environment</li> </ul>
<b>Story</b>	<ul style="list-style-type: none"> <li>* Stories</li> </ul>

# Overview Content ..Third and Fourth

<i>Skills and concepts development</i>	
<b>Working as an historian</b>	<ul style="list-style-type: none"> <li>* Time and chronology</li> <li>* Change and continuity</li> <li>* Cause and effect</li> <li>* Using evidence</li> <li>* Synthesis and communication</li> <li>* Empathy</li> </ul>
<i>Strands</i>	<i>Strand units</i>
<b>Local studies</b>	<ul style="list-style-type: none"> <li>* My family</li> <li>* Homes</li> <li>* My school</li> <li>* Games and pastimes in the past</li> <li>* Feasts and festivals in the past</li> <li>* Buildings, sites or ruins in my locality</li> <li>* My locality through the ages</li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<b>Story</b>	<ul style="list-style-type: none"> <li>* Stories from the lives of people in the past</li> <li>* Myths and legends</li> </ul> <p><i>A selection of stories should be explored in each year.</i></p>

<p><b>Early people and ancient societies</b></p>	<p>Study a selection from:</p> <ul style="list-style-type: none"> <li>* Stone Age peoples</li> <li>* Bronze Age peoples</li> <li>* Early societies of the Tigris and Euphrates valleys</li> <li>* Egyptians</li> <li>* Greeks</li> <li>* Romans</li> <li>* Celts</li> <li>* Early Christian Ireland</li> <li>* Vikings</li> <li>* Central and South American peoples <i>e.g. Aztecs</i></li> <li>* Asian peoples <i>e.g. peoples of the Indus valley, Ch'in and Han empires of China</i></li> <li>* African peoples <i>e.g. Benin peoples</i></li> <li>* North American peoples <i>e.g. Native American peoples</i></li> </ul> <p>Australasian peoples <i>e.g. Maori</i></p> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<p><b>Life, society, work and culture in the past</b></p>	<ul style="list-style-type: none"> <li>* Life in Norman Ireland</li> <li>* Life in mediaeval towns and countryside in Ireland and Europe</li> <li>* Life in the 18th century</li> <li>* Life in the 19th century</li> <li>* Life during World War II</li> <li>* Life in Ireland since the 1950s</li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<p><b>Continuity and change over time</b></p>	<p>Possible units may include:</p> <ul style="list-style-type: none"> <li>* Food and farming</li> <li>* Clothes</li> <li>* Homes and houses</li> <li>* Transport</li> <li>* Communications</li> <li>* Shops and fairs</li> <li>* Schools and education</li> </ul> <p>Caring for the sick</p> <p><i>Two strand units should be selected from this strand during each year.</i></p>

## Overview for Fifth and Sixth Class

<i>Skills and concepts development</i>	
<b>Working as an historian</b>	<ul style="list-style-type: none"> <li>* Time and chronology</li> <li>* Change and continuity</li> <li>* Cause and effect</li> <li>* Using evidence</li> <li>* Synthesis and communication</li> <li>* Empathy</li> </ul>
<i>Strands</i>	<i>Strand units</i>
<b>Local studies</b>	<ul style="list-style-type: none"> <li>* Homes</li> <li>* Schools</li> <li>* Games and pastimes in the past</li> <li>* Feasts and festivals in the past</li> <li>* Buildings, sites or ruins in my locality</li> <li>* My locality through the ages</li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<b>Story</b>	<ul style="list-style-type: none"> <li>* Stories from the lives of people in the past</li> <li>* Myths and legends</li> </ul> <p><i>A selection of stories should be explored in each year.</i></p>

<p><b>Early people and ancient societies</b></p>	<p>Study a selection from:</p> <ul style="list-style-type: none"> <li>* Stone Age peoples</li> <li>* Bronze Age peoples</li> <li>* Early societies of the Tigris and Euphrates valleys</li> <li>* Egyptians</li> <li>* Greeks</li> <li>* Romans</li> <li>* Celts</li> <li>* Early Christian Ireland</li> <li>* Vikings</li> <li>* Central and South American peoples <i>e.g. Aztecs</i></li> <li>* Asian peoples <i>e.g. peoples of the Indus valley, Ch'in and Han empires of China</i></li> <li>* African peoples <i>e.g. Benin peoples</i></li> <li>* North American peoples <i>e.g. Native American peoples</i></li> </ul> <p>Australasian peoples <i>e.g. Maori</i></p> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<p><b>Life, society, work and culture in the past</b></p>	<ul style="list-style-type: none"> <li>* Life in Norman Ireland</li> <li>* Life in mediaeval towns and countryside in Ireland and Europe</li> <li>* Life in the 18th century</li> <li>* Life in the 19th century</li> <li>* Language and culture in late 19th and early 20th-century Ireland</li> <li>* Life during World War II</li> <li>* Life in Ireland since the 1950s</li> </ul> <p><i>One strand unit should be selected from this strand during each year.</i></p>

<p><b>Eras of change and conflict</b></p>	<ul style="list-style-type: none"> <li>* The Renaissance</li> <li>* The Reformation</li> <li>* Traders, explorers and colonisers from Europe</li> <li>* The Great Famine</li> <li>* The Industrial Revolution</li> <li>* Changing land ownership in 19th-century Ireland</li> <li>* Changing roles of women in the 19th and 20th centuries</li> <li>* World War I</li> <li>* Modern Ireland</li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<p><b>Politics, conflict and society</b></p>	<ul style="list-style-type: none"> <li>* 16th and 17th-century Ireland</li> <li>* Revolution and change in America, France and Ireland</li> <li>* O’Connell and Catholic Emancipation</li> <li>* 1916 and the foundation of the state</li> <li>* Northern Ireland</li> <li>* Ireland, Europe and the world, 1960 to the present</li> </ul> <p><i>Two strand units should be selected from this strand during each year.</i></p>
<p><b>Continuity and change over time</b></p>	<p>Possible units may include:</p> <ul style="list-style-type: none"> <li>* Homes, housing and urban developments</li> <li>* Nomadism</li> <li>* Food and farming</li> <li>* Clothes</li> <li>* Transport</li> <li>* Communications</li> <li>* Energy and power</li> <li>* Workshops and factories</li> <li>* Schools and education</li> <li>* Literature, art, crafts and culture</li> <li>* Caring for the sick</li> </ul> <p>Barter, trade and money</p> <p><i>Two strand units should be selected from this strand during each year.</i></p>