



## Muslim National School

Seek knowledge from the cradle to the grave

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### HISTORY POLICY

#### Introductory Statement and Rationale

##### A. Introductory Statement

This policy was drafted in 2009 and revised in the first term of 2021/2022 by the whole teaching staff of Muslim Primary School in accordance with the guidelines set out in the revised Primary School Curriculum 1999 and in accordance to the Islamic Ethos of the school. Through the formulation of this policy, a common understanding of the purpose of the subject and how it will be implemented in this school has been created among the staff. Therefore, it will form the basis for teachers' long and short-term planning. It will also inform new and temporary teachers of the approaches and methodologies used in the teaching of History in our school. In December 2021 the under review policy was shared with all school stakeholders for a two month consultation. Opinions, thoughts, insights were welcomed by either verbal or written communication. This has informed this current policy.

##### B. Rationale

As stated in the Primary School Curriculum 1999, History is not the story of the past but rather our attempt to reconstruct and interpret elements of the past which are of interest to us. History gives children a knowledge of past human experiences at family, local, national and international levels. Pupils also develop an understanding, appropriate to their age, of time and chronology, change and continuity, cause and effect. They acquire skills appropriate to their developmental stages so that they may interpret evidence in a critical way. They also acquire open, critical and responsible

attitudes to the world around them. The study of History in particular enables children to investigate and examine critically significant events in their own immediate past, the past of their families and local communities, and the history of people in Ireland and other parts of the world. Historical themes and topics develop empathy with other people and a deeper understanding of past and current, political and economic interactions. In the Muslim National School History is viewed as having a distinct but complimentary role together with geography and science within SESE and as a contributor to the wider child-centred curriculum.

## **Vision and Aims**

### **A. Vision**

Through the Islamic Ethos of the Muslim National School and the principles of learning outlined in the Primary School Curriculum, our history policy provides opportunities for the pupils to acquire a broad and balanced understanding of local, national and international history through the study of a wide range of people, events and periods in time.

We acknowledge that history has a valuable role to play in enabling children to learn about, and come to value the contributions made in the past by people from different ethnic and cultural groups. History is an investigative subject. It emphasises the child's development of knowledge and concepts and open and responsible attitudes through working as an historian.

We hope that by providing opportunities for children to experience a rounded historical education that is not solely focused on the transmission of a body of knowledge but that allows children to work as historians, we will help children to understand more fully the world in which he/she lives and how events and personalities have shaped the home and locality and wider environments in which he/she exists.

### **B. Aims**

We endorse the aims of the history curriculum as outlined in the Primary School Curriculum:

- to develop an interest in and curiosity about the past
- to make the child aware of the lives of women, men and children in the past and how people and events have had an impact upon each other

- to develop an understanding of the concepts of change and continuity
- to provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the developmental stages of the child
- to allow the child to encounter and use a range of historical evidence, systematically and critically
- to provide opportunities for the child to communicate historical findings and interpretations in a variety of ways
- to foster sensitivity to the impact of conservation and change within local and wider environments
- to help the child recognise and examine the influences of the past on the attitudes and behaviour of people today
- to foster a willingness to explore personal attitudes and values and to promote an openness to the possibility of changing one's own point of view
- to encourage the child to recognise how past and present actions, events and materials may become historically significant
- to enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts.

### **Broad objectives**

When due account is taken of intrinsic abilities and varying circumstances, the history curriculum should enable the child to

- study a range of people and events in the past in order to develop a balanced understanding of family, local, national and world history
- learn about the people, events, issues and cultural experiences which have helped to shape the local community and the environment
- develop an understanding of chronology, in order to place people, events and topics studied in a broad historical sequence
- acquire some understanding of change and continuity, including an awareness of factors which may have caused or prevented change, and come to appreciate that events may have a number of causes and outcomes
- examine and use a range of historical evidence systematically and critically, and appreciate the fact that evidence can be interpreted in different ways
- use imagination and evidence to reconstruct elements of the past
- communicate historical understanding in a variety of ways,

- using appropriate language and other techniques or media
- develop an appreciation of the perspectives and motives of people in the past and accept that individuals and events should be understood in their historical context
- be aware that the attitudes and behaviour of people may be influenced by their understanding of the past and by their past experiences
- respect and value a range of opinions and acquire open, questioning attitudes to the beliefs, values and motivations of others
- develop tolerance towards minorities in society and appreciate the contribution of various ethnic, cultural, religious and social groups to the evolution of modern Ireland
- develop a sense of personal, local, national, European and wider identities through studying the history and cultural inheritance of local and other communities
- develop a sense of responsibility for, and a willingness to participate in the preservation of heritage.

