

Inclusion of pandemics and natural disasters in the primary history curriculum	
Strands	Strand units
Politics and administration	▶ Government responses to famine: electoral reform; sectarianism in politics; Fenianism; Liberal reforms.
Topic 5: Establishing empires, 1715-75	
	▶ Poverty, disease and population growth.
Topic 4: The Irish diaspora, 1840-1966	
Economy and society	▶ The main trends in Irish emigration by origin, destination and type of emigrant; their occupations and where they settled in the country of immigration: pre-1845; the Famine decade, 1845-55; 1855-1914; 1920-66. ▶ Case studies: Grosse Isle.
Topic 5: European retreat from empire and the aftermath, 1945-90	
Society and economy	▶ Economic consequences of the process of decolonisation; the Lomé Conventions; trade, aid and famine in postcolonial Africa

The teaching of past pandemics and natural disasters is included in the state-prescribed curricula for subjects other than history. At primary level the subject areas include primary science, primary geography, primary social, personal and health education (SPHE) and the primary language curriculum (2019). At junior cycle level the subject areas include junior cycle geography, junior cycle science and junior cycle classics. At Leaving Certificate level the subject areas include geography and Leaving Certificate classical studies .

Highlights

Discussing the complex causes of the Great Famine in Ireland, different government responses and their multilayered consequences provides learners with an understanding of the social aspect of natural disasters, including the influence that political strategies and decisions have on the severity of their consequences. The inclusion of micro-level perspectives and family histories may furthermore increase empathy with persons who lived in the past.

Luxembourg

The Luxembourgish school system

The National Ministry of Education, Childhood and Youth controls the curricula of state schools in Luxembourg. It is a trilingual country with Luxembourgish, French and German as the principal languages, and all three are taught in state schools.

Primary education is divided into 15 education directorates that manage, co-ordinate and supervise teaching in the schools. The curriculum has developed over time, resulting in a diversified curriculum designed to meet the needs and wishes of families of different backgrounds, particularly expatriates. In addition to the regular Luxembourgish school system, the international public and private schools allow access to a recognised diploma. Private elementary schools provide the same curriculum as state schools, although nine private elementary schools (e.g. Montessori schools) are guided by a different curriculum while being subsidised by the state. Five international state primary schools operate according to the curricula, promotion criteria and schedules of the European school system. They are free and open to all pupils. They offer five years of European primary education in one of French-, English- or German-speaking sections. Students can then pursue secondary education leading to the European Baccalaureate. There is a syllabus commission for each subject area. Their role is to propose curricula as well as textbooks, which are then submitted to the ministry for approval (Eurydice 2010).

Secondary education is provided by state schools, private schools teaching the official curriculum of the ministry, private schools teaching a different curriculum, and European schools (www.men.lu). State high schools start at the age of 12, and attendance is mandatory until the age of 16. A full high school cycle (up to the age of 18) lasts seven years. State-run education is subdivided into:

- ▶ classic secondary education (ESC)
- ▶ general secondary education (ESG)