

An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**  
for teachers

# History

Cluster  
Delivery Day

2018/19



AN ROINN | DEPARTMENT OF  
OIDEACHAIS | EDUCATION  
AGUS SCILEANNA | AND SKILLS



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3	Three things we know about Junior Cycle History
2	Two things we want more support with in relation to Junior Cycle History
1	One thing that is working well in our Junior Cycle History classrooms



## Strand Two:

### The History of Ireland

Students should be able to:

#### Recognising Key Changes

- 2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation
- 2.2 investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics
- 2.3 explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion
- 2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923
- 2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations

#### Exploring People, Culture & Ideas

- 2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period
- 2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora
- 2.8 describe the impact of war on the lives of Irish people, referring to either World War One or World War Two
- 2.9 explain how the experience of women in Irish society changed during the twentieth century
- 2.10 examine how one sporting, cultural or social movement impacted on Irish life

#### Applying Historical Thinking

- 2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events
- 2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events
- 2.13 analyse the evolution and development of Ireland's links with Europe

## Strand One:

### The Nature of History

Students should be able to:

#### Developing Historical Consciousness

- 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 commemorated
- 1.4 demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space

#### Working with Evidence

- 1.5 investigate the job of the historian, including how she finds and uses evidence to form historical judgements which may be 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, such as written, visual, oral, and tactile evidence; and appraise 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
- 1.9 demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions
- 1.10 demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical era
- 1.11 make connections and comparisons between people, issues and events in different places and historical eras

#### Acquiring the Big Picture

- 1.10 demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions

## Strand Three:

### The History of Europe & the Wider World

Students should be able to:

#### Recognising Key Changes

- 3.1 investigate the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world
- 3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration
- 3.3 examine the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world
- 3.4 discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations
- 3.5 recognise the importance of the Cold War in international relations in the twentieth-century world
- 3.6 explore life and death in medieval times
- 3.7 appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance
- 3.8 consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformist
- 3.9 examine life in one fascist country and one communist country in the twentieth century
- 3.10 explore the significance of genocide, including the causes, course and consequences of the Holocaust

#### Applying Historical Thinking

- 3.11 explore the contribution of technological developments and innovation to historical change
- 3.12 evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights
- 3.13 debate the idea that the 1950s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events
- 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 and appearance or Health and medicine)

## Action Verbs in Learning Outcomes

**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**

**Describe** - Tell or depict in written or spoken words; to represent or delineate by a picture or other figure **2.8**

**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**

**Illustrate** - Use drawings or examples to describe something **3.14**

**Appreciate** - Acknowledge and reflect upon the value or merit of something **1.3 3.7**

**Develop** - Bring to a later or more advanced stage; to elaborate or work out in detail **1.1 1.7**

**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**

**Investigate** - Analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions **1.5 1.8 2.2 2.7 3.1**

**Consider** - Reflect upon the significance of something **1.2 2.6 3.8**

**Demonstrate** - Prove or make clear by reasoning or evidence, illustrating with examples or practical application **1.4 1.9 1.10**

**Explain** - Give a detailed account including reasons or causes **2.9**

**Make connections** - Identify links or points of similarity between people, issues, themes or events **1.11 2.11**

**Debate** - Argue viewpoint or opinion, supporting stance with evidence **1.6 2.12 3.13**

**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 **3.4**

**Explore** - Systematically look into something closely; to scrutinise or probe **2.3 3.6 3.10**

**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**

## Glossary of Key Terms and Acronyms from the History Specification and Assessment Guidelines

<b>Assessment Task (AT)</b>	The Assessment Task is a written task completed by students during class time. It is not marked by the class teacher but is sent to the State Examinations Commission for marking as part of the state certified examination in History. The Assessment Task is specified by the NCCA and is related to the learning on which the second Classroom-Based Assessment is based.
<b>Classroom-Based Assessments (CBAs)</b>	Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the History specification. The process of completing the Classroom-Based Assessments should be viewed as part of teaching and learning, and not solely for assessment purposes. The CBAs are included within the time allocated for History and a three week period is specified for their completion
<b>Contributing to the historical record</b>	<i>CBA 1: The Past in My Place</i> offers students an opportunity to contribute to the historical record. Following the Subject Learning and Assessment Review (SLAR) meeting, students may, if they wish, donate or loan their display to a local library or museum or present it to a local historical society or group. Students may also donate their display to the school.
<b>Descriptors</b>	There are four descriptors of achievement in each Junior Cycle History Classroom-Based Assessment: <i>Exceptional, Above expectations, In line with expectations, and Yet to meet expectations</i> . All work submitted is judged to fit one of these four descriptors.
<b>Display</b>	In relation to CBA 1: <i>The Past in My Place</i> , students will present their research in the form of a display, of the type that they may encounter in a museum, heritage centre or library. The format of the display may feature any combination of modes of presentation, for example, text, excerpts from primary and/or secondary sources, display folder or booklet, digital format(s), photographs, images, timelines, charts, graphs, audio or audio-visual recordings, model(s), artefact(s) etc.
<b>Features of Quality</b>	Teachers use the Features of Quality, set out in the Assessment Guidelines, to decide the level of achievement in each Classroom-Based Assessment. The Features of Quality are the criteria that will be used to assess the student work as best fitting one of the following <i>Descriptors: Exceptional, Above expectations, In line with expectations, and Yet to meet expectations</i> .
<b>Formative Assessment</b>	Planned assessment activities that elicit evidence of learning in the History classroom. This includes clarifying, sharing, and understanding learning intentions and criteria for success, engineering effective questioning, providing feedback that moves learning forward, and allowing time for both teacher and student reflection on how learning is progressing and deciding together the next steps to ensure successful outcomes.
<b>Historical significance</b>	A central feature of the work of the historian is the capacity to assess the historical significance of events and issues and personalities in the past. The two Classroom-Based Assessments in History provide students with opportunities to think about historical significance, for instance, in justifying why they selected their chosen subjects, what evidence they decided to include in their CBAs, and their interpretation of that evidence. Thinking about and discussing historical significance is also a useful means of enhancing students' critical thinking skills in History.
<b>Junior Cycle History: Guidelines for the CBAs and Assessment Task</b>	This document, which is often referred to as the Assessment Guidelines, provides information on the History CBAs, the Features of Quality and details of the Assessment Task.

