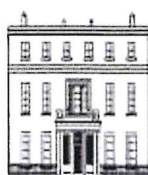




School Policy For History

September 2023



AN ROINN
OIDEACHAIS AGUS SCILEANNA
DEPARTMENT OF
EDUCATION AND SKILLS



Introductory Statement

We aim through this plan, drawn up in accordance with the history curriculum, to set out our approaches to the teaching and learning of history. 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 our school. The plan was developed in the 2020/2021 school year by school staff and revised in September 2023 by the In-school Management Team.

Rationale

We recognise History as an integral element of Social, Environmental and Scientific education. We recognise the distinct role History has to play in enabling the child to explore and understand the natural, human, social and cultural environments in which he/she lives. We hope that historical education in our school will enable the child to investigate and examine critically significant events in their own immediate past, the past of their families and local communities and the histories of people in Ireland and other parts of the world. We believe that History develops an understanding of the actions, beliefs and motivations of people in the past and is fundamental to an informed appreciation of contemporary society and environments. We view history as having a distinct but complementary role together with geography and science within SESE and as a contributor to the wider child centred curriculum.

Vision

It is the ethos of our school to enable each and every child to reach his/ her full potential. We are aware of the contribution SESE makes to the harmonious development of the child. We hope that by creating opportunities for children to experience a rounded historical education that is not exclusively focused on the transmission of a body of knowledge but that allows children to work as historians children will help children to understand more fully the world in which they live, how events and personalities have shaped the home, locality and wider environments in which they exist. It is our vision that history in our school will enable children to understand the present by exploring the past before they begin to look towards the future.

Aims

We endorse the aims of the SESE History curriculum as outlined on Page 12 of the SESE History Curriculum Statement.

- To develop an interest in and curiosity about the past.
- To make the child aware of the lives of women, men and children in the past and how people and events had an impact on each other.
- To develop an understanding of the concepts of change and continuity.
- To provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the 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 encourage children to recognise how past and present actions, events and materials may become historically significant.
- 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 enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts

Short Term Aims

- Audit of stories which will be used to enhance History.
- Development of age-appropriate timelines in each class.
- Collect and use different types of evidence for use in each class.

Curriculum Planning

Each teacher is familiar with the strands, strand units and content objectives for his/ her relevant class level and indeed for each other's class levels. We feel this is important in order to ensure a coherent programme throughout the school.

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

Strands and Strand Units	
Infants	• Myself and my family • Story
First and Second Class	• Myself and my Family • Change and Continuity • Story
Third and Fourth Class	• Local studies • Story • Early People and ancient studies • Life, society, work and culture in the past • Continuity and change over time
Fifth and Sixth Class	• Local studies • Story • Early people and ancient societies • Life, society, work and culture in the past • Continuity and change over time • Eras of change and conflict • Politics, conflict and society

Strands and Strand Units

We endorse the emphasis this curriculum places on the exploration of personal and family history at this level and are conscious of the sensitivities some aspects of these topics will require. We are aware of the requirements of the 'menu curriculum' as outlined in the Curriculum Statement regarding the number of Strand Units from each Strand that must be covered in each school year. We have chosen the correct number of Strand Units. Please see the Content Plan appended. In total we have selected 8 strand units for each class level.

From the strand entitled "Story", we have selected stories that will link in with the strand units chosen above. In total we will cover 11 strand units with each class level along with a selection of stories from the "Story" strand which are relevant to these strand units.

In choosing the Strand Units for 3rd to 6th classes, we are conscious of the spiral approach recommended in this curriculum, in which some aspects of the past may be explored in increasing detail at a number of levels.

We recognise that the curriculum recommends that in each year one strand unit in local history and one strand unit in national or world history is studied in more depth over a longer period and this has been taken on board in the development of our yearly plans from 3rd to 6th classes.

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

At all class levels we will strive to ensure a balance between the development of skills and the acquisition of knowledge in our teaching of history.

