

Junior **CYCLE**

for teachers

History

Student-centred
Approach to
Junior Cycle History

2019 -2020



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



Glossary of key terms

Assessment Task (AT): 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.

Classroom-Based Assessments (CBAs): 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

Descriptors: There are four descriptors of achievement in each Junior Cycle History Classroom-Based Assessment: *Exceptional, above expectations, In line with expectations, and Yet to meet expectations*. All work submitted is judged to fit one of these four descriptors

Features of Quality: the statements in the subject specifications that are used in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the Features of Quality which are used for certification purposes.

Formative Assessment: 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.

Language to be used around the area of Special Educational Needs

- Students with additional needs...
- A student who has difficulty with...
- Exceptionally able....
- L1I2LP students engaging with Level 1/Level 2 Learning Programmes
- RAM (Resource Allocation Model) new model for special educational needs (SEN) inspection
- Scaffolds support for student
- U.D.L Universal Design for Learning

Learning Intentions: 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.

Learning Outcomes: statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

Multi-model teaching, learning and assessment is a combination of cutting-edge technological solutions, hands-on learning experiences and strategic instructional methodologies. It is NOT only about teaching theory; it is about practice - learning by doing. Multi-model teaching piques the learner's interests and empowers them to explore, question and draw conclusions. More importantly, it promotes collaboration. Learners work together to build critical skills, to problem-solve, to persevere and to build self-confidence. Multi-model teaching inspires lifelong learning.

Ongoing Assessment: part of classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically, this assessment will be more structured and formalised where teachers will need to obtain a snapshot of the student's progress in order to make decisions on future planning and to report on progress. This may involve the students doing projects, investigations, case studies and /or tests and may occur at defined points in the school calendar.

Subject Learning and Assessment Review (SLAR) Meetings: 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

Success Criteria: linked to learning intentions and learning outcomes. 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.

Summative Assessment: 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 an understanding of that learning by comparing it against agreed success criteria or Features of Quality.

Learning experiences: are student-centred experiences designed to support teaching, learning and assessment in the Junior Cycle History classroom. The first step in creating engaging classroom learning experiences is identifying the key learning from departmental units of learning. The prior learning of the students should inform the starting point for the student. The design should clearly describe the learning that students are engaging in through the use of the learning intentions and success criteria, which are written in language that is accessible and shared with students. Consideration should also be given to inclusive assessment practices when designing learning experiences to allow room for opportunities for all students to demonstrate their learning and challenge to extend the learning.

Unit of Learning: 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

Notes:



Partners in Junior Cycle Education Reform

| | | | |
|--|--|---|--|
|  <p>An Roinn Oideachais agus Scileanna Department of Education and Skills</p> |  <p>NCCA</p> |  <p>Coimisiún na Scrúduithe Stáit State Examinations Commission</p> | <p>An tSraith Shóisearach do Mhúinteoirí</p>  <p>Junior CYCLE for teachers</p> |
| <h3>Overview</h3> | | | |
| <p>The Inspectorate is the division of the Department of Education and Skills responsible for the evaluation of primary, post-primary schools and centres for education. Its work includes the publication of reports on subject inspections and Whole School Inspections.</p> | <p>The National Council for Curriculum and Assessment (NCCA) is a statutory body of the Department of Education and Skills.</p> | <p>The State Examinations Commission is responsible for the development, assessment, accreditation and certification of the second-level examinations of the Irish State including the Junior Certificate and the Leaving Certificate. The State Examinations Commission is a non-departmental public body under the aegis of the Department of Education and Skills.</p> | <p>Junior Cycle for Teachers (JCT) is a dedicated continuing professional development (CPD) support service of the Department of Education and Skills. Its aim is to support schools in their implementation of the new Framework for Junior Cycle (2015) through the provision of appropriate high-quality CPD for school leaders and teachers, and the provision of effective teaching and learning resources.</p> |
| <h3>Key Publications</h3> | | | |
| <p>Looking at our School. Step-up Programme.</p> | <p>Framework for Junior Cycle (2015). Junior Cycle History Specification (2017) Junior Cycle History Assessment Guidelines (2018).</p> | <p>Assessment Tasks. Sample Exam Papers. Guidelines for completion of Assessment Task Booklets.</p> | <p>CPD supports. Webinars. Planning supports.</p> |
| <h3>Web address</h3> | | | |
| <p>https://www.education.ie/en/The-Department/Management-Organisation/Inspectorate.html</p> | <p>https://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History</p> | <p>https://www.examinations.ie/?!=en&mc=ex&sc=jc</p> | <p>www.jct.ie/history</p> |
| <h3>QR code link</h3> | | | |
|  |  |  |  |