<b>Junior Cycle History specification</b>	The Junior Cycle History specification details the intended learning outcomes and how they can be achieved and demonstrated. The specification outlines how the learning is linked to particular statements of learning and key skills. The specification has three interconnected strands, each with a set of related elements: Strand 1: The nature of history; Strand 2: The history of Ireland; Strand 3: The history of Europe and the wider world. The specification has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle.
<b>Learning Intentions</b>	Statements created by the teacher and/or with the students, that describe clearly what historical knowledge, understanding and skills the students should be able to demonstrate as a result of learning and teaching activities. Learning intentions are always linked to one or more learning outcomes in the History specification.
<b>Learning Outcomes</b>	Statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having studied Junior Cycle History.
<b>Local history and 'my place'</b>	For the purpose of CBA 1: <i>The Past in My Place</i> , the term 'my place' can be interpreted in a broad fashion so as not to preclude students from researching areas of genuine interest. Thus, local history may relate to the student's home place (parish, local town/ village); county; province or region. Where students who come from other countries (or whose families have origins in other countries) express an interest in pursuing an aspect of the history of the place from which they or their families originate, this is also perfectly valid and may play a part in encouraging greater appreciation and understanding of difference and diversity in the classroom and in society.
<b>Reflection</b>	The reflection process is central to the work on both CBAs so that the students can think about what learning has taken place both in terms of what was learned about the subject and the experience of being a historian. A reflection note is included in the Assessment Guidelines to support teachers and students with the reflection process.
<b>Subject Learning and Assessment Review (SLAR) Meetings</b>	Shared understanding of standards within Junior Cycle History will arise through professional discussion in SLAR meetings. Participating teachers bring their own examples of student work and compare their judgements with other colleagues, along with the annotated examples of student work provided by the NCCA. This process over time will help develop a greater understanding of standards and ensure consistency of judgement about student performance.
<b>Success Criteria</b>	These are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning in the History classroom.
<b>Summative Assessment</b>	This is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise Junior Cycle History students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or Features of Quality.
<b>Unit of Learning</b>	Teachers will use the learning outcomes provided by the History specification as a starting point for planning a unit of learning. This linking of learning outcomes will clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.
<b>Written Record</b>	In relation to CBA 2: <i>A Life in Time</i> , students will present their research in the form of a coherent piece of writing in a chosen written format. Students may choose from a variety of formats to present the written record, such as, an article, essay, blog, script for a broadcast, address to an audience, letter to a journal or newspaper, obituary, speech etc.

## Exploring CBA 1: *The Past in My Place*

### Classroom-Based Assessment 1: *The Past in My Place*

Question:	Answer:	Thoughts:
<b>What is CBA 1?</b>	A structured, evidence-based enquiry into a historical aspect or theme relating to the locality, place or personal/family history of the student	
<b>What is the structure of the evidence-based enquiry CBA 1: <i>The Past in My Place</i>?</b>	Students will engage with their chosen subject across a four-stage process which will contribute to the generation of their evidence of learning and achievement: <ul style="list-style-type: none"> <li>• <b>Investigating</b></li> <li>• <b>Discovering</b></li> <li>• <b>Displaying</b></li> <li>• <b>Reflecting</b></li> </ul>	
<b>How will students work on CBA 1?</b>	Students will work on CBA 1 <b><i>individually, in pairs or in a group.</i></b>	
<b>What format will students use to present their research?</b>	Students will present their research in the form of <b>a display</b> , of the type that they may encounter in a museum, heritage centre or library.	
<b>When does CBA 1 take place?</b>	It will take place in a defined <b>three-week period</b> and within class contact time to a national timetable during the <b>third term</b> (Easter to summer) <b>of second year.</b>	
<b>How will the level of achievement in CBA 1 be assessed?</b>	The level of achievement in CBA 1 will be assessed by the classroom teacher supported by the criteria outlined in the <b>Features of Quality</b> for CBA 1 and the <b>Subject Learning and Assessment Review meeting.</b>	
<b>How will the level of achievement in CBA 1 be reported?</b>	Once the SLAR meeting has taken place, the level of achievement will be reported to the student and their parents using one of the following <b>descriptors: <i>Exceptional, Above expectations, In line with expectations and Yet to meet expectations.</i></b> Feedback on the strengths of students' work and on areas for improvement can be used to support learning in History.	
<b>What Learning Outcomes from the History Specification are relevant in CBA 1?</b>	<b>Learning Outcome 2.11, the three elements of Strand 1 and their associated learning outcomes</b> are of particular importance in CBA 1. The relevance of other learning outcomes will be dependent on the topic chosen for CBA 1.	
<b>How is reflection incorporated into CBA 1?</b>	<b>Reflection</b> is incorporated into CBA 1 in two ways. Firstly, the student's display should incorporate some of their reflections on their experience of conducting historical research. Secondly, all students will complete <b>an individual reflection note</b> and submit it to their teacher.	