### Islamic Ethos

Each class will implement the cultural and religious ethos of the school in their teaching of History. It will be integrated the following way.

A selection of stories from The Silk Road eg. The Stonecutter who was Never Satisfied, The Goose that laid the Golden Eggs, The Fable of the Lion and the Hare. A selection of stories from 1001 Nights eg Sinbad, Scheherazade (see [www.storynory.com](http://www.storynory.com)) The Hajj, Aladdin, Early societies of Tigris and Euphrates Valleys, Ibn Battuta, Ramadan and Eid al Fitr, Ali Baba, The Crusades and Salahaddin

### Curriculum Planning Strands and Strand Units

Table of Content	Junior/Senior Infants	
Month	Strands	Strand Units
September	Myself and my family	Myself My family or the family of a person known to me
October	Myself and my family	My family
	Story	Stories
November	Myself and my family	My family or the family of a person known to me

	Story	Stories
December	Myself and my family	My family or the family of a person known to me
January	Myself and my family	My family or the family of a person known to me
	Story	Stories
February	Myself and my family	Myself
	Story	Stories
March	Myself and my family	Myself
	Story	Stories
April	Myself and my family	My family or the family of a person known to me
	Story	Stories
May	Story	Stories
June	Story	Stories

Table of Contents 1 <sup>st</sup> and 2 <sup>nd</sup> Class		
Month	Strands	Strand Units
September	Myself and my family	Myself
	Myself and my family	My family or the family of a person known to me
	Myself and my family	Games in the past
	Myself and my family	Feasts and festivals in the past
October	Myself and my family	When my grandparents were young
	Myself and my family	Myself
	Change and	Continuity and change in the local environment

	continuity	
<b>November</b>	Story	Stories
	Story	Stories
<b>December</b>	Myself and my family	Games in the past Feasts and festivals in the past
	Change and continuity	Continuity and change in the local environment
<b>January</b>	Myself and my family	When my grandparents were young
	-Myself and my family -Story	-Myself -Stories
<b>February</b>	Myself and my family	When my grandparents were young
	Myself and my family	My family or the family of a person known to me
<b>March</b>	Story	Stories
	Story	Stories
	-Myself and my family -Story	-Feasts and festivals in the past -Stories
<b>April</b>	Myself and my family Change and continuity	When my grandparents were young Continuity and change in the local environment
	Story	Stories
<b>May</b>	Story	Stories
	Story	Stories
<b>June</b>	Story	Stories
	Story	Stories

<b>Table of Contents 3<sup>rd</sup> and 4<sup>th</sup> Class</b>		
<b>Month</b>	<b>Strand</b>	<b>Strand Unit</b>
September	Local Studies	Select <b>two</b> strand units to cover from the following: <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> </ul>
October		

		<ul style="list-style-type: none"> <li>• Buildings, sites or ruins in my locality</li> <li>• My locality through the ages</li> </ul>
November	Story	<p>Stories from the lives of people in the past</p> <p>Possible people:</p> <ul style="list-style-type: none"> <li>• Martin Luther King</li> <li>• Mother Teresa</li> <li>• Mahatma Gandhi</li> <li>• Elizabeth Fry</li> <li>• Edward Jenner</li> <li>• Salahuddin</li> <li>• Ibn Battata</li> <li>• Muhammad Ali Jinnah</li> </ul>
December		<p>Myths and legends</p> <p>Possible myths and legends:</p> <ul style="list-style-type: none"> <li>• Salmon of Knowledge</li> <li>• Tír na nÓg</li> <li>• Cú Chulainn</li> <li>• Ten Suns, A Chinese Legend</li> <li>• The Blind Men and the Elephant, Buddhist Legend</li> <li>• Heracles, the Greek hero</li> <li>• Arabian Nights</li> </ul>
January	Early people and ancient societies	<p>Select <b>one</b> strand unit to cover from the following:</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> </ul>
February		<p>Select <b>one</b> strand unit to cover from the following:</p> <ul style="list-style-type: none"> <li>• Central and South American peoples e.g. Aztecs</li> </ul>