Skills and Concepts Developed

As outlined in our vision for history in our school we are not solely concerned with the transmission of a body of knowledge about the past, but also with ensuring children experience something of the way in which the historian goes about his/ her work. Each teacher is aware that the curriculum provides for the development of a growing range of historical skills and concepts. Each teacher is aware of the aspects of Working as a Historian that apply at each class level.

Infants: Page 18 Curriculum

We are aware that the skills and concepts developed by the children as they work as historians are:

- Time and Chronology
- Using Evidence
- Communication

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

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

1st and 2nd: Page 26 Curriculum

We are aware that the following skills and concepts will be developed by the children as they are provided with opportunities to engage with the History Curriculum and to work as historians:

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

Strategies we will use to develop the child's ability to work as a young historian at this level will include:

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

3rd and 4th: Page 40 Curriculum

We are aware that children will continue to develop these skills and concepts through engagement with the History Curriculum and by having the opportunity to Work as Historians:

- Time and chronology
- Change and continuity
- Cause and Effect
- Using evidence
- Synthesis and communication
- Empathy

Strategies we will use to develop the child's abilities to work as a young historian at this level will include:

- Using timelines for children to record information about people and events
- Examining and using a wider range of historical evidence: photographs, pictures, objects, memories of older people, buildings, stories, songs, written sources, films, other media, ICT.

- Encouraging children to ask questions about a piece of evidence
- Enabling children to summarise information in and make deductions from a single source of evidence
- Providing opportunities for children to use evidence and imagination to reconstruct elements of the past and communicate this understanding in a variety of ways.

5th and 6th: Page 60 Curriculum

We are aware of the skills and concepts that children in 5th and 6th classes will continue to develop through engagement with the History Curriculum and by having the opportunity to Work as Historians:

- Time and chronology
- Change and continuity
- Cause and Effect
- Using evidence
- Synthesis and communication
- Empathy

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

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

All teachers will endeavour to include a balance between the development of these skills and the acquisition of knowledge when designing their short- and long-term planning and when implementing it in the classroom

Approaches and Methodologies

Our History Curriculum asserts that one of the keys to successful history teaching is the use of a broad range of classroom approaches and methodologies. We plan to use the key methodologies of the primary school curriculum in the teaching of History.

- Active learning
- Use of the environment
- Talk and discussion
- Cooperative learning
- Problem solving
- Developing skills through content

In addition to this we are aware of the variety of approaches and methodologies outlined as particularly suited to History and will endeavour to employ the following methodologies:

- Story; we intend to carry out an audit of suitable stories and fiction books from our library for use in our History classes. We will consult pg. 65-71 of the Teacher Guidelines for guidance in this methodology.
- Personal and family history; this methodology is an ideal starting point for exploring the past especially with our younger classes. Parents, grandparents, and other family members will be encouraged to share family history with our children. We will consult pg. 72 - 75 of the Teacher Guidelines for guidance in this methodology.
- Using Artefacts; we will gather a selection of artefacts for using evidence as a methodology. Typical artefacts will be older clothes, shoes, vinyl records, old mobile phones, old textbooks, artefacts do not all have to be ancient ones. We will consult pg. 81 - 86 of the Teacher Guidelines for guidance in this methodology.
- Drama and role play; activities such as hot seating, conscience alley, and drama through story are ways in which children will empathise with people of the past and recreate human experience. We will consult pg. 109 - 113 of the Teacher Guidelines for guidance in this methodology.
- Using pictures and photographs; We will use historical photographs of our locality and also study a range of photos from famous collections, famous paintings and calendars. Collections such as the Lawrence Collection (www.nli.ie) will be ideal to use for activities around Change and Continuity. We will consult pg. 87 - 98 of the Teacher Guidelines for guidance in this methodology.

Use of the Environment

We will consult pgs 99 - 103 of the Teacher Guidelines for guidance in this methodology. We will also refer to the Geography Teacher Guidelines pg. 74- 78 in this regard.

