



The Assembly Story

Areas of Learning:
The World Around Us – History
Language and Literacy

Learning Intentions

We are learning to:

- investigate the story of why we have the Assembly using a range of evidence;
- gain a sense of chronology by sequencing historical events on a timeline;
- practice memory and understanding by recalling events in sequence; and
- look at the causes and effects of change over time.

Statutory Requirements

Following the online and class activities will contribute to the following statutory requirements:

The World Around Us – History

Teachers should enable the children to develop knowledge, understanding and skills in:

Strand Four: Change Over Time

- how change is a feature of the human and natural world and may have consequences for our lives and the world around us; and
- ways in which change occurs over both short and long periods of time in the physical and natural world.

Language and Literacy

Teachers should enable the children to develop knowledge, understanding and skills in:

Writing

- participate in modelled, shared, guided and independent writing, including composing on-screen; and
- create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics.

Snapshots of History

3/8  

1939 World War II	1969 The Troubles
 The white building is painted with manure and tar to hide it from bomber planes at night. It takes seven years to clean the building after World War II ends. Traces of the paint can still be seen today! From 1941, the Royal Air Force (RAF) used the Senate Chamber in Parliament Buildings as a base, increasing the risk of attack.	 Nationalists march because they feel not treated fairly by the Northern Government. Marches soon end in violence between nationalists and unionists. The violence becomes deadly during the Troubles of 1969, when people are shot and killed. A long period of violence follows, known as 'The Troubles'.





Cross-Curricular Skills & Thinking Skills & Personal Capabilities

Following the online and class activities will provide the opportunity to develop the following skills and capabilities:

<p>Thinking, Problem-Solving and Decision-Making: Memory and Understanding*</p>	<p>When working with timelines in the Online and Follow-Up Activities, the children will have the opportunity to:</p> <ul style="list-style-type: none"> • sequence information on more complex historical timelines showing major changes and events; • develop their memories by recalling and restructuring experiences and stories from the past; • use words, phrases connected to the passing of time; and • examine evidence, make links between possible causes and effects and draw conclusions from a range of factual information.
<p>Managing Information Finding and Selecting*</p> <p>Using Information*</p> <p>Communication: Writing</p> <p>Using ICT: Express</p>	<p>Using the multimedia activities to explore evidence and research information to create their own newspaper article/timelines, the children will have an opportunity to:</p> <ul style="list-style-type: none"> • select appropriate sources of information to gain information about an aspect of the past, for example, use photographs, film, written evidence or make visits to a local museum or an interpretive centre; • locate, sort and present information in a variety of ways including spoken and written forms, for example, drawings, photographs or ICT and digital video; • develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes; and • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.

* The World Around Us – History TSPC Progression Framework can be downloaded from the KS1&2 section of the Northern Ireland Curriculum website at: www.nicurriculum.org.uk



Overview

Two Online Activities are available to explore The Assembly Story:

- Evolution of Devolution: a detailed timeline, with information targeted at older pupils. However, the illustrated symbols and media resources – period photographs and video – may be useful at Primary level for teacher led activities on the whiteboard.
- Snapshots of History: a timeline activity targeted at Primary children. An interactive storybook presents some of the key events leading to the creation of the Northern Ireland Assembly. The children snap the photographs in the book using their online camera. They are challenged to sequence them in the correct order when they reach the dark room.

The Starter Activity uses the Evolution of Devolution timeline to introduce the Assembly story and explore the term 'government.' The children can use the timeline to hunt for media evidence to help their investigation.

The children write an article for the Time Travelling News in Activity 1 of the Follow-Up Activities. In Activity 2, they create their own timeline and match key terms with the correct period.

Starter Activity

Begin with a teacher-led activity using the Evolution of Devolution timeline on the whiteboard. The activity can be found on the [Northern Ireland Assembly Education Service](http://www.niassembly.gov.uk/education-service/) website under **Primary > The Assembly Story**.

Note to the class that the Assembly Story in this book begins in 1905. Ask for volunteers to flick through the decades and events using the arrows at the bottom of the screen. The final symbol is of the Northern Ireland Assembly. Explain to the children that the Northern Ireland Assembly is a special power-sharing government unique to Northern Ireland today. Power is shared by the unionist and nationalist communities and other political parties. Northern Ireland did have other types of governments since it was created in 1920. However, it took all those years to agree the type of government that would be seen as fair by both communities in Northern Ireland:

- How many years are there in the Assembly Story of this book?
- Why did it take a long time to find a type of government everyone could agree on?
- What does a government do?
- What makes a good government?