		<ul style="list-style-type: none"> <li>• Asian peoples e.g. People of the Indus valley, Ch'in and Han Empires of China</li> <li>• African peoples e.g. Benin peoples</li> <li>• North American peoples e.g. Native American peoples</li> <li>• Australian peoples e.g. Maori</li> </ul>
March April	Life, society, work and culture in the past	Select <b>two</b> strand units to cover from the following: <ul style="list-style-type: none"> <li>• Life in Normal 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>
May June	Continuity and change over time	Select <b>two</b> strand units to cover from the following: <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> <li>• Caring for the sick</li> </ul>

5 <sup>TH</sup> and 6 <sup>TH</sup> Class		
Month	Strand	Strand Unit
September	Local Studies	Select <b>two</b> strand units to cover from the following: <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>

October	Story	Stories from the lives of people in the past	Possible people to choose from: <ul style="list-style-type: none"> <li>• Martin Luther King</li> <li>• Rosa Parks</li> <li>• Mother Teresa</li> <li>• Mahatma Gandhi</li> <li>• Salahuddin</li> <li>• Ibn Battuta</li> <li>• Muhammad Ali Jinnah</li> <li>• Elizabeth Fry</li> <li>• Edward Jenner</li> <li>• Tutankhamun</li> <li>• Linda Brown</li> <li>• Kevin Barry</li> <li>• Eleanor Roosevelt</li> <li>• Mary Robinson</li> <li>• Golda Meir</li> <li>• Emmeline Pankhurst</li> <li>• Marie Curie</li> <li>• Ada Lovelace</li> <li>• Ann Makosinski</li> <li>• Margaret Hamilton</li> <li>• Maria Montessori</li> </ul>
November	Early people and ancient societies	Select <b>one</b> strand unit to cover from the following: <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>• Early Islamic civilisation</li> <li>• Egyptians</li> <li>• Greeks</li> <li>• Romans</li> <li>• Celts</li> <li>• Early Christian Ireland</li> <li>• Vikings</li> </ul> <hr/> Select <b>one</b> strand unit to cover from the following: <ul style="list-style-type: none"> <li>• Central and South American peoples e.g. Aztecs</li> <li>• Asian peoples e.g. People of the Indus</li> </ul>	

		valley, Ch'in and Han Empires of China <ul style="list-style-type: none"> <li>• African peoples e.g. Benin peoples</li> <li>• Middle Eastern peoples and societies</li> <li>• North American peoples e.g. Native American peoples</li> <li>• Australian peoples e.g. Maori</li> </ul>	
December	Story	Myths and legends	Possible myths and legends to choose from: <ul style="list-style-type: none"> <li>• Fionn Mac Cumhaill</li> <li>• The Legend of Diarmuid and Gráinne</li> <li>• Salmon of Knowledge</li> <li>• Tír na nÓg</li> <li>• Cú Chulainn</li> <li>• Ten Suns, A Chinese Legend</li> <li>• The Blind Men and the Elephant, Buddhist Legend</li> <li>• Heracles, the Greek hero</li> <li>• Hades, Zeus, and the King of Corinth</li> <li>• Norse mythology e.g. Thor</li> <li>• Quranic stories</li> <li>• Arabian Nights</li> </ul>
January	Life, society, work and culture in the past	Select <b>one</b> strand unit to cover from the following: <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 19<sup>th</sup> and early 20<sup>th</sup> century Ireland</li> <li>• Life during World War II</li> <li>• Life in Ireland since the 1950s</li> </ul>	
February & 2 weeks of March	Eras of change and conflict	Select <b>two</b> strand units to cover from the following: <ul style="list-style-type: none"> <li>• The Renaissance</li> </ul>	

