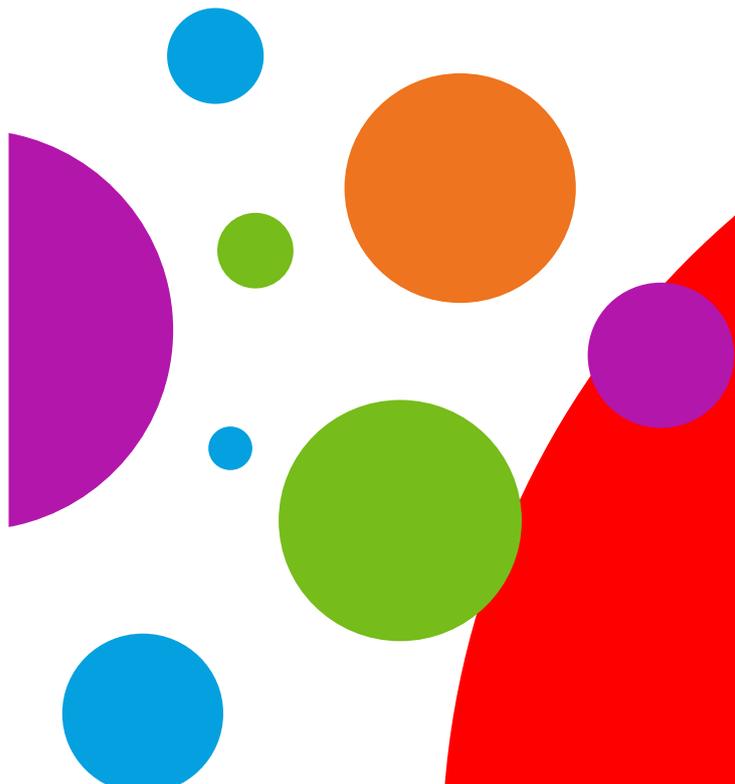


An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**  
for teachers

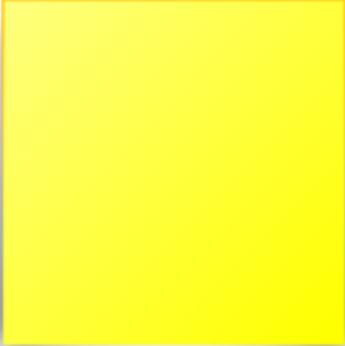


**History**

**CPD**

**2017/18**

## Activity 1: Junior Cycle History KWL

<b>K</b> <b>(What We Know)</b>	<b>W</b> <b>(What We Want to Know)</b>	<b>L</b> <b>(What We Learned)</b>
		

## Activity 2: Glossary of Key Terms and Acronyms

<b>AT: Assessment Task</b>	A written assessment of what students have learned, the skills that they have developed, from their experience of having completed the second CBA. The AT is sent, along with the final assessment at the end of third year, to the SEC. It will account for up to 10% of the state-certified examination and will be incorporated into the grade that a student receives for their final SEC examination.	<b>SLAR: Subject Learning and Assessment Review meeting</b>	Following the completion of a Classroom-Based Assessment, teachers will engage in review meetings, where they will share and discuss samples of their assessments of student work and build common understanding about the quality of student learning.
<b>CBA: Classroom-Based Assessment</b>	Assessments in subjects and short courses provide students with opportunities to demonstrate their understanding and skills in ways not possible in a formal examination. Classroom-Based Assessments, facilitated by the classroom teacher, are undertaken by students in a defined time period, within class contact time and to a national timetable.	<b>Specification</b>	A subject or short course specification details the intended learning outcomes, and how they can be achieved and demonstrated. The specification outlines how the learning in any subject or short course is linked to statements of learning and key skills.
<b>JCPA: Junior Cycle Profile of Achievement</b>	The JCPA is the award that students will receive at the end of their junior cycle. The award will reward achievement across all areas of learning and assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades, which include results from the final examinations and the Assessment Tasks.	<b>Statements of Learning</b>	Designed to ensure a rich educational experience for students, provide learning that has both breadth and depth and is varied, enable development of the key skills and to give access to a varied curriculum of knowledge, skills and attitudes.
<b>Key Skills</b>	Part of the process of lifelong learning, activated by teachers through a range of teaching strategies and developed by students through learning experiences.	<b>Strands</b>	The specification has three interconnected strands, each with a set of related elements.
<b>KWL</b>	What we <b>KNOW</b> What we <b>WANT</b> to know What we <b>LEARNED</b>	<b>Wellbeing</b>	A new area of learning at Junior Cycle; it will cross the three years of Junior Cycle and build on substantial work already taking place in schools in support of students' wellbeing.
<b>L2LPs: Level 2 Learning Programmes</b>	Students undertaking a L2LP are those with disabilities categorised as being in the lower mild to higher moderate range of general learning disabilities.		
<b>NCCA</b>	National Council of Curriculum and Assessment		
<b>SEC</b>	State Examinations Commission		