The children should explore what makes a good government using a Mind Map*. For example, a good government should:

- make laws to try and improve life for everyone;
- give everyone equal opportunities;
- hold regular, fair elections to vote for who works in the government;
- let people know about the work it is doing; and
- allow the media freedom to report about the work of government to the people.

* Active Learning and Teaching Methods for Key Stages 1&2 booklet can be downloaded from the KS1&2 section of the Northern Ireland Curriculum website at: www.nicurriculum.org.uk

Ask the children what type of evidence would help them to investigate if the ideas on their Mind Map existed in Northern Ireland in the past? Get them to hunt for photographs or video footage on the Evolution of Devolution timeline, for example the photograph of the Belfast/Good Friday Agreement on the 1998 screen, or video footage of the Derry riots on the 1969–70 screen.

Online Activity

Recap on the Starter Activity – did the children find examples of media on the Evolution of Devolution timeline? How helpful is this type of evidence for finding out about events in the past?

Explain to the children that they are about to become time travelling photographers. Individually or in pairs, ask them to access the Snapshots of History activity under the **Primary > The Assembly Story** section of the [Northern Ireland Assembly Education Service](http://education.niassembly.gov.uk) website.

Review the instruction screen with the class to ensure the children understand how to use the activity. Their goal is to research each event in the book and record it by taking a snapshot with their camera. In order to take a snapshot of an event they should:

- hover over the photograph to see their camera; and
- click to record a “Snapshot” of that event.

They will go through to the darkroom when all eight photographs have been snapped. There the challenge is to peg the photographs in sequence by clicking and dragging them to the correct date on the line. Remind the children it is important to read the pages of the book. Remembering what each photograph is about will help them decide where to place it, for example World War II in 1939 will come before the Ceasefires in 1994. Can they recall the correct order without checking the book for help?

Related Activities

The **Primary** section of the [Northern Ireland Assembly Education Service](http://education.niassembly.gov.uk) website contains other multimedia resources which may be related to this activity:

The Evolution of Devolution

A detailed timeline of historical events 1900–1999 leading to the creation of the Northern Ireland Assembly.

Who Decides What?

Find out more about the decisions the Northern Ireland Assembly has responsibility for in the local community today.



Follow-Up Activities

Recap on the Online Activity by asking the children if they were able to arrange the photographs in the correct order without peeking at the book. Do they think reading the text along with noting the picture is a good way to memorise the sequence of events? Why?

Activity 1

Ask the children to choose one of the photographs they have taken as time travelling photographers in 1922, 1939 or 1995. They are going to use the photograph to write an article for the Time Travelling News about change over time at Parliament Buildings. The article should:

- report on how the selected event caused a change to the appearance and/or function of Parliament Buildings;
- describe any lasting consequences of that change on the building;
- contain the photograph from their time travelling journey; and
- include quotes from people the children may have spoken to while taking their photograph – the Optional Activity can assist with developing this idea.

Photographs of Parliament Buildings can be downloaded from the **Teachers > Primary** section of the [Northern Ireland Assembly Education Service](http://education.niassembly.gov.uk) website. A zip file of resources appears under The Assembly Story column of the table.

The children should use the Snapshots of History and Evolution of Devolution activities to research information for their articles. For example, they will find photographic evidence of how traces of black paint remain on the stonework of Parliament Buildings today by searching the 1932–41 screen of the Evolution of Devolution timeline. The library, internet or a visit to Parliament Buildings are other potential sources of information.

The children should use ICT to research and publish their article for display.

Optional Activity

When the children have researched each event, the information could be used to role-play interviews with people they may have encountered on their time travelling journey. For example:

- a builder involved in the construction of the new building;
- workers involved in painting Parliament Buildings with the cow manure paint;
- the supervisor overseeing the restoration of the Assembly Chamber after the fire; and
- significant politicians at each event, for example Sir James Craig as the first Prime Minister of Parliament Buildings, Sir Basil Brooke as the Minister of Agriculture witnessing the ploughing of the ground outside Parliament Buildings during the Dig for Victory campaign, or Sir Patrick Mayhew as the Secretary of State for Northern Ireland making a statement on the fire at Parliament Buildings in 1995.