		<ul style="list-style-type: none"> <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 19<sup>th</sup> century Ireland</li> <li>• Changing roles of women in the 19<sup>th</sup> and 20<sup>th</sup> centuries</li> <li>• World War 1</li> <li>• Modern Ireland</li> </ul>
Remainder of March & April	Politics, conflict and society	<p>Select <b>two</b> strand units to cover from the following:</p> <ul style="list-style-type: none"> <li>• 16<sup>th</sup> and 17<sup>th</sup> 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>
May June	Continuity and change over time	<p>Select <b>two</b> strand units to cover from the following:</p> <ul style="list-style-type: none"> <li>• Homes. Housing and urban developments</li> <li>• Nomadism - Beduoin and Toureg cultures</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> <li>• Barter, trade and money</li> </ul>

### Skills and Concepts Development

The following skills and concepts will be developed as the strands and strand units are covered in each class range.

Classes	Skills and Concepts
Junior and Senior Infants	<p data-bbox="304 365 647 398">Working as an historian</p> <p data-bbox="304 398 620 432"><b><u>Time and chronology</u></b></p> <ul data-bbox="336 432 1362 633" style="list-style-type: none"> <li data-bbox="336 432 1362 510">• Become aware of and discuss the sequence of events in simple stories about the past</li> <li data-bbox="336 510 1362 633">• 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</li> </ul> <p data-bbox="304 678 533 712"><b><u>Using evidence</u></b></p> <ul data-bbox="336 712 1374 801" style="list-style-type: none"> <li data-bbox="336 712 1374 801">• Encounter some simple historical evidence: family photographs, own clothes worn when younger, buildings</li> </ul> <p data-bbox="304 846 544 880"><b><u>Communication</u></b></p> <ul data-bbox="336 880 1321 999" style="list-style-type: none"> <li data-bbox="336 880 1321 999">• communicate an awareness of stories from the past in a variety of ways: listening to and retelling stories, drama, art work information and communication technologies</li> </ul>

First and Second  
Class

Working as an historian

**Time and chronology**

- 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

**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 their 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, information and communication technologies

**Empathy**

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

<p>Third and Fourth Class</p>	<p>Working as an historian</p> <p><b><u>Time and chronology</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish between the past, present and future</li> <li>• Develop an understanding of time and chronology through comparing the relative ages of people, objects and events</li> <li>• Record information about people and events in the past using simple timelines</li> <li>• 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</li> <li>• 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</li> </ul> <p><b><u>Change and continuity</u></b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of change and continuity by exploring similarities and differences between the past and the present</li> </ul> <p><b><u>Cause and effect</u></b></p> <ul style="list-style-type: none"> <li>• Discuss the reasons for, and the effect of, some events and changes in the past</li> </ul> <p><b><u>Using evidence</u></b></p> <ul style="list-style-type: none"> <li>• Examine and use a wider range of historical evidence, especially that which may be found in the locality or which is connected with local history: photographs, pictures, objects, memories of older people, buildings, stories and songs, written sources, films, other media, information and communication technologies</li> <li>• Ask questions about a piece of evidence</li> <li>• Summarise information in, and make simple deductions from, a single source of evidence</li> </ul> <p><b><u>Synthesis and communication</u></b></p> <ul style="list-style-type: none"> <li>• Use evidence and imagination to</li> </ul>
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reconstruct elements of the past: a game played by grandparents when they were young, conversation between two historical characters, appearance of an ancient rath

- Communicate this understanding of the past in a variety of ways: oral language, writing, drama, art work, modelling, other media, information and communication technologies

**Empathy**

- Imagine and discuss the feelings and motives of people in the past.