Your Student at the centre of the History classroom

Think of one of your current students and use the following prompts to scaffold your reflection



their experience in your Junior Cycle History classroom.

What aspects of history interest me?

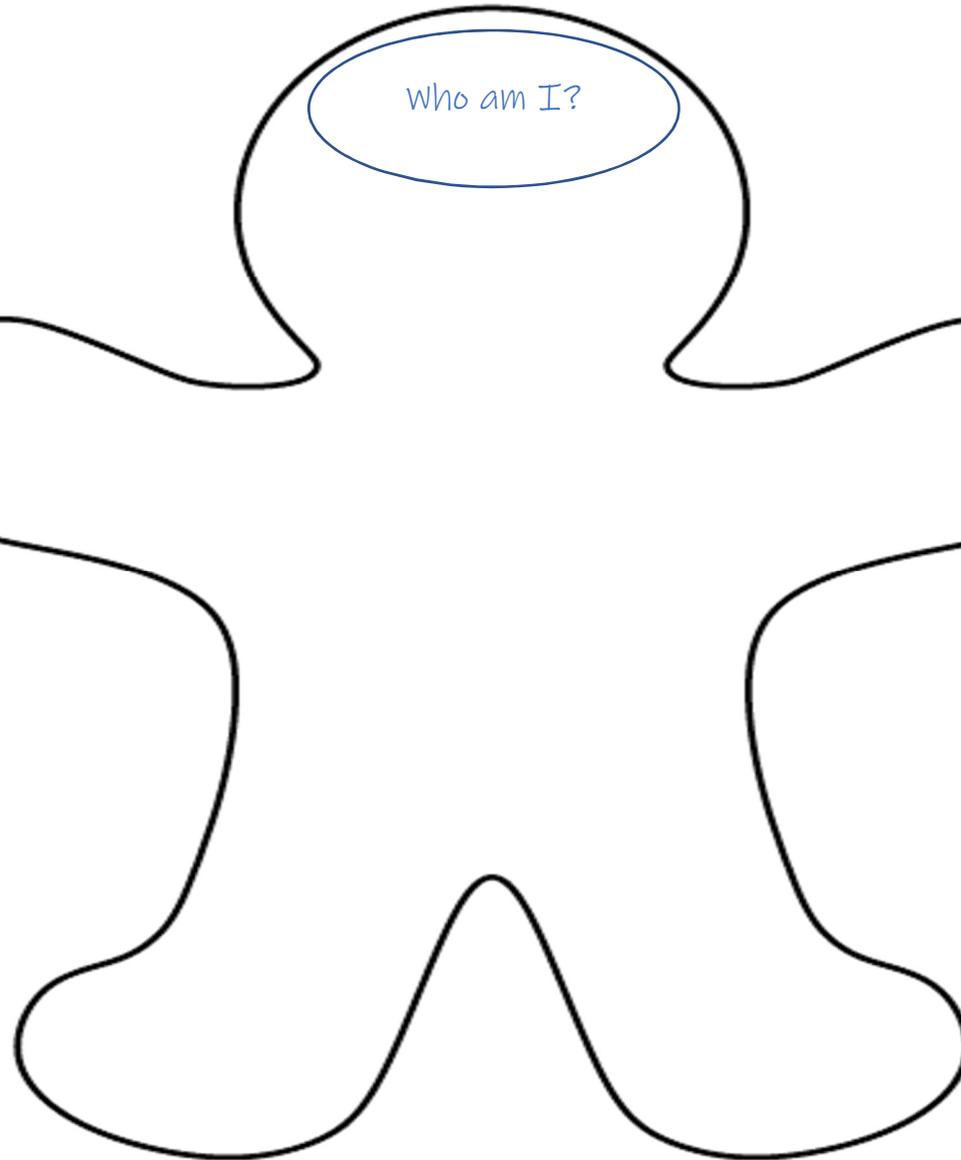
What prior historical knowledge from primary school did I develop?