### Activity 3: History is – Think Pair Share

History is.....

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My students experience this in the classroom when...

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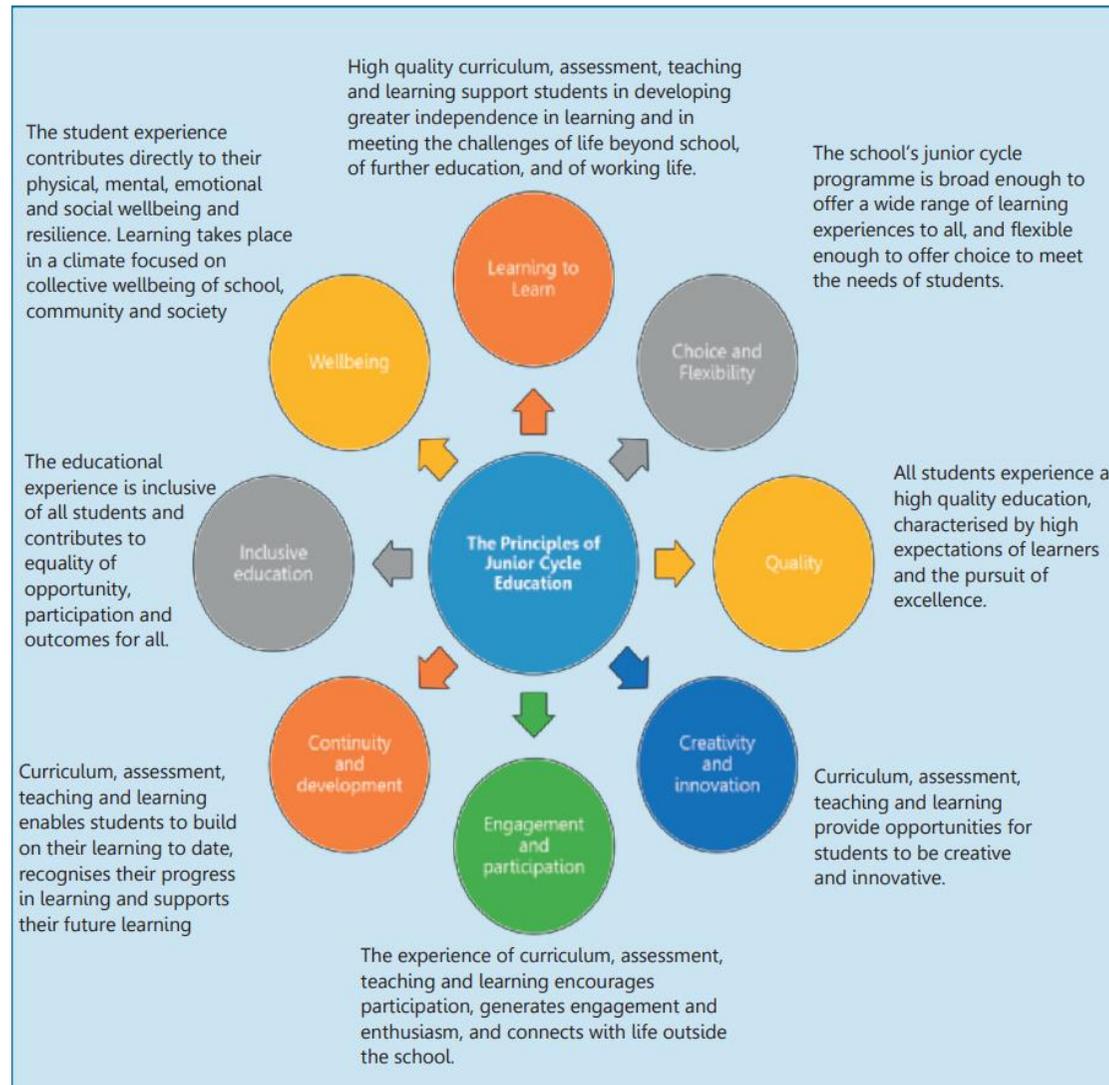
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Reflective thoughts... 