<p>Fifth and Sixth Class</p>	<p>Working as an historian</p> <p><b><u>Time and chronology</u></b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of time and chronology so as to place people, objects and events within a broad historical sequence</li> <li>• Record people and events in the past using a variety of simple timelines</li> <li>• Use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period : Stone Age, 600 BC, Early Christian Ireland, Ré na mBard, Georgian period</li> </ul> <p><b><u>Change and continuity</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b><u>Cause and effect</u></b></p> <ul style="list-style-type: none"> <li>• Recognise some factors which may have caused, prevented or delayed changes in the past</li> <li>• Appreciate that events usually have a number of causes and outcomes</li> </ul> <p><b><u>Using evidence</u></b></p> <ul style="list-style-type: none"> <li>• Examine and use critically a wide range of historical evidence: photographs, pictures, objects, memories of older people, buildings, stories and songs, written sources, films, other media, information and communication technologies</li> <li>• Develop some skills in the location and selection of evidence</li> <li>• Distinguish between primary and secondary sources</li> <li>• Ask questions about a piece of evidence</li> <li>• Compare accounts of a person or event from two or more sources</li> <li>• Make simple deductions from evidence</li> <li>• Recognise that evidence may be incomplete or biased</li> <li>• Appreciate that evidence can be interpreted in a number of ways</li> </ul> <p><b><u>Synthesis and communication</u></b></p> <ul style="list-style-type: none"> <li>• Select and organise historical information</li> </ul>
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- Use imagination and evidence to reconstruct elements of the past: events of a 19th-century school day, emigration scene during famine times, appearance of a crannóg settlement, a letter or diary written by an historical character
- Communicate this understanding of the past in a variety of ways: oral language, writing, drama, art work, modelling, other media, information and communication 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.

## **Approaches and Methodologies**

The Muslim National School recognises that one of the keys to the successful teaching of history is the use of a broad range of classroom approaches and methodologies.

We will endeavour to use the following methodologies throughout the school:

- Active Learning  
This is a key principal of the overall curriculum. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned.  
Examples of active learning activities used include role play, indoor and outdoor games, pictorial games and visual arts.
- Talk and Discussion  
Much emphasis is placed on the use of talk and discussion. Think, pair and share and debating are approaches used regularly as part of talk and discussion.
- Collaborative and Co-operative Learning.  
*Examples of approaches includes the use of:*
  - games
  - group work
  - project work
  - photographs and pictures
  - paired work
  - written activities
  - worksheets
- Classroom Visitors  
Where appropriate parents and members of the local community may be invited into the class, by the appropriate teacher, to give oral evidence or tell stories relating to the history curriculum for that class level. In the event of a visitor coming into a class the class teacher should remain in the class throughout the visit.
- Story  
Using stories is one of the most basic and fundamental approaches in the teaching of history. Story telling develops the skills of sequencing, oral language, questioning, listening and use

of imagination. Stories can be used as independent units of work or can act as a stimulus for the introduction of a unit of work.

- Using ICT  
In the Muslim National School we recognise the importance of ICT in the successful teaching and learning of history. Teachers are encouraged to use ICT in an engaging and enjoyable manner for the benefit of all pupils.
- Personal and Family History  
This provides an ideal starting point for the study of the past. It allows the pupils to develop an understanding of change and continuity, timelines and the exploration of evidence.
- Using Artefacts and Documentary Evidence  
Opportunities to observe, handle, examine, question, compare, make deductions and draw conclusions from historical evidence are of great importance in developing the pupils' understanding of historical concepts, ideas and ways of living.
- Use of the Environment  
The environment in which the pupils live or attend school in can be an important source of evidence about the past. Providing opportunities for the pupils to explore the locality can assist in fostering their aesthetic awareness, promoting a sense of responsibility, developing a sense of local identity and make the study of local events and people more relevant.

## **Linkage and Integration**

### Linkage

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

### Integration

In the Muslim National School we agreed with the assertion made in the

Primary School Curriculum that while history makes an important and distinctive contribution to the development of the child, historical education complements the growth of the child's geographical and scientific learning and with this in mind we will ensure to look for opportunities whereby elements from the history, science, geography curricula may be explored concurrently. Using systematically planned integrated themes or topics will be one way to achieve this. We are conscious not only to seek out opportunities to integrate content, but also to be mindful of opportunities for transferral and application of skills. We also acknowledge the scope that exists to integrate history with other subject areas.

### **Multi-grade Teaching**

- Depending on pupil numbers and class sizes, multi-grade classes can feature in the Muslim National School. When this happens the pupils in these classes are taught the relevant strands and strand units for their class level.
- In some multi-grade classrooms small flexible groups are regular features of classroom life.
- All children will be encouraged to participate in all activities through the use of co-operative activities. We will also give encouragement and acknowledge good effort wherever possible. Our main aim is to set activities close to each child's ability level but at the same time challenging them to improve their performance. Reasonable targets will be set for all children at individual, pair and small group levels.