## Exploring CBA 2: A Life in Time

### Classroom Based Assessment 2: A Life in Time

Questions:	Answers:	Thoughts:
<b>What is CBA 2?</b>	A <b>structured, evidence-based enquiry</b> into the historical life and experiences of a <b>person of interest</b> .	
<b>What is the structure of the evidence- based enquiry CBA 2: A Life in Time?</b>	Students will engage with their chosen subject across a <b>four-stage process</b> which will contribute to the generation of their evidence of learning and achievement: <ul style="list-style-type: none"> <li>• <b>Scoping</b></li> <li>• <b>Researching</b></li> <li>• <b>Creating a written record</b></li> <li>• <b>Reflecting</b></li> </ul>	
<b>How will students work on CBA 2?</b>	Students will work on CBA 2 <b>individually</b>	
<b>What format will students use to present their research?</b>	Students will choose from a <b>variety of formats</b> to present their written record, such as, an article, essay, blog, script for broadcast, address to an audience, letter to a journal or newspaper, obituary, speech etc.	
<b>When does CBA 2 take place?</b>	It will take place in a defined <b>three-week</b> period and within class contact time to a national timetable during the <b>second term</b> (After Christmas) <b>of third year</b> .	
<b>How will the level of achievement in CBA 2 be assessed?</b>	The level of achievement in CBA 2 will be assessed by the classroom teacher supported by the criteria outlined in the <b>Features of Quality</b> for CBA 2 and the <b>Subject Learning Assessment Review meeting</b> .	
<b>How will the level of achievement in CBA 2 be reported?</b>	Once the SLAR meeting has taken place, the level of achievement will be reported to the student and their parents using one of the following <b>descriptors: Exceptional, Above expectations, In line with expectations and Yet to meet expectations</b> . Feedback on the strengths of students' work and on areas for improvement can be used to support learning in History.	
<b>What learning outcomes from the history specification are relevant in CBA 2?</b>	The relevance of learning outcomes will be <b>dependent on the person chosen</b> for CBA 2 <b>the three elements and their associated learning outcomes in Strand 1</b> are of particular importance in CBA 2.	
<b>How is reflection incorporated into CBA 2?</b>	Reflection is incorporated into CBA 2 in two ways. Firstly, the students will create a <b>reflection note</b> . Secondly, during the <b>Assessment Task</b> , students will have an opportunity to reflect on and write about their experience of CBA 2.	

# Reflection on the Impact of CBAs on Classroom Practice

What? So What? Now What? (Rolfe, Freshwater and Jasper (2001))



**What** .....  
did you learn about  
the CBAs in History?

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.....  
.....  
.....



**So what**.....  
does this imply for  
your classroom  
practice?

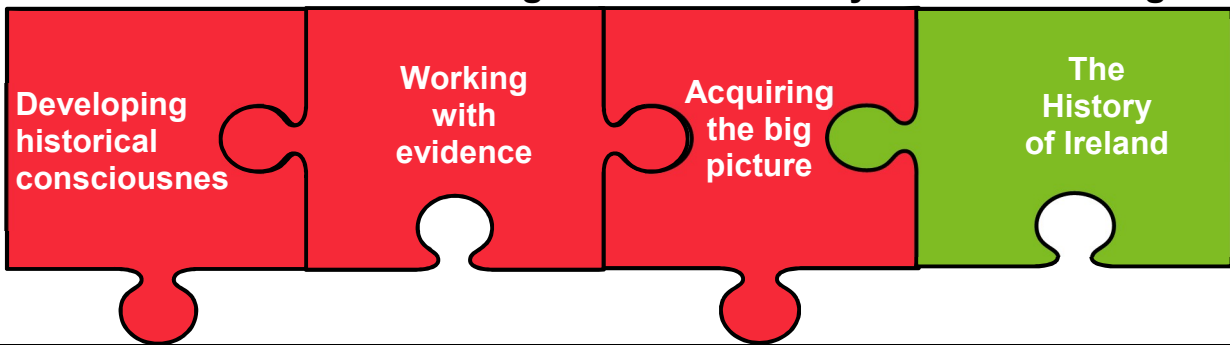
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**Now what**.....  
do you need to  
incorporate into your  
classroom practice?

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## Collaborative Planning- Nature of History Unit of Learning



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## Observe-Analyse-Interpret approach to working with sources

Adapted from PDST: [Using Photographs in the Study of Transition Year History](#)

		
<b>Observe:</b>	<b>Interpret:</b>	<b>Analyse:</b>
<p>What exactly do you see? What people/objects are shown? What is the setting? What else can you see? Is there other relevant information available such as labels/captions?</p>	<p>What is happening in it? What does it want us to see? Was it intended as a public or private record? Is it simply presenting facts, and/or is it framing a 'message'?</p>	<p>What impact would this image have had on viewers at the time? Has its impact changed over time? What can we learn from it? What are the limitations on what can be learned from the image? What can be inferred from the image?</p>

## Reflecting on Questioning

### Why do we ask questions in our History Classrooms?

# Effective questioning

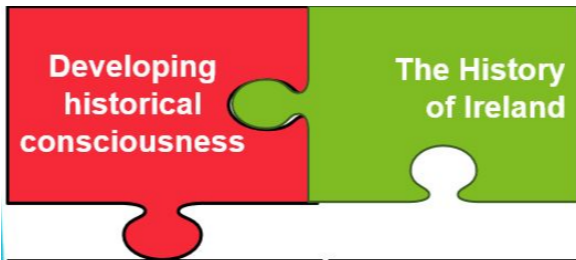
## Possible uses for Posing Questions in the Junior Cycle History Classroom