How did I have an opportunity to develop my historical skills?
(such as)
Finding evidence
Working with sources of evidence
Creating maintaining timelines

How did I have an opportunity to develop my historical knowledge?

What challenges will I face in the next unit of learning?

How does the next unit of learning build on my current knowledge and skills?



What types of learning experiences engage me?

What additional learning needs do I have? What do I find difficult?

How did I have an opportunity to develop my understanding of historical concepts? *(such as)*

- Change
- Power
- Consequence
- Identity
- Settlement

How did I have an opportunity to develop my understanding of the human condition? *(such as)*

- How women's lives have changed?
- How religious beliefs impact people's lives?
- Changing ideas about how people should be governed

One first-year History student's experience:

September – October 2018

My name is Alex and I have just finished first year in a large mixed secondary school. This is my reflection on my experience of first year History.

History was one of my favourite subjects in primary school and after a year in secondary it still is. This year we started off by looking at how an historian works; they are a bit like detectives. They gather evidence from sources and use it to find out answers to their questions. We made timelines of each other's lives and what big events were happening while we were growing up. It's hard to believe now but when I started school in September 2011 Dublin won their first All-Ireland in 16 years! I find working with numbers and chronology hard, so doing this with my classmate really helped. We then made a huge timeline to show each of the times and events we will study over the next three years. Our teacher got us all to practise being historians by investigating an ancient civilisation and we had to find out how the people lived back then and why we still remember them. I chose to investigate the Greeks with my friends as we had read the Percy Jackson books and we wanted to find out more about the historical background. We decided to make a poster to present the achievements of the Greeks to our class, describing what we learned. Our teacher gave us feedback on our posters as we made them. We forgot to say where we got our information from, so we fixed it. We got to show our poster in the History Room at the open night. I learned so much about the Greeks but also about the Vikings, Normans and the Romans from my classmates who made presentations and posters about them.

We then went to find out about ancient sites in our local area, so we visited the local Church and the ancient well which is said to date back to Saint Patrick, and he is meant to have visited there. We couldn't find any definite proof he did, but we learned about Ireland becoming Christian and that's how many places got their names. Did you know that we were once considered the holiest and brainiest of people in Europe! The land of Saints and Scholars- I don't know about the holiest but I still think we are the brainiest. Our teacher gave us maps of Ireland and Europe and we marked the Early Christian places on them. It's amazing that so many of them are still places people live now and the high crosses, wells and monasteries are still there – like in our village. We added our civilisations and the Early Christian Ireland to our timelines- it's going to be very full by 2021!

November – December 2018

My name is Alex and I have just finished first year in a large mixed secondary school. This is my reflection on my experience of first year History.

This year it was 100 years since the end of World War I or the Great War. I don't think any war should be called great! We looked at some of the commemorations of the war and our teacher asked us to write a letter either to a soldier in the trenches **or as** a soldier in the trenches. I researched what it was like in a trench and wrote a letter as a soldier. I found out my great grand-uncle James Maguire died in World War 1, so I wrote a letter from him. The teacher included our letter in a school display to commemorate the war – I really liked the saying on the banner on the top – 'Lest we forget' because someone had forgotten to tell me about my grand-uncle- James Maguire RIP. I am looking forward to finding out even more about World War I later in the course.