### **Assessment and Record Keeping**

As in all areas, assessment is an integral part of the teaching and learning in SESE. Assessment will fulfil the following roles:

- Diagnostic - to identify areas of difficulty in order to respond to the needs of the children.
- Summative - to establish the outcomes of learning after completing a unit of work. This can provide the essential information for reporting and communicating to parents.
- Evaluative - to assist teachers in their own practice, methodologies, approaches and resources.

Assessment in History must seek to measure and report the child's progress and achievements in all aspects of the curriculum. We

will assess the following:

- Progress in children's knowledge about the past
  - Children's ability to use and the development of historical skills
  - Development of children's attitudes, interests, critical thinking skills
- In the Muslim School we will use the following assessment tools for the purpose of assessment in history in order to enhance the learning experience of the child:

These will include:

- Teacher observation
- Teacher designed tasks and tests
- Work samples and projects

#### **Children with Different Needs**

- It is important that all children experience a rounded social, environmental and scientific education. In the Muslim National School we are aware of the distinct role history can play in the harmonious development of each and every child. We will do our best to ensure that all children have the opportunity to experience a rounded historical education. In the same way we will endeavour to provide for individual difference in every curricular area, we will also strive to make the history curriculum accessible to as many children as possible. History plays a pivotal role in education so we will strive to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities.
- Teachers will use a mixture of whole-class teaching and group/paired work.
- Teachers will use a variety of questioning techniques, ranging from recall questions to more complex and analytical questions so that all children are challenged but also experience success.
- Different ways of recording and communicating findings will be encouraged  
e.g. ICT, drawing, oral reports, models.
- Content, methods of recording and desired learning outcomes will be differentiated for children with learning difficulties and for children with exceptional ability/interest

#### **Equality of Participation and Access**

The Muslim National School recognises and values diversity and believes all children are entitled to access the services and facilities that are available in the school environment. As a Coeducational school, we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation etc.

In keeping with the recommendations in the Primary School Curriculum Introduction (pg 70) and the increased Literacy and Numeracy time allocations a minimum of 2 hours 15 minutes will be allocated to S.E.S.E. in the Infant classes and 3 hours will be allocated to S.E.S.E. from First to Sixth classes per week.

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

- using a thematic approach
- working on a project
- exploring the local environment
- Devising and undertaking a local trail
- Visiting a local museum

Teachers will consider the use of discretionary curriculum time for S.E.S.E. where appropriate.

### **Resources and ICT**

Access to an adequate supply of suitable teaching materials is essential for the development of a holistic approach to the teaching of History.

- Resources and posters are stored in classrooms appropriate to their level.
- Teachers are provided with teacher's manuals and resource books to supplement the class text.
- Teachers are encouraged to share materials and ideas with their colleagues.
- Each class is equipped with a computer with internet access and a projector.
- Class textbooks are evaluated each year and changed if necessary.

### **Health and Safety**

Outdoor work will be based in areas that are accessible and safe for all children, teachers and helpers. Preliminary visits to the site by teachers may be necessary to identify possible hazards. In the Muslim School we will consult the school's safety statement for advice on safety during such activities

### **Individual Teacher's Planning and Reporting**

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

From Junior Infants to Second Class all strands and strand units will be covered each year as outlined in the curriculum.

A spiral approach (pg 37 and 57 of the History Primary School Curriculum is in place in the curriculum for Third to Sixth Classes. All strands are covered each year with a selection of strand units chosen.

Teachers will report on work completed in the Cúntas Miosúil. These are kept in individual teacher's planning folders and in a central folder in the principal's office.

Teachers also keep long-term plans.

### **Staff Development**

Staff are encouraged to attend history courses provided by Blackrock Education Centre or their local education centre. In addition, details of courses run by other organisations are displayed in the staffroom. Staff members are invited to raise any concerns regarding the teaching of history or the implementation of this policy at scheduled staff meetings.

### **Parental Involvement**

Our History policy is being communicated to the parents for observation and to provide opportunities for the parents to forward observations on the draft policy before final ratification by the co-managers.