Adapted from: NCCA [Focus on Learning 02 Effective Questioning](#), page 7



Why: Purposes of Question:	Examples
<b>To prompt students to reflect on their conceptual understanding of History.</b>	<p>What is the most important information from today's sources/evidence?</p> <p>Can you explain this concept in your own words?</p> <p>Give me an example of -----so I know you understand?</p>
<b>To ask a student to clarify a vague or simplistic comment about History.</b>	<p>Could you say a bit more on that point?</p> <p>Can you explain a little more?</p>
<b>To prompt students to explore the attitudes, values, feelings they have formed about the past.</b>	<p>What are the values or beliefs that inform this argument?</p> <p>What source(s) has influenced how you think about this topic?</p>
<b>To prompt students to see an historical judgement or concept from another perspective</b>	<p>How do you think this event might have been viewed by people at the time?</p> <p>How might we react if this event happened today?</p>
<b>To prompt students to support their historical assertions and interpretations</b>	<p>How do you know that?</p> <p>What sources support your conclusion?</p> <p>Where did you get your evidence? Is it reliable?</p> <p>Could there be contrary evidence?</p>
<b>To prompt students to respond to one another's interpretations of the past.</b>	<p>What do you think about the event /topic/personality as presented by your classmate?</p> <p>Do you agree, or do you see the event/topic/personality differently? Why? What's your evidence?</p>
<b>To extend and deepen students' historical thinking</b>	<p>What assumptions are you making about the past that support your thinking?</p> <p>What evidence/source influenced your thinking?</p>
<b>To prompt students to make historical connections and organise historical sources</b>	<p>How does this source/evidence shed light on the event/topic/personality?</p> <p>Can you display your sources in an informative way?</p>
<b>To ask students to apply an historical concept</b>	<p>How did the concept affect/apply to the event/topic/personality?</p> <p>Can you identify the concept from the evidence about the event/topic/personality?</p>
<b>To ask students to illustrate an historical concept with an example</b>	<p>Can you think of an example of this from your investigation?</p> <p>Can you point to a specific event/topic/personality that this applied to?</p>

# Composing Effective Questions



<p><b>1.2 consider</b> the contentious or controversial issues in history from more than one perspective and <b>discuss</b> the historical roots of a contentious or controversial issue or theme in the contemporary world</p>	<p><b>2.7 Investigate</b> the causes, course and consequences, nationally and internationally, of the Great Famine, and <b>examine</b> the significance of the Irish Diaspora</p>
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## Learning Intentions

**We are learning to:**

- Recognise that the Great Famine did not affect everyone equally in Ireland
- Reflect upon the controversial issue(s) that are associated with the history of the Great Famine
- Observe that throughout history, and in contemporary society, times of economic crisis hit the poor harder
- Understand that the government of the time did not adequately respond to the needs of the people



“The State Ballroom, St Patrick’s Hall’  
Dublin Castle Circa 1850

From Coming Home- Art and the Great Hunger



“An Irish Peasant Family Discovering the Blight of their Store” 1847

From Coming Home- Art and the Great Hunger

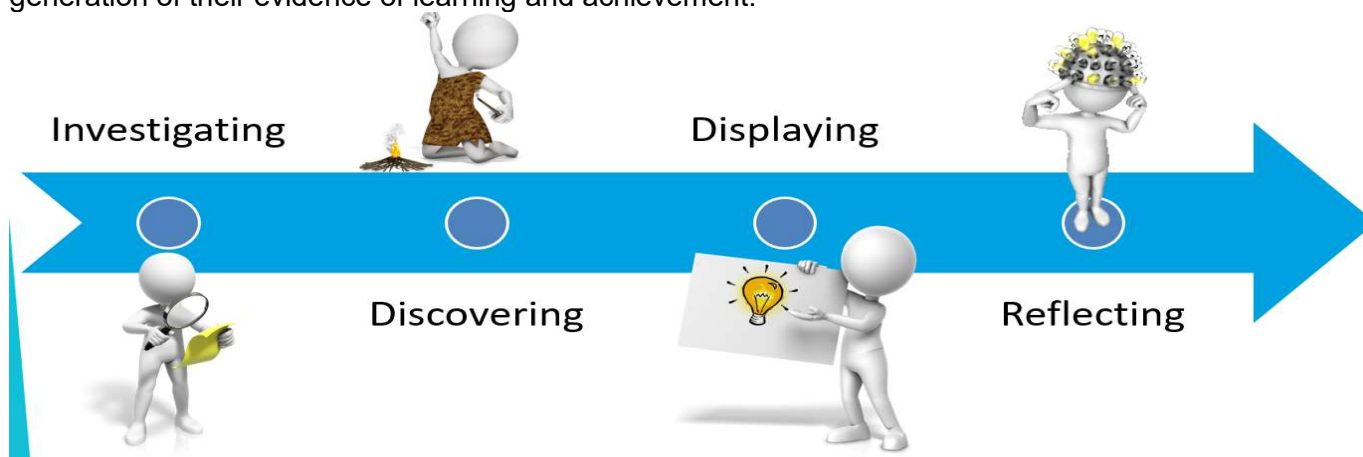
Task: Compose an effective question that utilises the sources below and supports the learning intentions.

Your proposed question	How does it support the learning intentions?



## The Process for Engagement with CBA 1: *The Past in My Place*

Students will engage with their chosen subject across four stages of activity, which contribute to the generation of their evidence of learning and achievement.



### Investigating:

Reflect upon which aspect of the past in their place excites their curiosity.

Discuss possible ideas.

Engage with older relatives or members of the community.

Formulate enquiry questions.

Record observations or thoughts about their experience of selecting a topic and formulating an enquiry question.

### Discovering:

Work with various forms of evidence.

Identify answers to the questions posed in the investigating phase.

Gather the range of evidence to support their answer.

Record observations or thoughts about their experience of working with evidence to find answers to questions and gathering sources.

