An tSraith Shoisearach do Mhúinteoirí



Junior Cycle History Learning Outcomes

An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE for teachers

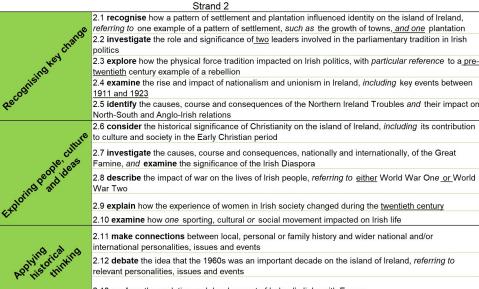
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	Strand 1		
nical sites	 1.1 develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context 1.2 consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world 1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commerorated 1.4 demonstrate awareness of historical concepts, <i>such as</i> source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space 	Irelan	¢
Jence	1.5 investigate the job of the historian, <i>including</i> how s/he finds and uses evidence to form historical judgements which maybe revised and reinterpreted in the light of new evidence to form historical judgements which maybe revised and reinterpreted in the light of new evidence 1.6 debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, <i>such as</i> written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition	The history of	ij
oi9 Iré	 1.9 demonstrate avareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, <i>including</i> political, social, economic, religious, cultural and scientific dimension 1.10 demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras 1.11 make connections and comparisons between people, issues and events in different places and historical eras 	Ţ	

Strand 3



2.13 analyse the evolution and development of Ireland's links with Europe

Terms & Action verbs used in the Junior Cycle History Specification

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ung Key change	3.1 investigate the lives of people in <u>one</u> ancient or medieval civilisation of their choosing, explaining	Terms		
	how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world	such as	an example or a series of examples	
		including	a specific focus on key issues, events or personalities	
	3.2 evaluate the impact of conquest and colonisation on people, <i>with particular reference</i> to <u>Portuguese and Spanish</u> exploration	particular reference	the focus of the study is weighted on named events, periods or personalities	
		referring to	base your understanding of the learning outcome on personalities, issues and events	
	3.3 examine the causes, course and consequences of <u>one</u> revolution in <u>pre-twentieth century</u> Europe and/or the wider world		Action Verbs	
	3.4 discuss the general causes and course of World War One or World War Two and the immediate	Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions (2.13)	
	and long-term impact of the war on people and nations	Appreciate	acknowledge and reflect upon the value or merit of something (1.3, 1.6, 3.7)	
	3.5 recognise the importance of the Cold War in international relations in the twentieth-century world	Consider	reflect upon the significance of something (1.2, 2.6, 3.8)	
		Create	to bring something into existence; to cause something to happen as a result of one's actions (1.10)	
no culture idea	s. o recognise the importance of the cold war in international relations in the twentieth centrary work	Debate	argue viewpoint or opinion, supporting stance with evidence (1.6, 2.12, 3.13)	
	3.6 explore life and death in medieval times	Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application (1.4, 1.9, 1.10)	
	3.7 appreciate change in the fields of the arts and science, with particular reference to the significance	Describe Develop	tell or depict in written or spoken words; to represent or delineate by a picture or other figure (2.8)	
	of the Renaissance		bring to a later or more advanced stage; to elaborate or work out in detail (1.1, 1.7)	
	3.8 consider the historical importance of religion, with particular reference to the <u>Reformation</u> and the	Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence (1.3, 3.4)	
	actions of one <u>Reformer</u> 3.9 examine life in one fascist country and one communist country in the twentieth century	Evaluate-	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods (3.2, 3.12)	
	3.10 explore the significance of genocide, including the causes, course and consequences of the	Examine	consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction (2.4, 2.10, 3.3, 3.9, 3.11)	
	Holocaust	Explain	give a detailed account including reasons or causes (2.4, 2.7, 2.10, 3.3, 3.9, 3.11)	
o historical	3.11 explore the contribution of technological developments and innovation to historical change	Explore	systematically look into something closely; to scrutinise or probe (2.3, 3.6, 3.10, 3.11)	
	3.12 evaluate the role of a movement or organisation, <i>such</i> as the European Union or United Nations,	Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature (2.5)	
	in promoting international co-operation, justice and human rights		analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new	
	3.13 debate the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events	Investigate Make connections	conclusions (1.5, 1.8, 2.2, 2.7, 3.1) identify links or points of similarity between people, issues, themes or events (1.11, 2.11)	
	3.14 illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, Crime and punishment; Food and drink; Work and leisure; Fashion andappearance or Health and medicine)	Recognise	identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon (2.1, 3.5	