## Activity 4: The Principles of Junior Cycle Education in History

**Question:** As a group can you agree on 3 of the 8 Principles of Junior Cycle that the group believe are of most relevance in their History classrooms?



## Activity 5: 24 Statements of Learning and History

	<b>Which of the 24 Junior Cycle's Statements of Learning do you think can be experienced by students in the History Classroom?</b> The student:	
1	communicates effectively using a variety of means in a range of contexts in L1*	
2	listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability	
3	creates, appreciates and critically interprets a wide range of texts	
4	creates and presents artistic works and appreciates the process and skills involved	
5	has an awareness of personal values and an understanding of the process of moral decision making	
6	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	
7	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts	
8	values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change	
9	understands the origins and impacts of social, economic, and environmental aspects of the world around her/him	
10	has the awareness, knowledge, skills, values and motivation to live sustainably	
11	takes action to safeguard and promote her/his wellbeing and that of others	
12	is a confident and competent participant in physical activity and is motivated to be physically active	
13	understands the importance of food and diet in making healthy lifestyle choices	
14	makes informed financial decisions and develops good consumer skills	
15	recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning	
16	describes, illustrates, interprets, predicts and explains patterns and relationships	
17	devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills	
18	observes and evaluates empirical events and processes and draws valid deductions and conclusions	
19	values the role and contribution of science and technology to society, and their personal, social and global importance	
20	uses appropriate technologies in meeting a design challenge	
21	applies practical skills as she/he develop models and products using a variety of materials and technologies	
22	takes initiative, is innovative and develops entrepreneurial skills	
23	brings an idea from conception to realisation	
24	uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	

## Activity 6: Activating the 8 Key Skills in the History classroom

### Question:

1. Select the 2 key skills you feel are regularly activated in your history classroom.
2. Select the 1 key skill you feel is not regularly activated in your history classroom.

<p><b>Being Creative</b></p> <ul style="list-style-type: none"> <li>• Imagining</li> <li>• Exploring options and alternatives</li> <li>• Implementing ideas and taking action</li> <li>• Learning creatively</li> <li>• Stimulating creativity using digital technology</li> </ul>	<p><b>Managing Information and Thinking</b></p> <ul style="list-style-type: none"> <li>• Being curious</li> <li>• Gathering, recording, organising and evaluating information and data</li> <li>• Thinking creatively and critically</li> <li>• Reflecting on and evaluating my learning</li> <li>• Using digital technology to access, manage and share content</li> </ul>	<p><b>Managing Myself</b></p> <ul style="list-style-type: none"> <li>• Knowing myself</li> <li>• Making considered decisions</li> <li>• Setting and achieving personal goals</li> <li>• Being able to reflect on my own learning</li> <li>• Using digital technology to manage myself and my learning</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Listening and expressing myself</li> <li>• Performing and presenting</li> <li>• Discussing and debating</li> <li>• Using language</li> <li>• Using number</li> <li>• Using digital technology to communicate</li> </ul>
<p><b>Working with others</b></p> <ul style="list-style-type: none"> <li>• Developing good relationships and dealing with conflict</li> <li>• Co-operating</li> <li>• Respecting difference</li> <li>• Contributing to making the world a better place</li> <li>• Learning with others</li> <li>• Working with others through digital technology</li> </ul>	<p><b>Staying Well</b></p> <ul style="list-style-type: none"> <li>• Being healthy, physical and active</li> <li>• Being social</li> <li>• Being safe</li> <li>• Being spiritual</li> <li>• Being confident</li> <li>• Being positive about learning</li> <li>• Being responsible, safe and ethical in using digital technology</li> </ul>	<p><b>Being Literate</b></p> <ul style="list-style-type: none"> <li>• Developing my understanding and enjoyment of words and language</li> <li>• Reading for enjoyment and with critical understanding</li> <li>• Writing for different purposes</li> <li>• Expressing ideas clearly and accurately</li> <li>• Developing my spoken language</li> <li>• Exploring and creating a variety of texts, including multi-modal texts.</li> </ul>	<p><b>Being Numerate</b></p> <ul style="list-style-type: none"> <li>• Expressing ideas mathematically</li> <li>• Estimating, predicting and calculating</li> <li>• Developing a positive disposition towards investigating, reasoning and problem solving</li> <li>• Seeing patterns, trends and relationships</li> <li>• Gathering, interpreting and representing data</li> <li>• Using digital technology to develop numeracy skills and understanding</li> </ul>