- Oral evidence; We aim to try and make incidents and aspects of the past real for the children through the use of this methodology. Classes will experience visits from older people in the locality and children will have opportunity to interview older people as part of their homework. We will consult pg. 77 - 80 of the Teacher Guidelines for guidance in this methodology.
- Documentary evidence; We intend to gather old newspapers, birthday cards, postcards, magazines, receipts, census returns, and marriage, birth and death certificates for lessons relating to myself, my home and my school. Sensitivity to children's personal circumstances will be exercised and careful thought given to the selection of these documents. We will consult pg. 104 - 108 of the Teacher Guidelines for guidance in this methodology.
- Use of ICT; We will make use of suitable software programmes and the internet to enhance our teaching of History. See inventory of ICT software and useful history websites in appendix. We will consult pg. 114 of the Teacher Guidelines for guidance in this methodology.

We have prioritised the following methodologies:

- Story
- Use of evidence particularly documentary evidence, photographs and artefacts
- Use of the environment.

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. This is particularly evident in our choice of stories which link in with the selected strand units. Line of Development studies chosen from the strand "Change and Continuity over time" in 3rd – 6th classes will also reflect linkage across the strand units which we have selected.

Integration

We agree with the assertion made in the Curriculum Statement page 9 that while history makes an important and distinctive contribution to the development of the child, historical education complements the growth of the child's geographical and scientific learning. With this in mind, we will ensure to look for opportunities whereby the elements from the history and science and geography curricula may be explored concurrently.

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.

- Oral Language – Discussion of historical events and use of story with emphasis on language of Time.
- Literacy – Reading and writing of stories, myths, legends, and records.
- Mathematics – Use of timelines
- Visual Arts – Analysis of paintings as evidence, work of famous artists and aesthetic changes in the environment over time.
- Drama – Role play, Hot seating Activities.
- SPHE – Myself and my Family.

Assessment

As in all subject areas Assessment is an integral part of the teaching and learning of SESE history. We as a staff have a common understanding of its purpose and the ways in which the progress of children in history will be assessed, documented and reported. Assessment in history will fulfil the following roles:

- A diagnostic role: to identify areas of difficulty in order to respond to the needs of the child
- A summative role: to establish the outcomes of learning after completing a unit of work. In this way assessment can provide the basis for reporting to and communicating with parents and others
- An evaluative role: to assist teachers in assessing their own practice, methodologies, approaches and resources

We recognise that assessment techniques used in history must seek to assess progress in

- Children's knowledge of the past
- Children's ability to use historical skills
- Children's development of attitudes

The assessment tools we will use will range from the informal means to the more structured approaches. Methods we will use are:

- Teacher observation of the child's learning as the history curriculum is being implemented.
- Teacher designed tasks and tests at the end of units of work.
- SESE History Checklists
- Work samples/SALF e.g., finished projects and artefact investigations. We will display the children's work in public areas of the school.

These records will inform the teacher of the progress of the child; the effectiveness of teaching methodologies employed and will also inform future planning. The assessment records will form the basis for reporting and discussing the child's progress. This information will be relayed at Parent Teacher Meetings and in annual school reports.

Children with Different Needs

As previously stated, we are cognisant of the distinct role history can play in the harmonious development of each and every child. As such we will strive to ensure that all children have the opportunity to experience a rounded historical education.

In the same way as we endeavour to provide for individual difference in every curricular area, we will also strive to make the history curriculum accessible to as many children as possible. In order to do this, we will consider:

- Using a mixture of whole class teaching and focused group work
- Choosing more accessible or more demanding pieces of evidence for different children.
- Use a range of questions spanning from simple recall to the more complex and analytical
- Planning for the use of a wide range of communication skills (Drawing, ICT, written and oral accounts, photographs and models.)
- The exceptional child will be encouraged to undertake additional research and record their findings in a variety of ways
- Content, methods of recording and desired learning outcomes will be differentiated for children with general learning difficulties.