### Displaying:

Consider the format of the display which may feature any combination of modes of presentation e.g. text, excerpts from sources, display folder or booklet, digital format(s), photographs, images, timelines, charts, graphs, audio or audio-visual recordings, model(s), artefact(s) etc.

Select modes which support them to display their research and their understanding of the nature of history.

Create a display which includes a range of sources and offers interpretation of and reflection on the research. *If working in a group they must indicate (perhaps using a symbol or their initials) which part(s) of the display they contributed.*

Record observations or thoughts about their experience of selecting a mode and creating a display which addresses their enquiry question using evidence.

### Reflecting:

Record observations or thoughts about the process and what they are learning as they engage with the subject over the three-week period.

Incorporate in their display some of their reflections on the experience of conducting the research and the opportunities and challenges they faced in assuming the role of historian.

Complete a reflection note and submit it to their teacher.

## CBA 1: *The Past in My Place* - Igniting and Sharing Curiosity

Reflect on the local/family history investigation **possibilities** listed below from Assessment Guidelines to support CBA1: *The Past in My Place* and, highlight them according to your personal curiosity based on the following scale:

**Green** = greatly excites my curiosity

**Yellow** = somewhat excites my curiosity

**Pink** = does not excite my curiosity

### CBA 1: *The Past in My Place* - Possible themes or subjects for research

(Assessment Guidelines, page 13)

contribution of a local person the to an aspect of life in the locality, or to a specific episode or event or movement in the locality or elsewhere
a local manifestation of a national or international movement or phenomenon
a local historical incident that was an important cause of change
a study of an aspect of life in the locality at a given time in the past
a survey of how life changed over time in a locality
a study of a local place of historical interest, such as a church, school, factory, workhouse, place of work, stately home, round tower, monastery, abbey, etc.
a study of a monument, statue, memorial or other such site of historical interest
a study of the historical origins of local place names
a study inspired by an historically significant local artefact or archaeological discovery or site of interest
the impact of a national or international event or issue on the locality
investigation of a family member who is historically significant at local, national or international level
a genealogical study
Your own:

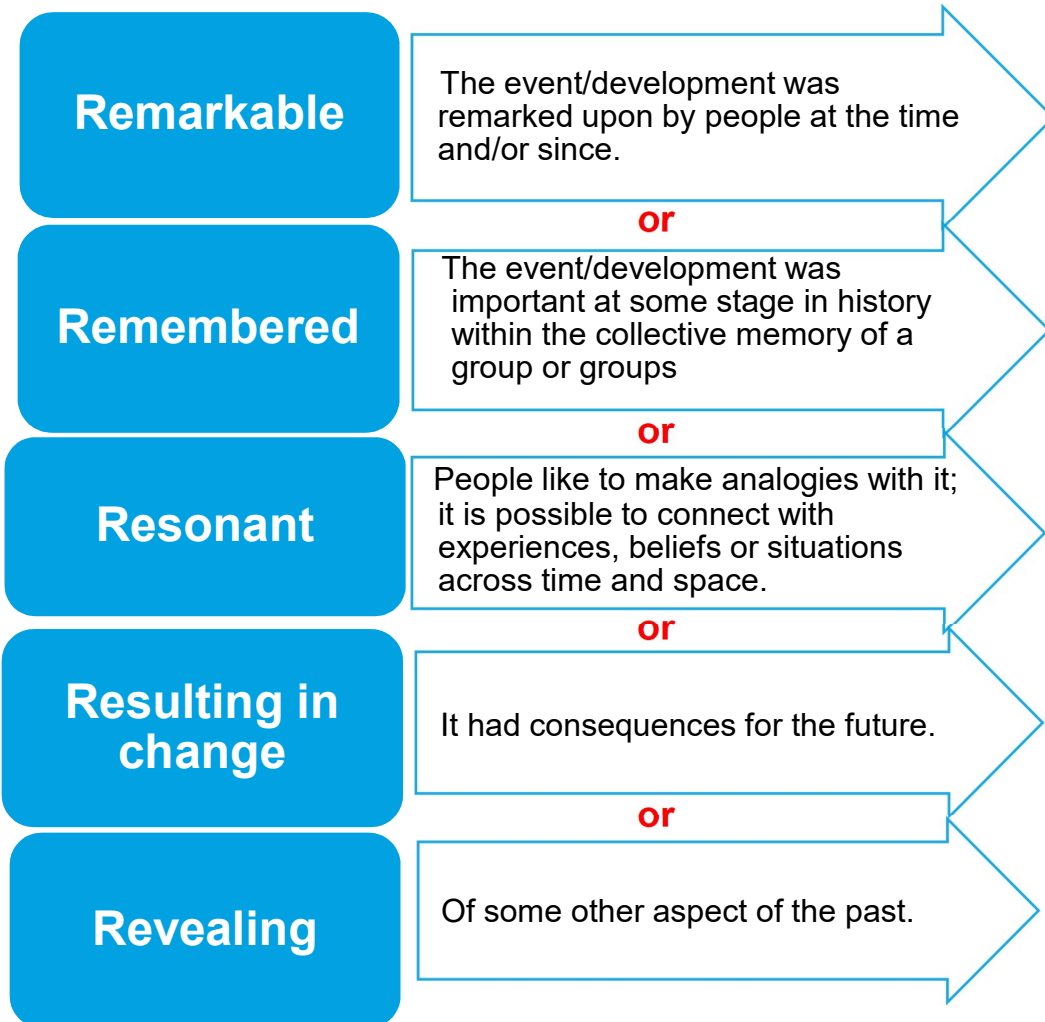
Compare your answers with your group using the table below and tick the boxes below to answer

Question	Yes	Somewhat	No
Do your curiosities align?			
Is your shared curiosity strong enough to facilitate you forming a group or a pair?			
Based on our individual curiosities, if our group was a class, would there be a range of topics investigated for CBA 1?			