## Activity 7: Historical Consciousness

*'The study of History is about exploring human experience over time and how that experience has shaped the world we live in today.'* History Specification



Why is it important for young people to develop a historical consciousness?

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240 Characters  
Use #jchistory  
Tag @jchistory in your tweets

## Activity 8 & 9 : The Nature of History Strand

Developing historical consciousness 	Working with evidence 	Acquiring the 'big picture' 
		

## Overview of Strand 1: The Nature of History

### **Element:** Developing historical consciousness

Being historically conscious means that students acquire a distinctive way of seeing the world and their place in it from a historical perspective. They are aware of the impact of change, both short-term and long-term, on the human condition and in different spatial and temporal contexts. They also have a sense of historical empathy or regard for the motivations and actions of people in the past, in the context of their time. They can make judgements about the significance of events in the past, and appreciate the need to examine controversial or contested issues from more than one perspective. Historically-conscious students are mindful of how their environment has been shaped by people and events in the past and bring this historical sensibility to bear in their appreciation of human achievement. Concepts such as viewpoint and objectivity, and cause and consequence, are also considered in this strand element.

### **Element:** Working with evidence

This element relates to the fundamental role of evidence in enabling students to understand the past. Students explore the nature of source and evidence and make judgements about the usefulness and limitations of different types of evidence. Students appreciate the provisional nature of historical judgements and that such judgements may need to be revised in the light of new evidence. Students explore different types of repositories of historical evidence. Students explore how archaeology and new technology assist historians in forming judgements about the past.

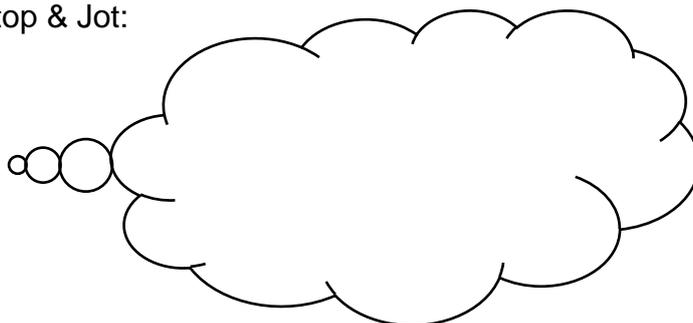
### **Element:** Acquiring the 'big picture'

The notion of the 'big picture' relates to the idea of a usable historical framework that allows students to see the past in a broad global context. A 'big picture' framework helps students to see significant patterns of change over time. As students learn, they can place their new knowledge and understanding in this framework, extending it and deepening it as they continue to ask questions of the past and acquire new knowledge and understanding. The 'big picture' also allows for students to deepen their chronological understanding and to appreciate how history is characterised by 'eras' or 'ages' of change. A rapidly-taught 'big picture' of the past can be revisited and developed regularly over the three years of students' learning in junior cycle.

## Activity 10: The Nature of History Strand

Stop & Jot:

What Learning Outcome  
might they  
fit...address...reflect?