There is a castle in our village that we went to visit, and we found out about all the different parts of a castle and how it has changed from when it was first built in the Middle Ages to how it looks now. Our teacher asked us to build our own model of a medieval castle and show how the people lived in them. My team used Lego; another group used Minecraft. The people in the Middle Ages were very afraid of being attacked. They built lots of defences and yet it was a small rat that would kill most of them! In our groups we had to research peasants' lives, I found out about their what they did to for fun or entertainment. I had to put my findings on one side of a box, so I had to just pick out the most important bits. Other people in the group did other aspects like food and clothing. We then set up a display of all our Medieval knowledge boxes and showed them to the third years who were revising the Middle ages. I wrote about all their festivals and holy days. I wish we had as many as they had. We added the medieval period to our timelines.

Before Christmas we had a History test. We were asked to make a timeline from a diary and a newspaper article. We were asked about the meaning of some of the key terms we had learned, and we got to write about the civilisation we had investigated. I was chuffed, I got a merit in the test. The teacher gave us back our paper and we went through it with our classmates so we could see where we made mistakes and fix them. I need to work on answering every question, not just writing loads about what I am interested in!



January – March 2018

My name is Alex and I have just finished first year in a large mixed secondary school. This is my reflection on my experience of first year History.

In January we looked at how the world changed between 1500-1700 - new countries, new religions, new technologies. We created a smaller timeline to mark key events and people over the 200 years. We looked at the new things in art and science that happened in the Renaissance. We had a debate about the what was the most important invention or person in the Renaissance. I wrote my debate speech on the invention of the printing press and how just like the internet it changed the world. When we were looking at the actions of Luther, I was proved right because he used it like Twitter to spread his ideas and I think that caused the reformation. I used to think change was always good but when we looked at how the native people of America were treated and the slave trade, I don't think conquest and colonisation were good changes; well, not for everyone. Spain and Portugal became very rich and there were lots of new foods, but I don't think it was fair. We worked with maps of the world and saw how much they changed in that time.

I also learned about how people can cause huge change. Our teacher asked us to pick an artist, religious leader, explorer, scientist, or writer from a list of people who lived between 1400-1700 and explain how they contributed to change. I wrote a letter to Galileo thanking him for his discoveries and telling him how important they were, it must have been very hard for him to be told to 'recant' when he knew he was right. My classmates picked all different people and shared what they did then, and we put them on our timelines. I learned a lot of new terms and about a lot of different people. I find it hard to remember it all so my teacher showed me how to make mind maps and link things up to help me.



April - May 2018

My name is Alex and I have just finished first year in a large mixed secondary school. This is my reflection on my experience of first year History.

After Easter we looked at how the changes in religion in the reformation affected Ireland as well. In my village we have three churches: Catholic, Church of Ireland and Presbyterian. We looked at maps of Ireland and saw how much the plantations changed where people lived and how the division between Catholics and Protestants started. We investigated how the Ulster plantation was the start of there being a border between Southern and Northern Ireland. It helped me understand why the border is such a big problem with Brexit.

We looked at the history of the village and found out why people settled here and how it has changed over time, and how various places got their names, like The Bawn, The Diamond and Yellow Walls Road. We had to research our own address and create a profile of the meaning of our street name, how long our home has been there and what was it before. I live in a newly built apartment, but I found out it was built on the grounds of an old castle where monks lived in the 1400s. The castle is still there but it's a house now!

Our teacher put us in groups and gave us part of the village to make an advertisement for tourists about the history they could see in our village. We made a short video about the early Christian well and about the story of St. Patrick baptising people there. We submitted our video and our research to our teacher as part of our assessment for the end of the year. I had a summer written test and I found using the mind maps that my teacher showed me how to make really helped me to remember all the history I learned this year.

Notes:



An approach to integrating history learning outcomes from the NCCA

The Junior Cycle History specification presents learning outcomes in three strands:

Strand 1: The Nature of History

Strand 2: The History of Ireland

Strand 3: The History of Europe and the Wider World

Strand 1 is a formational strand, **supporting students to explore the concepts, practice the skills and consider the values and attitudes that inform the discipline of history and the work of the historian.**

Strand 1 is also a unifying strand, **whereby the learning outcomes can be achieved through engaging with the context provided in strands 2 and 3 in relation to personalities, issues and events from the history of Ireland, Europe and the wider world.**

So, the learning outcomes in Strand 1 are intended to be integrated into the student's exploration of learning outcomes in Strands 2 and 3, which relate directly to historical events, issues, themes and personalities. This model might be useful in developing an understanding of the cross-linear nature of learning outcomes. Teachers can draw on a number of learning outcomes from different strands and devise learning experiences based on them. The flexibility of learning outcomes allows teachers to use their professional judgement to identify appropriate contextual or substantive subject matter for students to explore.