All teachers are familiar with the 'NCCA Guidelines for Teachers of Students with General Learning Disabilities' and will consult these guidelines as appropriate.

Equality of Participation and Access

Equal opportunity will be given to boys and girls, mainstream or special class, to experience all strands and to participate in all class activities.

- Provision for children with physical difficulties will be made so that they can access the history curriculum.
- Children whose first language is not English will be supported in accessing the history curriculum also.
- Our studies will include one from local, national and international places
- Our history classes will place an emphasis on the lives of ordinary women, men and children of the past as is recommended in the curriculum.
- We will consider in our teaching of History the contribution made by women in the past as well as men.
- At all class levels we include the lives of men women and children from different social, cultural, ethnic and religious backgrounds.

We will consult the Intercultural Guidelines (NCCA) for guidance here.

Organisational Planning

Time

In keeping with the recommendations in the Primary School Curriculum Introduction (page 70) a minimum of two and quarter hours per week is devoted to SESE in infant classes and a minimum of three hours per week for classes 3rd to 6th.

One hour of this time will be spent on History.

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

- using a thematic approach
- working on a project
- exploring the local environment i.e. on a trail or fieldwork activity

Teachers will consider the use of discretionary curriculum time, which is 2 hours, for SESE when appropriate.

Resources and ICT

- We will use textbooks as a resource in our teaching of History.
- We will stock history textbooks and use as an occasional resource in a bid to reduce the emphasis on the textbook as a primary resource.
- We will invite children to bring in artefacts from home to be displayed in a temporary school museum
- We will compile DVDs and digital videos that can support the strand units been taught.

- We have access to the internet so we can use the web as a historical resource, and we have identified some useful websites.
- We will seek to acquire the following resources and materials: documentary evidence- birth certs, marriage certs, old letters, postcards, census etc, historical maps and old photographs
- We will compile packs to support teaching of certain topics, e.g., the Vikings

Health and Safety

Refer to school's Health & Safety Policy)

- Teachers will consult the principal whenever it is proposed to engage children in History activities in the environment. The school's policy on out of classroom activities will be consulted and provision made for adult help, suitable clothing, footwear, insurance, and transport.
- Before use in the classroom artefacts will be examined by the teacher and checked for potential danger i.e., sharp edges. Artefacts with small parts will not be used with infants

Individual Teachers' Planning and Reporting

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

- Each teacher will have a long-term plan for the year
- In third and fourth classes two strand units will be selected from each strand along with a selection of stories. We will ensure that two of these strand units chosen will be in depth studies each year. One of these in-depth studies will have a local focus and the other will have a national/international focus.
- In fifth and sixth class we will select two strand units from each strand. We will ensure that two of these strand units chosen will be in depth studies each year. One of these in-depth studies will have a local focus and the other will have a national/international focus. We will also cover a selection of stories for fifth and sixth.
- Where it is meaningful and suitable history will be taught in a thematic way to integrate with the other SESE subjects
- Cúntas míosúil will assist in recording work covered in evaluating progress in history and in informing future teaching
- Parents are informed of children's progress in history at parent teacher meetings and in end of year report cards

Staff Development

Teachers will have access to reference books, resource materials and websites dealing with history.

- Staff will be encouraged to research and try out new approaches and methodologies.
- The ISMT will be responsible for keeping resource material up to date and will arrange for opportunities for resources to be assessed for purchase and for new approaches to be piloted in the school
- Our school has a culture where teachers share their expertise, good experience and practice with others.

Parental Involvement

We will encourage parents to talk to their children about their personal and family history, this will also involve sourcing family photographs, lending artefacts for display and taking children to see historic places.

- Any special days, e.g., St. Brigid's Day 1st February
- Natives of other countries will be encouraged to share their heritage with their peers

Community Links

People in the local community who have an interest and knowledge of its history will be invited to speak with the children

- Naas Library will be a source of historical knowledge for the children i.e., documentary evidence, maps.
- The work of some national agencies relates to aspects of the history programme and we will welcome visits by speakers from these organisations, Duchais, The Heritage Council, Local county council, Archaeological survey of Ireland, National Roads Authority (sites on routes).