## Activity 11: Working with the Elements in Strand 2 – The History of Ireland

Strand 2 Learning Outcomes: The Student will be able to	Topic	Historical Time frame	Element	Historical order	Supporting Strand 1 Learning Outcome
2.1 <b>recognise</b> 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	Ulster Plantation	17 <sup>th</sup> Century	<b>Recognising Key Changes</b>  		1.2
2.2 <b>investigate</b> the role and significance of two leaders involved in the parliamentary tradition in Irish politics					
2.3 <b>explore</b> how the physical force tradition impacted on Irish politics, with reference to a pre-twentieth century example of a rebellion					
2.4 <b>examine</b> the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923					
2.5 <b>identify</b> the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations					
2.6 <b>consider</b> the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period			<b>Exploring People, Culture and Ideas</b>  		
2.7 <b>investigate</b> the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora					
2.8 <b>describe</b> the impact of war on the lives of Irish people, referring to either World War One or World War Two					
2.9 <b>explain</b> how the experience of women in Irish society changed during the twentieth century					
2.10 <b>examine</b> how one sporting, cultural or social movement impacted on Irish life					
2.11 <b>make connections</b> between local, personal or family history and wider national and/or international personalities, issues and events			<b>Applying Historical Thinking</b>  		
2.12 <b>debate</b> the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events					
2.13 <b>analyse</b> the evolution and development of Ireland's links with Europe					

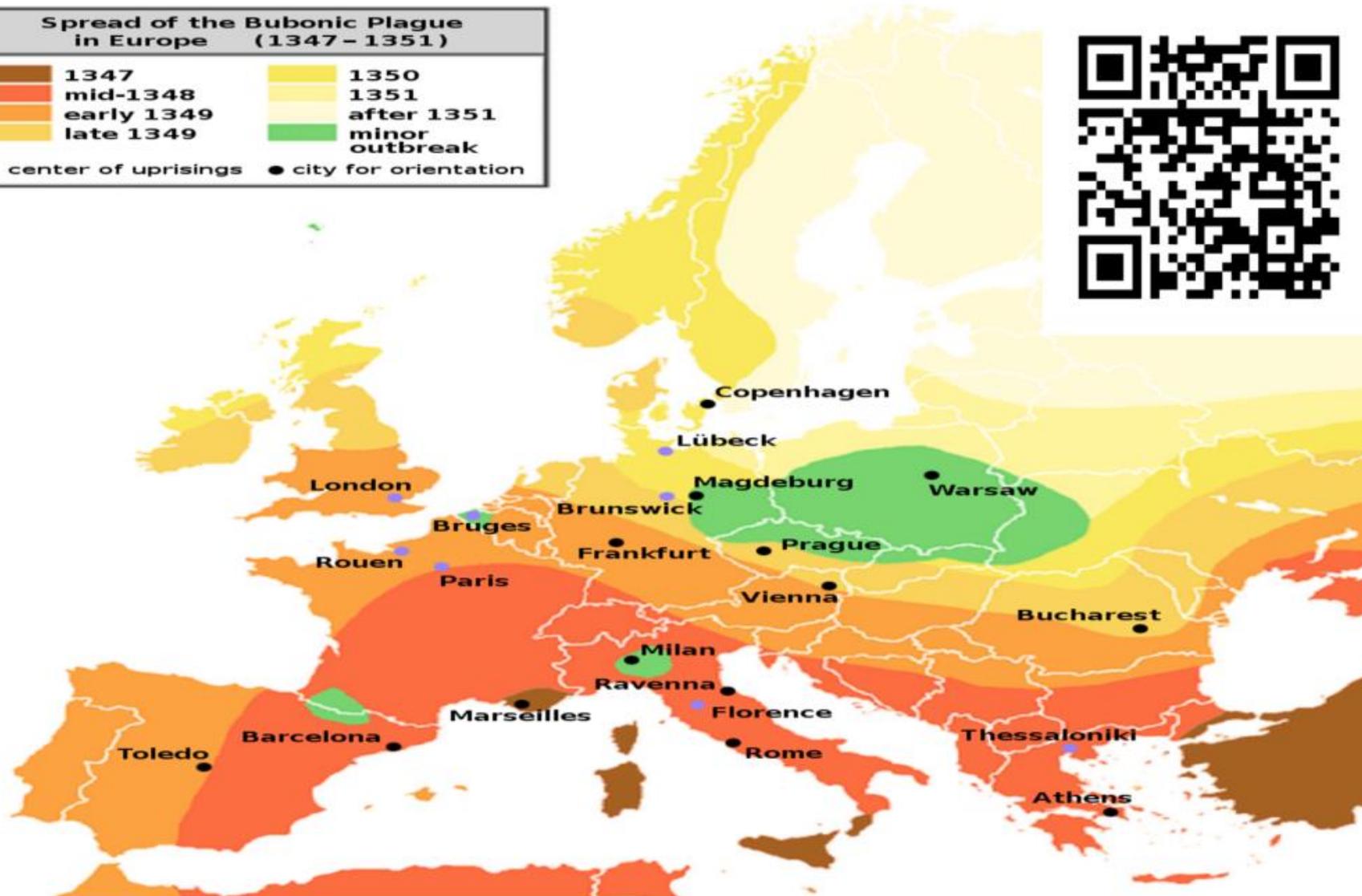
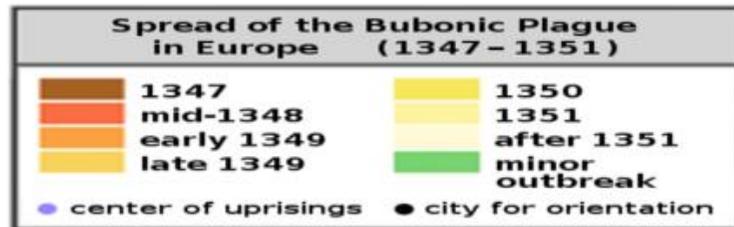
# Activity 11: Working with the Elements in Strand 3 -The History of Europe and the Wider World