Parents/grandparents have an important role to play as tellers of historic events that can be shared with the children. Parents are encouraged to help in the delivery of the history programme by:

- Participating in interviews and surveys.
- Talking with their children about family history.

- Parents from other countries will be encouraged to share their heritage with the rest of the school if they so wish and if it is appropriate

### **Community Links**

Parents and other members of the wider community who could make a positive contribution to the history programme will be invited into the class or school to share their knowledge and expertise with the pupils.

The policy can also be supported by using the following local services: local library, local newspapers and local places of interest.

### **Places of Historical Interest**

Effort will be made to incorporate places of historical interest into the annual school tours. In addition, other trips to places of historical interest may be organised throughout the year where relevant to the history curriculum.

The following is a list of places of historical interest the pupils may visit

- Dublin Castle
- Kilmainham Gaol
- The Garden of Remembrance
- National Museum of Archaeology and History
- The National Museum of Decorative Arts and History
- The National Museum of Natural History Phoenix Park Visitor Centre
- Collins' Barracks
- Dublinia
- Jeanie Johnson
- Croke Park
- The GPO
- Newgrange
- Marley House
- Kilruddery House

### **Success Criteria**

The Muslim National School will know the policy has been implanted through the following criteria:

- Teacher's planning based on the content of this policy.
- Procedures outlined in this document being consistently followed.

We will know the policy has been successful through the following criteria:

- Pupils' understanding of historical concepts and ideas being developed.
- Pupil's interest in History as a subject being extended.

### **Implementation**

#### **A. Roles and Responsibilities**

This policy will be supported and implemented by the Co-Managers, the principal and the teaching staff in the Muslim National School. Class teachers should show evidence of using this policy in their short and long term planning.

The principal will inspect planning to ensure the policy is being followed in each class. The Board of Management will ratify the policy.

### **Review**

#### **Roles and Responsibilities**

The Board of Management, the principal and the teaching staff will be responsible for reviewing the History policy.

### **Ratification and Communication**

A copy of the ratified policy was distributed to all teaching staff in the school. This policy is available in the office or on the school website for inspection. Should parents wish to view the policy in the office they can do so on appointment.

Useful Websites for history planning/lesson content:

- [Ncte.ie/Viking](http://Ncte.ie/Viking)
- [Irishclans.com](http://Irishclans.com)
- [Bbc.co.uk/schools/primary history](http://Bbc.co.uk/schools/primary%20history)
- [Schoolhistory.co.uk](http://Schoolhistory.co.uk)
- [History.co.uk](http://History.co.uk)
- [Besthistorysites.net](http://Besthistorysites.net)
- [Findarticles.com](http://Findarticles.com) (online history magazine)
- [Askaboutireland.ie](http://Askaboutireland.ie)
- [Classzone.com](http://Classzone.com)

- [Historylearningsite.co.uk](http://Historylearningsite.co.uk)
- [Interactivesites.weebly.com/social studies](http://Interactivesites.weebly.com/social-studies)
- [Playinghistory.org](http://Playinghistory.org)
- [Primarygames.com/social studies](http://Primarygames.com/social-studies)
- [Learninggamesforkids.com](http://Learninggamesforkids.com)
- [Primary Resources](#)
- [Twinkl.co.uk](http://Twinkl.co.uk)
- [Tes.com](http://Tes.com)
- [Seomraranga.comworldhistorymrdonn.org](http://Seomraranga.comworldhistorymrdonn.org)
- [Wartgames.com](http://Wartgames.com)
- [Songsforteaching.com](http://Songsforteaching.com)
- [Duchas.ie](http://Duchas.ie)
- [Census.ie](http://Census.ie)
- [Itsabouttime.ie](http://Itsabouttime.ie)

#### **Timeframe & Review**

The policy will be implemented fully by all staff .

#### **Communication**

This policy will be made available to all staff. It will be also placed on Aladdin .



**Muslim National School**  
Seek knowledge from the cradle to the grave

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This Policy was approved by the Board of Management at its meeting on 30<sup>th</sup> January, 2025

Signed: 221 Tawashi

Date: 30/01/2025

Chairperson of the Board of Management

Signed: John O'Donnell

Date: 30/01/2025

School Principal