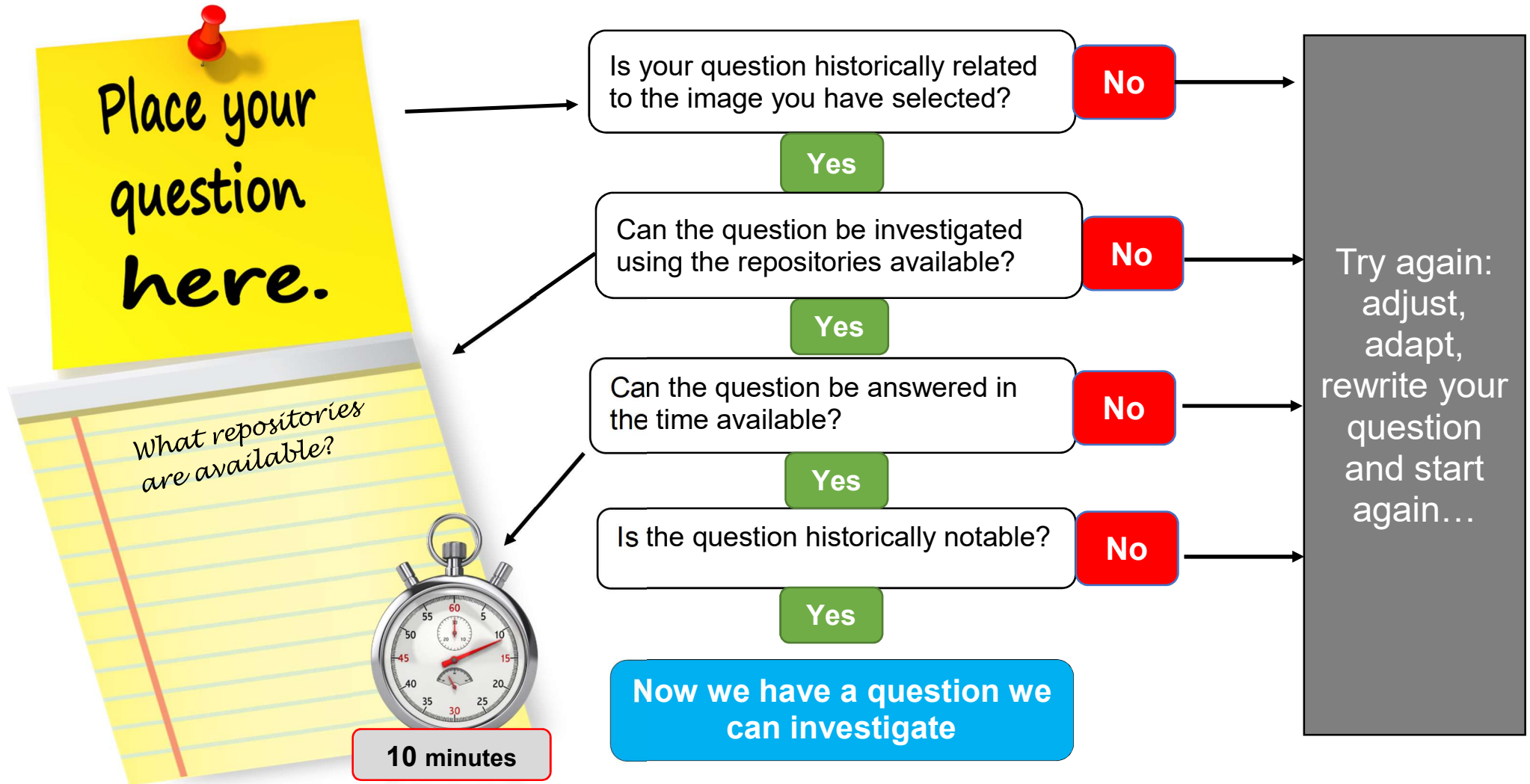
## Reflecting on Historical Significance

Adapted from Counsell, Christine. 2004. 'Looking through a Josephine Butler-shaped window: focusing pupils' thinking on historical significance' in *Teaching History* 114. London: The Historical Association.

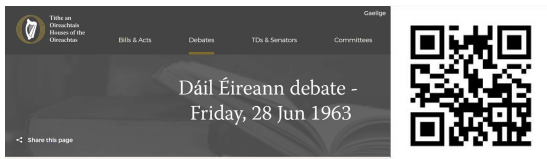


## Formulating an Enquiry Based Question Flow Chart

Draft an historical enquiry question on a post-it and place it here for evaluation:



# Discovery Station 1: Irish Diaspora



[www.tinyurl.com/y7xr7vel](http://www.tinyurl.com/y7xr7vel)

Oireachtas.ie has an archive of all the Dáil and Seanad debates



[www.tinyurl.com/y9nsdxnb](http://www.tinyurl.com/y9nsdxnb)



**Kennedy Commemorative Cup with Lid:**

The Cup was presented to President John F. Kennedy by the New Ross Harbour Commissioners of Wexford during his State visit to Ireland June 27, 1963.