Strand 3 Learning Outcome: The Student will be able to	Topic	Historical Time frame	Element	Historical order	Supporting Strand 1 Learning Outcome
3.1 <b>investigate</b> 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	Ancient Rome	400 BC – 400 AD	<b>Recognising key changes</b>		1.9
3.2 <b>evaluate</b> the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration					
3.3 <b>examine</b> the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world					
3.4 <b>discuss</b> 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 <b>recognise</b> the importance of the Cold War in international relations in the twentieth-century world					
3.6 <b>explore</b> life and death in medieval times				<b>Exploring people, culture and ideas</b>	
3.7 <b>appreciate</b> change in the fields of the arts and science, with particular reference to the significance of the Renaissance					
3.8 <b>consider</b> the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer					
3.9 <b>examine</b> life in one fascist country and one communist country in the twentieth century					
3.10 <b>explore</b> the significance of genocide, including the causes, course and consequences of the Holocaust					
3.11 <b>explore</b> the contribution of technological developments and innovation to historical change			<b>Applying Historical Thinking</b>		
3.12 <b>evaluate</b> 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 <b>debate</b> the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events					
3.14 <b>illustrate</b> 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)					

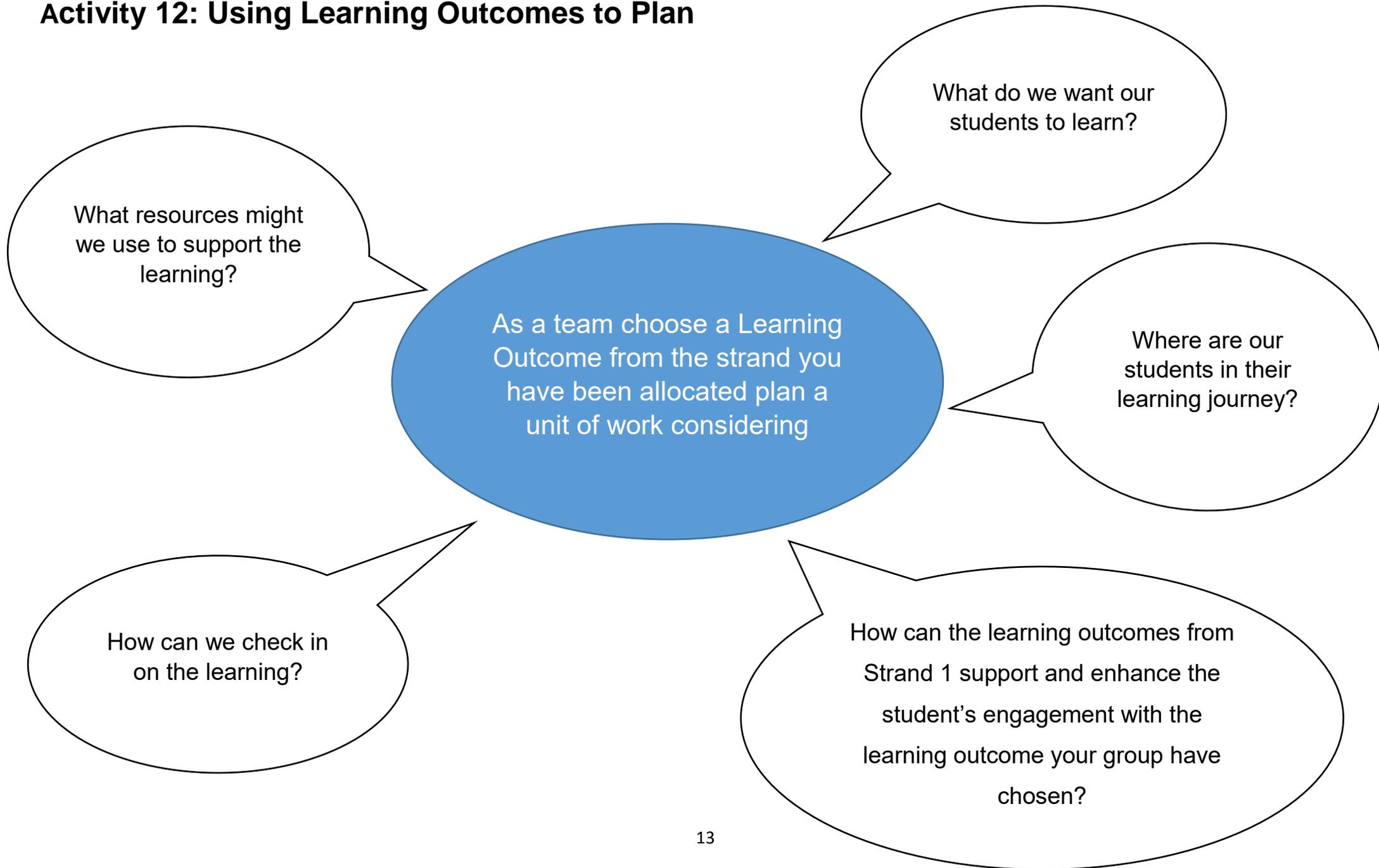
## Activity 12: Using Learning Outcomes to Plan

<p>An tSraith Shóisearach do Mhúinteoirí</p> <p><b>JuniorCYCLE</b> for teachers</p> <p><b>History</b></p> <p><b>Strand 1 The Nature of History</b> <b>Strand 2 The History of Ireland</b> <b>Strand 3 The History of Europe and the Wider World</b></p>		<h3>Action Verbs in Learning Outcomes</h3>	<p><b>Identify-</b> Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature <b>2.5</b></p>
