



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Senior Cycle Level 2 Learning Programme: The Past in my Place Elective Module

For introduction to schools in September 2026.

Prepared by the National Council for Curriculum and Assessment (NCCA)

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Introduction

The Senior Cycle Level 2 Learning Programme (SCL2LP) consists of a range of curriculum areas, each designed on a modular basis. There are four curriculum areas at the heart of the SCL2LP: Numeracy; Communication and Literacy; Personal Care; and Electives. The Past in my Place is an elective module.

The Past in my Place is designed for a minimum of 60 hours of teaching time/class contact time over two years.

Module title	Recommended time in hours
The Past in my Place	60

Rationale

The Past in my Place elective module provides opportunities for students to engage, explore and connect meaningfully with their community.¹ This elective module is designed to make history accessible, relevant and engaging by focusing on the people, places and events that are part of the students' community. In this way, students will gain a better understanding of their community and this in turn supports students' sense of identity and belonging in their surroundings.

Students will gain an awareness of important landmarks, events and traditions in their local and wider community. By exploring the history of familiar people and places, students may identify how communities have changed over time and the contributions people, past and present, have made to their communities.

Learning about history promotes students' sense of identity and connection to their community. They will come to see themselves as part of an ongoing story, recognising how traditions, festivals and community values have been passed down through generations.

The development of students' understanding of their local and wider community contributes to the development of key competencies in senior cycle and vice versa. When this happens, all learning across senior cycle is supported and the development of important life skills that are essential to student independence are promoted. Students can benefit in many ways as they progress in learning pathways and as they transition to life beyond school.

¹ Community within the context of this module refers to a student's family, home, school, local or wider community.



Continuity and progression

This module progresses and builds upon students' learning and experiences at junior cycle. The Past in my Place supports the progression of the student's junior cycle key skills of Managing self, Staying well, Communicating, Being creative, Working with others, and Managing information and thinking. This module also promotes development and learning in areas such as literacy, numeracy, language, and motor coordination.

Students are given opportunities to demonstrate how learning acquired here can be linked to prior learning, to other senior cycle modules, curriculum areas, wider school activities and life outside of school. Students can extend their learning from the Priority Learning Unit (PLU) Living in the Community and Junior Cycle History, Geography, Civic, Social and Political Education (CSPE), and apply their learning across senior cycle modules such as Looking after my Environment, Area of Special Interest, Communication and Literacy, Numeracy, Drama and Visual Art.

This helps to reinforce learning and progress students' ability to communicate, interact, be creative, to express themselves, to explore their emotions, feelings and ideas and the perspectives of others in a variety of ways. This helps to provide a continuous learning experience for students throughout senior cycle. This supports students beyond school and provides students with a sense of achievement and confidence as they transition to the world of work, study or further services.



Teaching and learning

Exploring the past within a community or area supports an accessible entry point to the broader study of history. It provides students with the opportunity to engage in tactile and interactive learning experiences. Additional resources and real-world engagement opportunities strengthen students' enjoyment, exploration and appreciation of their past around them. As students become more aware and involved in their local and wider community, it forges a stronger sense of self and their identity as they recognise their role, their family's role and their school's role in creating history and their importance to their community.

Activities are the medium through which the learning outcomes can be achieved. Activities may reflect the diversity of students' communities. While some examples are listed, schools have the flexibility to provide their own activities depending on their own unique contexts. Examples of activities may include but are not limited to:

- Guided or student-/teacher-led tour of important landmarks, discussing their importance
- Visit to a local museum or heritage centre
- Guest speaker sharing stories of the past in their locality
- Students sharing their own story
- Interview a person with historical knowledge of the area
- Make a time capsule
- Artefact display to handle and explore artefacts and match them to pictures of where they were used or compare them to new items (such as household iron, radio)
- Past vs present photo sorting to compare old and new photos of the same street, building, transport, clothing
- Creating and modelling a historically accurate costume or series of costumes that might reflect an event in their history

- Timeline activities placing photos of community events in order (potential to make national and international connections)
- Class mural timeline—creating a wall display sequencing the local community's history with drawings/photos
- History day—students share a story or object linked to their history
- Students share their history
- Explore digital archives, books or photos of the area to learn about an aspect of local history
- Role-play—act out a day, event or aspect of life in the past that is linked to their community

Students will be supported to express their preferences and present their learning in a format of their choice. Students may like to engage in project work, by themselves or with others. Where appropriate, digital and assistive technology can be used to support learning and participation. Visual aids, adaptive tools and communication devices, electronic devices, visual and object cues, enhance learning and students' ability to engage with and enjoy the learning activity.

Retelling their own and local stories, contributing to group projects, all build students' confidence in expressing ideas and participating actively in collaborative learning. This elective module promotes essential learning such as sequencing, categorising, questioning, and using visual supports and schedules such as maps, photographs, artefacts, and timelines. As this module enables active, experiential and multisensory approaches to teaching and learning, students' problem-solving and observation can be enhanced in ways that are concrete and engaging.



Module: The past in my Place

Module descriptor

Students explore, engage with and enjoy the many aspects of their past. They develop an awareness and an appreciation of how their community changed over time and who helped change and influence it. This module supports students' awareness and curiosity about their family, home, school, local and wider community, developing an understanding of its importance in their lives and their importance within their community. Students are encouraged to present on an aspect of history to an audience using any format of their choosing.

Students learn about	Students should be able to
Building knowledge and understanding of their community's history	a. recognise key landmarks or places of importance in the community b. identify people in the community who have influenced its history c. recall significant events from the past such as fairs, festivals and historical events d. distinguish between the past and present by comparing photographs or objects e. recognise changes in their community over time such as transport, housing, schools f. match historical artefacts or pictures with the places where they belong in the community g. locate local places, events and landmarks h. sequence relevant historical events i. sort objects or images into categories such as "old" and "new" j. create a timeline of key events in the community's history k. describe the important contribution of a person to their community's history



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