[www.tinyurl.com/yag8u5kz](http://www.tinyurl.com/yag8u5kz)

## THE IRISH TIMES

NEWS SPORT BUSINESS

Heritage > Century | 1916

Article from the Irish Times reflecting on JFK's Speech



### A judgment of error

An Irishman's Diary: Even JFK could get things wrong

© Thu, May 30, 2013, 00:01



Frank McNally  
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[www.tinyurl.com/y8d76b3r](http://www.tinyurl.com/y8d76b3r)

## THOMAS F. MEAGHER

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ABOUT THOMAS F. MEAGHER



[www.tfmfoundation.ie/about/thomas-f-meagher](http://www.tfmfoundation.ie/about/thomas-f-meagher)



[www.waterfordvikingtriangle.com/thomas-francis-meagher-story/](http://www.waterfordvikingtriangle.com/thomas-francis-meagher-story/)

## Discovery 2: Great Famine Depictions



[www.ighm.org](http://www.ighm.org)

The world's largest collection of Great Hunger-related art.

**DCU Library**

DCU Library / LibGuides / Teaching topic: The Great Famine / An Gorta Mór / Poems

Teaching topic: The Great Famine / An Gorta Mór: Poems

This guide pulls together resources on the famine in Ireland (1845-1852) for teaching purposes.

Home Classroom resources Books Timeline of famines in Ireland Poems Songs Cross-curricular opportunities

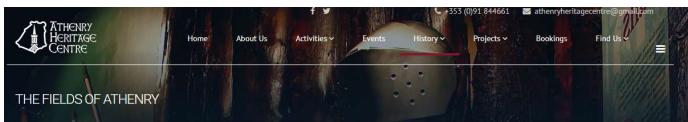
Famine, a sequence by Desmond Egan

The famine year by Jane Francesca Wilde

1. the stink of famine hangs in the bushes still in the sad celtic hedges you can catch it down the line of our landscape get its taste on every meal

Weary men, what reap ye? – Golden corn for the stranger. What sow ye? – Human corpses that wait for the avenger. Fainting forms, hunger-stricken, what see you in the offspring? Stately ships to bear our food away, amid the stranger's scoffing. There's a proud array of soldiers – what do they round your

[www.dcu.libguides.com/c.php?g=496476&p=3402330](http://www.dcu.libguides.com/c.php?g=496476&p=3402330)



[www.athenryheritagecentre.com](http://www.athenryheritagecentre.com)

Irish Famine Memorials

HOME ABOUT AUSTRALIA BRITAIN CANADA IRELAND NORTHERN IRELAND UNITED STATES USER GUIDE



[www.irishfaminememorials.com](http://www.irishfaminememorials.com)

This site accompanies the publication of *Commemorating the Irish Famine: Memory and the Monument* by Dr Emily Mark-FitzGerald (Liverpool University Press, 2013), a new book exploring the visual history of Famine, Famine memory and its recent global commemoration.



Marita Conlon McKenna talks about 'Under the Hawthorn Tree'





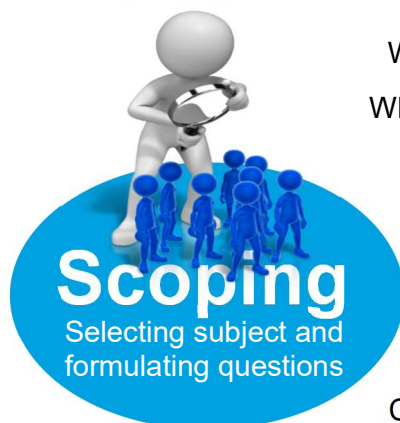
## Reflecting on the Discovery Phase:

Stop and Jot
What were the most positive things in my experience of working on this enquiry question?
What were the challenges I faced?
What aspect of the enquiry did you find particularly historically significant?
What did I learn about the role of the historian?



## The Process for Engagement with CBA 2: *A Life in Time*

A Life in Time will be completed over a three-week period. Students will engage with their chosen subject across four stages of activity, which contribute to the generation of their evidence of learning and achievement



- Why is the person that I have chosen worth researching?
- What questions would focus my project and address the issues I'd like to see answered?
  - What do I know about him/her already? What do I want to find out?
  - What background information do I have about the wider context of my subject?
    - How will I narrow the focus of my study?
  - Is there a specific aspect of the life/ experience/ career of my subject that I will explore?
    - Can I refine my study by inserting date parameters? Is there a particular episode or event that I can focus on?



- What sources will I use? How will I access these sources? Library visit? Websites? Other sources?
  - Is there anybody I can speak to who might have information about my subject?
    - How will I find information about my subject from books that I have located? Contents page? Index?
      - How will I keep note new information that I discover? Keep a folder?



- Students should aim to answer their research questions and present their historical judgements in the form of a coherent piece of writing in a chosen written format.
  - Students should use evidence from their sources to support their conclusions.
    - The sources used should be cited in a bibliography at the end of the record- minimum of at least two sources should be consulted.
  - Students may choose from a variety of formats to present the written record: an article, essay, blog, script for a broadcast, address to an audience, letter to a journal or newspaper, obituary, speech, etc.

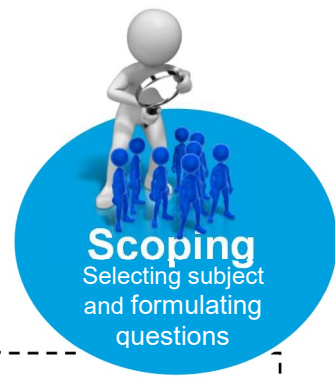


- The process of CBA 2 as engaged with by the student should be the subject of some reflection- both in terms of what was learned about the subject and the experience of being a historian.
  - Students will complete a reflection note.
    - Students are not expected to show their reflections about the process and the subject in the written record itself.



## Scoping a Person of Historical Interest:

In relation to the person you have selected, ask yourself the following **Scoping** questions to focus your research.



Why is the person that I have chosen worth researching?

What questions would focus my project and address the issues I'd like to see answered?

What do I know about him/her already? What do I want to find out?

How will I narrow the focus of my study?

What background information do I have about the wider context of my subject?