Divide the class into pairs. Supervise as the children think about who it would be useful to interview for their article and the questions they would ask to get that person's perspective of the event. After preparation, the children should take turns to role-play the reporter and the interviewee. They should collect quotes from the interviews to include in their Time Travelling News articles.

Debrief by asking the children to feedback on their characters and questions. Discuss the value of oral evidence as another source of information about the past.





Activity 2

Recap on the Starter Activity, recalling the Mind Map about what makes a good government. When the children explored the photographs and video on the Evolution of Devolution timeline, did the evidence suggest that everyone was happy with the government? For example, if the photograph of the Belfast/Good Friday Agreement on the 1998 screen suggests that they were, what about the video footage of the Derry riots on the 1969–70 screen?

The Northern Ireland Assembly is a power-sharing government agreed through the Belfast/Good Friday Agreement. The people of Northern Ireland voted to have the type of government where unionists and nationalists share power.

The first Government of Northern Ireland was not a power sharing government and the nationalist community did not feel that they had equal rights. After the troubles began, the Northern Ireland Government was suspended and the Government in London took over responsibility for governing Northern Ireland. This was known as Direct Rule and it meant that all the laws for Northern Ireland were made in London.

New Words and Phrases

Government

Direct Rule

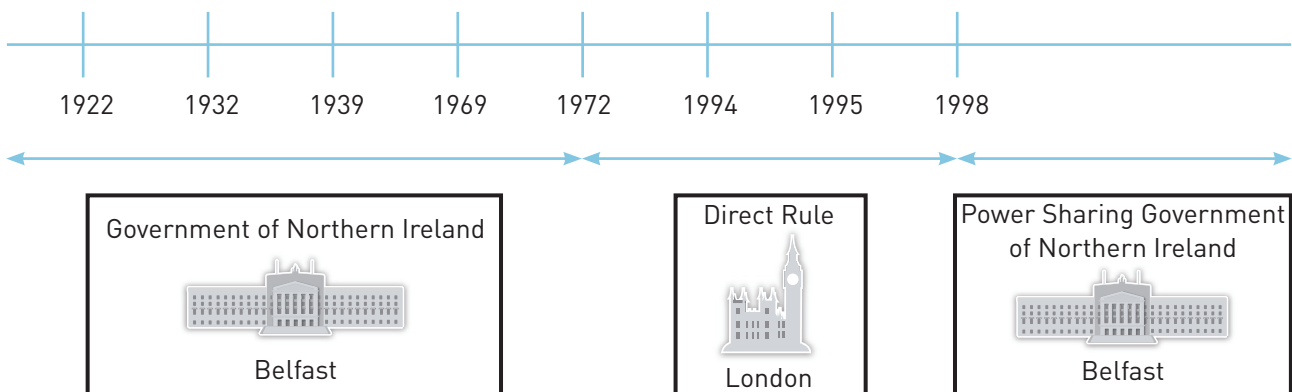
Power-sharing

Explain to the children that they are going to draw a Timeline of Government to display how the government of Northern Ireland has changed over time. To create the timeline:

- draw a line in the centre of the page; and
- mark the titles and dates from Snapshots of History along the timeline.

Leave space beneath the timeline to position the cards from Resource 1. The children might also like to create colourful symbols to represent each event above their timeline. They could use the images in Snapshots of History and the Evolution of Devolution timeline for ideas.

Introduce the cards in Resource 1. Use the Snapshots of History book with the children to research when Northern Ireland was under the Direct Rule of the government in London. Show an example of how they should draw a red arrow below the period and position the Direct Rule card underneath.





Now ask the children to use the Snapshots of History book to research where to draw the arrows and position the two remaining cards on the timeline. When all the cards are in place, conclude the activity by using Snapshots of History and the completed timelines to discuss:

- Why did the first government of Northern Ireland end?
- How is the new government for Northern Ireland different?
- Can they name any of the events that helped cause this change to happen?

Extended Activity

Investigate the impact of having the Northern Ireland Assembly to make decisions affecting the local community using the Who Decides What? activity from the Primary section of the [Northern Ireland Assembly Education Service](#) website. Decisions made by the UK and European Parliaments are also detailed.





Resource 1: Timeline of Government

Government of Northern Ireland



Direct Rule



Power Sharing Government of
Northern Ireland