<p><b>Analyse</b> - 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 <b>2.13</b></p>	<p><b>Describe</b> - Tell or depict in written or spoken words; to represent or delineate by a picture or other figure <b>2.8</b></p>	<p><b>Evaluate</b>-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 <b>3.2 3.12</b></p>	<p><b>Illustrate</b> - Use drawings or examples to describe something <b>3.14</b></p>
<p><b>Appreciate</b> - Acknowledge and reflect upon the value or merit of something <b>1.3 3.7</b></p>	<p><b>Develop</b> - Bring to a later or more advanced stage; to elaborate or work out in detail <b>1.1 1.7</b></p>	<p><b>Examine</b>- Consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction <b>2.4 2.10 3.3 3.9 3.11</b></p>	<p><b>Investigate</b> - Analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions <b>1.5 1.8 2.2 2.7 3.1</b></p>
<p><b>Consider</b> - Reflect upon the significance of something <b>1.2 2.6 3.8</b></p>	<p><b>Demonstrate</b> - Prove or make clear by reasoning or evidence, illustrating with examples or practical application <b>1.4 1.9 1.10</b></p>	<p><b>Explain</b> - Give a detailed account including reasons or causes <b>2.9</b></p>	<p><b>Make connections</b> - Identify links or points of similarity between people, issues, themes or events <b>1.11 2.11</b></p>
<p><b>Debate</b> - Argue viewpoint or opinion, supporting stance with evidence <b>1.6 2.12 3.13</b></p>	<p><b>Discuss</b> - 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 <b>3.4</b></p>	<p><b>Explore</b> - Systematically look into something closely; to scrutinise or probe <b>2.3 3.6 3.10</b></p>	<p><b>Recognise</b>- Identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon <b>2.1 3.5</b></p>