Is there a specific aspect of the life/ experience/ career of my subject that I will explore?

Can I refine my study by inserting date parameters? Is there a particular episode or event that I can focus on?

## Features of Quality in History CBAs: Deciding on the Level of Achievement in CBAs

### Features of Quality: CBA 1: *The Past in my Place*

<p><b>Exceptional</b></p> <p>A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<p>The display reveals a highly developed sense of historical consciousness and is shaped to a very clear purpose.</p> <p>The display shows exceptional understanding of the role of evidence in making historical judgements.</p> <p>The display is compelling in connecting the local with a 'big picture' of the past, showing some originality.</p>
<p><b>Above expectations</b></p> <p>A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.</p>	<p>The display reveals a strong sense of historical consciousness and is shaped to a clear purpose.</p> <p>The display shows very good understanding of the role of evidence in making historical judgements.</p> <p>The display clearly connects the local with a 'big picture' of the past in a very interesting way.</p>
<p><b>In line with expectations</b></p> <p>A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<p>The display shows some sense of historical consciousness and is shaped to a purpose, though this purpose is not always clear.</p> <p>The display shows some understanding of the role of evidence in making historical judgements.</p> <p>The display makes some connections between the local and a 'big picture' of the past.</p>
<p><b>Yet to meet expectations</b></p> <p>A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<p>The display shows little to no sense of historical consciousness and is not shaped in a purposeful way.</p> <p>The display shows little or no understanding of the role of evidence in making historical judgements.</p> <p>The display makes little or no connection between the local and a 'big picture' of the past.</p>

## Features of Quality: CBA 2- *A Life in Time*

<p><b>Exceptional</b></p> <p>A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<p>The written record reveals a highly developed sense of historical consciousness, with remarkable coherence of content, approach and structure.</p> <p>The written record displays exceptional research and understanding of the role of evidence in forming judgements and drawing conclusions.</p> <p>The written record makes compelling connections between the subject and a 'big picture' of the past, showing some originality.</p>
<p><b>Above expectations</b></p> <p>A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.</p>	<p>The written record reveals a strong sense of historical consciousness, with commendable coherence of content, approach and structure.</p> <p>The written record displays very good research and understanding of the role of historical sources in forming judgements and drawing conclusions.</p> <p>The written record makes clear connections between the subject and a 'big picture' of the past in a very interesting way.</p>
<p><b>In line with expectations</b></p> <p>A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<p>The written record reveals some sense of historical consciousness, with content and approach presented in a reasonably well-structured manner.</p> <p>The written record displays good research and some understanding of the role of historical sources in forming judgements and drawing conclusions.</p> <p>The written record makes some connections between the subject and a 'big picture' of the past.</p>
<p><b>Yet to meet expectations</b></p> <p>A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.</p>	<p>The written record reveals little or no sense of historical consciousness, with significant lapses in content, approach and structure.</p> <p>The written record displays limited research and little or no understanding of the role of historical sources in forming judgements and drawing conclusions.</p> <p>The written record shows little or no sense of 'big picture' and connections between it and the subject are haphazard and/or poorly sustained.</p>



## Department planning:

Learning outcomes

Key learning

Possible learning experiences

Assessment checks

Reflective practice

**Collaboration and Reflection**

How can we share insights from our classroom practice with colleagues?

How could we engage with *Strand 1: The Nature of History* in our departmental planning?

What departmental supports can we put in place to adopt a formative approach to assessment?

PUPILS COLLABORATIVE LEARNING FOR THE FUTURE MANAGING LEADERSHIP SKILLS



## LOOKING AT OUR SCHOOL 2016

### A Quality Framework for Post-Primary Schools

#### DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
<p><b>Teachers value and engage in professional development and professional collaboration</b></p>	<p>Teachers recognise that continuing professional development (CPD) and collaboration are intrinsic to their work.</p> <p>Teachers use formal meeting and planning time to reflect together on their work.</p> <p>Teachers engage actively and productively with a variety of CPD providers including organised school-based CPD.</p> <p>Teachers identify and engage in CPD that develops their own practice and meets the needs of students and the school.</p> <p>Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice.</p> <p>Teachers implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.</p>	<p>Teachers recognise <b>and affirm</b> continuing professional development (CPD) and collaboration as intrinsic to their work.</p> <p>Teachers use formal meeting and planning time to reflect together on their work.</p> <p><b>The school is the primary locus for teachers' CPD</b> and teachers engage actively and productively with CPD programmes.</p> <p>Teachers identify and engage in CPD that develops their own practice, meets the needs of students and the school, and <b>enhances collective practice.</b></p> <p>Teachers view collaboration as a means to improve student learning and to enhance their own professional development. They engage in constructive collaborative practice, <b>and in collaborative review of practice.</b></p> <p>Teachers <b>collectively agree</b> and implement whole-school approaches to teaching and learning to improve students' experiences and outcomes.</p>



## We value your feedback:

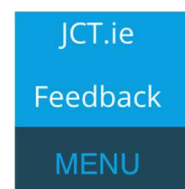
**Step one:** Go to [www.jctregistration.ie](http://www.jctregistration.ie)



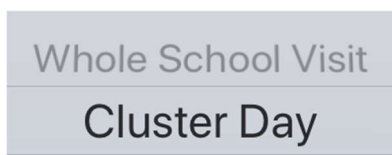
**Step two:** click on **Menu**



**Step Three:** Select **Feedback**



**Step Four:** Chose **Cluster Day**



Thank you for providing feedback!  
Please identify the **type** of event to which your feedback is relevant:

**Step Five:** Chose **subject** and press **submit**



Please identify the Subject of your Day:

Submit

**Step Six:** fill in your feedback and click **submit**




# History

## Contact details

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