Success Criteria

We will review this whole school plan under the following headings:

- Are individual teachers preparing planning and teaching according to this plan?
- Are we using a variety of methodologies?
- How are the children's historical skills progressing?
- How well is historical knowledge being learned by the children?
- Are we adhering to the menu curriculum in history as outlined in this plan?
- Are we assessing our history as outlined in the plan?
- Have we acquired the resources we needed?

Ways of assessing this plan will include:

- Revisiting the plan as a staff
- Teacher feedback
- Parental feedback
- Children's feedback
- Inspectors reports and suggestions

Implementation

Roles and Responsibilities

The plan will be supported, developed and implemented by all staff members.

All staff will be responsible for:

- Historical audit of locality (Naas and surrounding area)
- Purchase, maintenance and storage of resources – ISMT
- The development of ICT as a tool for teaching and learning in History and the vetting of websites.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum. We aim to review this plan during the 2025-2026 school year. On this date we will refer to the tasks here in our action plan and check that they have been completed in accordance with the agreed timeframe.

Ratification of Policy

This policy is subject to review by B.O.M.

This policy was adopted by the Board of Management on **September 26th 2023.**

This policy has been made available to school personnel through a central shared folder. Parents can request a copy from the office and a folder of all school policies is available from the school office

Signed: _____
Chairperson of Board of Management

Signed: _____
Secretary/Principal

Date: 26/9/2023

Date: 26/9/2023

Date of next review: **September 2026**

Strand Units: Grid for Content

Story			
Junior Infants	Senior Infants	1st Class	2nd Class
Gingerbread man Goldilocks Room on a broom Billy Goats Gruff Peace at Last Little Robins red vest Story of Christmas 3 little pigs Elmer and the wind Rainbow Fish Salmon of Knowledge Titus' troublesome tooth The very hungry caterpillar Farmer Duck Story of St. Patrick Story of St. Brigid Story of St. Francis The Enormous Turnip	Hansel and Gretel 3 Little pigs A Squash and a squeeze The stickman The snowman Click, clack, Moo cows that type The story of Neil Armstrong Farmer Duck Pig in the pond The Gruffalo Gruffalo's Child The Snowman Little Red Hen Room on a Broom Children of Lir Princess and the Pea The Ugly Duckling Story of St. Patrick Story of St. Brigid Handa's Surprise Pig in the Pond Jack and the Beanstalk The tiny seed Éanna Ní Lamhna	The enormous Turnip Hans Christian Anderson The teddy bear Christopher Columbus Pablo Picasso The Brown Bull of Cooley St Brigid A train journey to school Keelings: a family business Stone Soup	The Hawthorn Tree Alexander Graham Bell Turlough O'Carolan and the Harp Snowy days now and then Famous German People Stephen Roche and the Tour De France The Winter Olympics Games The legend of Setanta The Heron and The Hummingbird Space travel through time Chris Hadfield – A famous astronaut The Titanic The submarine and John Philip Holland Vincent Van Gogh The story of St Patrick The story of St Brigid The story of Catherine McAuley
3rd Class	4th Class	5th Class	6th Class
Fionn and the Fianna Setanta The Wooden Horse of Troy Arthur and Excalibur Saint Brendan Christopher Columbus Tom Crean	The children of Lir St. Brigid Tuatha Dé Danann St. Colmcille Saga of Leif Erikson Princess Hase of Japan Great Irish musical maestros Amelia Earhart	Irish Inventors The Shepherd and the Daughters of the Sun Malala Yousafzai	The Epic of Sunjata Kitty Wilkinson Young People Changing the World
Myself and my family			
Junior Infants	Senior Infants	1st Class	2nd Class