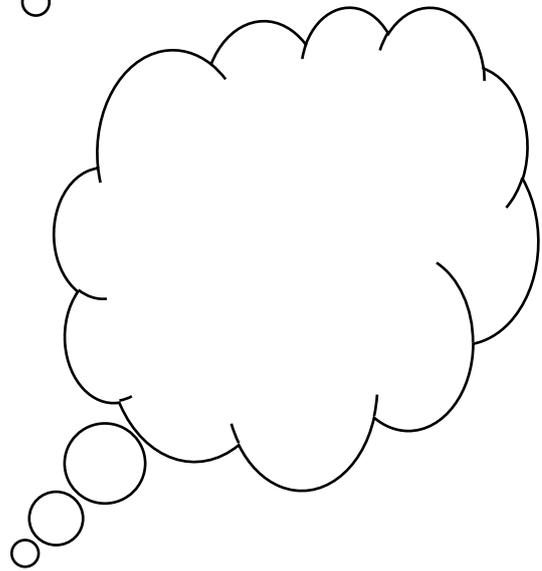
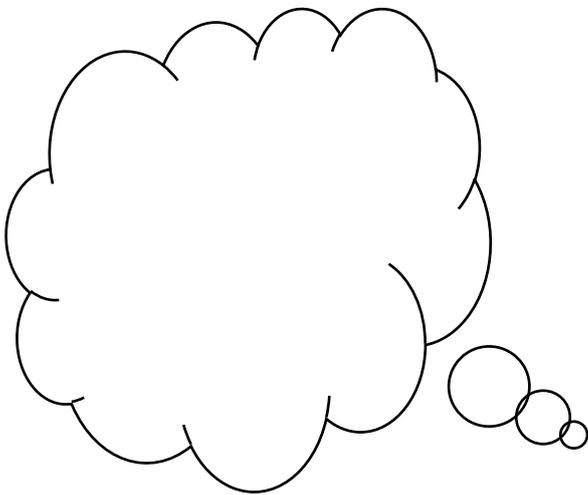
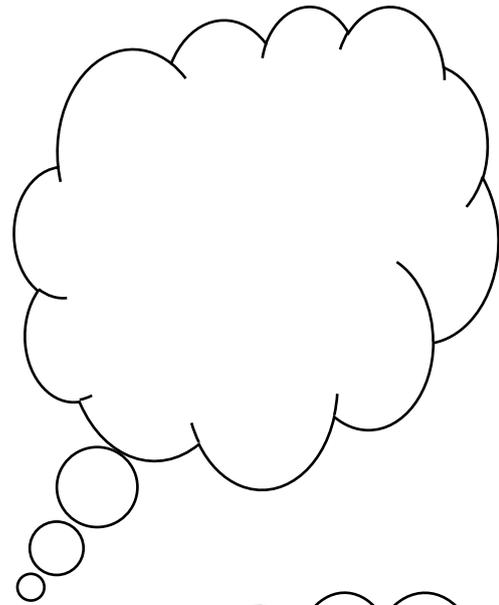
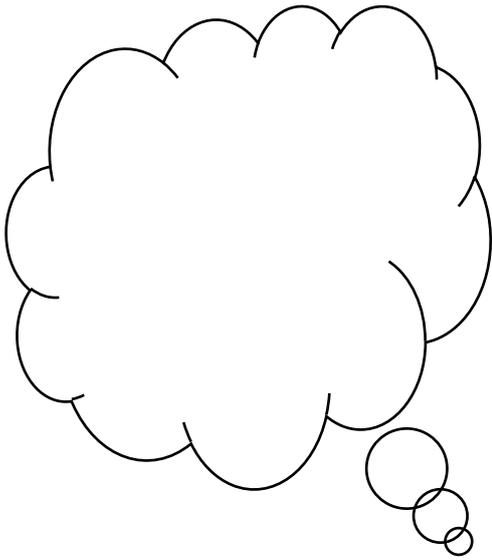
## Activity 12: Using Learning Outcomes to Plan



## Activity 12: Using Learning Outcomes to Plan



## Reflective Thoughts:



## Feedback Form:



<https://tinyurl.com/yarq6okm>



## Contact details

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