Myself and my family Family members When I was a baby My first day at school Toys from the past Homes: Old and New Schools: Then and Now Clothes: Then and Now	This is me! My Birthday My Fact File Me last year, me now My hobbies How have I changed? My favourite toy Toys for different ages Toy timelines What were clothes like in the olden days? Sorting old and modern clothes Differences between old and modern clothes	My summer Holidays First Day at school now and then Family timelines Feasts & Festivals- Diwali- The festival of lights The history of Hallowe'en A cottage in the past Christmas in the past - an interview Winter traditions around the world Games from the past Toys 100 years ago and today Spanish festivals St Patricks Day Long ago , origins and traditions. The history of trains When Rosie was young Seaside holidays today and in the past My year in first class	All about me A timeline of possessions When I lost my front tooth The history of clocks Telephones in the past A winter interview Spring traditions near and far Dear Rosie... Favourite childhood places The first moon landing Seán, the boat builder Postcards from the past Memories from Second Class
Local Studies			
3rd Class	4th Class	5th Class	6th Class
Games and pastimes My family	My locality My school	Buildings, sites or ruins in my locality. Feasts and Festivals in the past	Museums Buildings, sites or ruins in my locality
Change and Continuity			
1st Class	2nd Class	3rd Class	4th Class
Household items from the past Explore a local landmark Weather instruments now and then Famous Irish bridges Newgrange and carrowkeel	The GAA and Croke Park Limerick - Now and Then	Food and farming Schools and education Transport	Homes through the ages Caring for the sick Building sites or ruins in my locality Transport
5th Class	6th Class		
Caring for the sick Energy and Power	Workshops and factories Transport		
Early people and ancient societies			
3rd Class	4th Class	5th Class	6th Class
The Stone Age People of the Tigris and Euphrates Rivers The Bronze Age Ancient Egyptians	Romans The Greeks Vikings The Celts Early Christian Ireland	Celts Central and south American peoples: The Incas	African peoples: Timbuktu and the Mali Empire Early societies of the Tigris and Euphrates valleys

Life, society, work and culture in the past			
3 rd Class	4 th Class	5 th Class	6 th Class
The Bronze Age Norman Ireland	Life in Ireland in the 19 th century- compare lives of a wealthy and poor family Life in Ireland in the 18 th Century- Daniel O'Connell and the penal laws, hedge schools. Life in mediaeval towns and countryside in Ireland and Europe	Language and culture in the late 19 th and early 20 th - century Ireland	Life during World War II
Eras of change and conflict		Politics, conflict and society	
5 th Class	6 th Class	5 th Class	6 th Class
The Renaissance Traders, explorers and colonisers from Europe	The Industrial Revolution Changing roles of women in 19 th and 20 th centuries	Ireland, Europe and the world, 1960 to the present. Revolution and change in America, France and Ireland	O'Connell and Catholic Emancipation 1916 Rising and the foundation of the state Revolution and Independence- War of Independence The Irish Free State

Places of interest in Naas:

St David's Castle. St David Church. The Moat, Town Hall, Court House, Old Garda Barracks, Court House Old British Post Box in Poplar Square with the crown on and regal insignia. Canal Basin: locks and canal, Devoy Quarter – Kildare County Council offices built on the site of the army barracks in the town, the old barracks used for filming of 'The Borstal Boy'. Statue of John Devoy in Poplar Square (Leader of Clan na nGael and financier of 1916 rising). Punchestown Race Course (200 years inexistence in 2023) Standing Stone at Punchestown, Jigginstown House, Killashee House. Old Convent. Famine Workhouse at the entrance to Nass General Hospital. The Fair Green. Donnelly's Hollow on the Curragh: Trenches on the Curragh – built and used to train soldiers for World War I. Curragh Camp

Resources: File from Naas Historical on staff share. Scoilnet. BBC. Co.Kildare online Electronic Journal. <http://www.heritageinschools.ie/> <https://www.askaboutireland.ie/learning-zone/primary-students/> (nice resources divided into classes) <http://kildarelocalhistory.ie/> <http://kildarelocalhistory.ie/> Various history museums around the world offer virtual tours