For example, consider how a teacher might approach the following learning outcome from Strand 2 (Irish history): The student will be able to-

LO 2.5: identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations

This learning outcome is quite broad and open and does not prescribe or list what aspects of the causes, course and consequences of the Troubles should be covered. Teacher professional judgement is trusted to identify what features might be explored in class. One further means of identifying what historical context might best illustrate understanding of this learning outcome is to check if other related learning outcomes might also be invoked. In this regard, the following learning outcomes might also be considered: **The student will be able to -**

LO 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

LO 2.9: explain how the experience of women in Irish society changed during the twentieth century

LO 2.12: debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events

A possible 'hook' that could be a focus for interrogating aspects of these learning outcomes is the contribution of Bernadette Devlin (Bernadette Mc Aliskey after her marriage in 1973). Her role in the Troubles.

To consider:

Reflecting on the points made about Bernadette Devlin/ Mc Aliskey, how might her career relate to the three learning outcomes above? Note that the points above relate to such themes:

| | |
|--|---------------------------|
| Catholic dissatisfaction with Northern Ireland state | Bloody Sunday |
| Discrimination | Battle of the Bogside |
| Civil rights | Republicans and Loyalists |
| Violence | H-Blocks and Prisoners |
| Tension between Catholics and Protestants | Hunger Strikes |
| Elections in NI to Westminster parliament | |

It is likely that teacher professional judgement will identify these themes as important in interrogating the learning outcome relating to the Troubles. By choosing this 'hook', note how many of these themes are evident and can be built upon to deepen student understanding. Note also that the learning outcomes also allow teaching to make links with other areas of learning:

| | |
|---|---|
| LO 2.6: Significance of religion: | how religious identity and affiliation was a factor in the Troubles |
| LO 2.9: Experience of women in Irish society | relate to Devlin becoming the youngest woman ever to be elected to Westminster (a record that endured until 2015) |
| LO 3.13 Importance of decade of the 1960s | how events in NI were part of a broader pattern of social and political change in the 1960s across Europe, the US and the wider world |

How does this document below support learning in any of the learning outcomes mentioned?

The cross - linear nature is again evident when teaching includes the use of documents, such as this extract from Devlin's autobiography, where she reflects upon the press reaction to her election as the youngest female MP in history:

'NO SOONER was the count complete than the Press descended on me. To protect my brother and sisters from the attentions of the Press, I was then staying at my aunt's home in the country, and on Friday, April 18th, 1969, the day after polling day, reporters and photographers settled round the house like swarming bees, demanding idiotic, phoney photographs of the MP sitting on a rug, surrounded by all her little cousins. They all took a fancy to the garden swing: everybody had to have photographs of 'the swinging MP' — about the most obvious pun that any second-rate newspaper could be depended on to think up. The Press were interested only in the gimmick publicity of the twenty-one-year-old female who makes it to be a Member of Parliament. Fair enough, I wasn't very professional in dealing with the Press, but they weren't prepared to be helpful. As far as they were concerned, I was a mass of flesh which had become public property and they were entitled, at any hour of the day or night, to interrupt anything I was doing. They couldn't understand why I refused to allow them to take photographs of the MP getting out of bed in the morning; or the MP eating boiled eggs for breakfast. None of them wanted to ask the basic questions which would show why the situation in Northern Ireland should produce a 'baby of Parliament'.

How does the approach above invoke the above learning outcomes also?

Making further connections: **The student should be able to-**

- 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
- 1.4** 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;
- 1.5** investigate the job of the historian, including how s/he 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, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry

Planning by integrating learning outcomes from the Junior Cycle History Specification:

In pairs select a hook question and a range of related learning outcomes from the History Specification. Complete the table below with your partner.

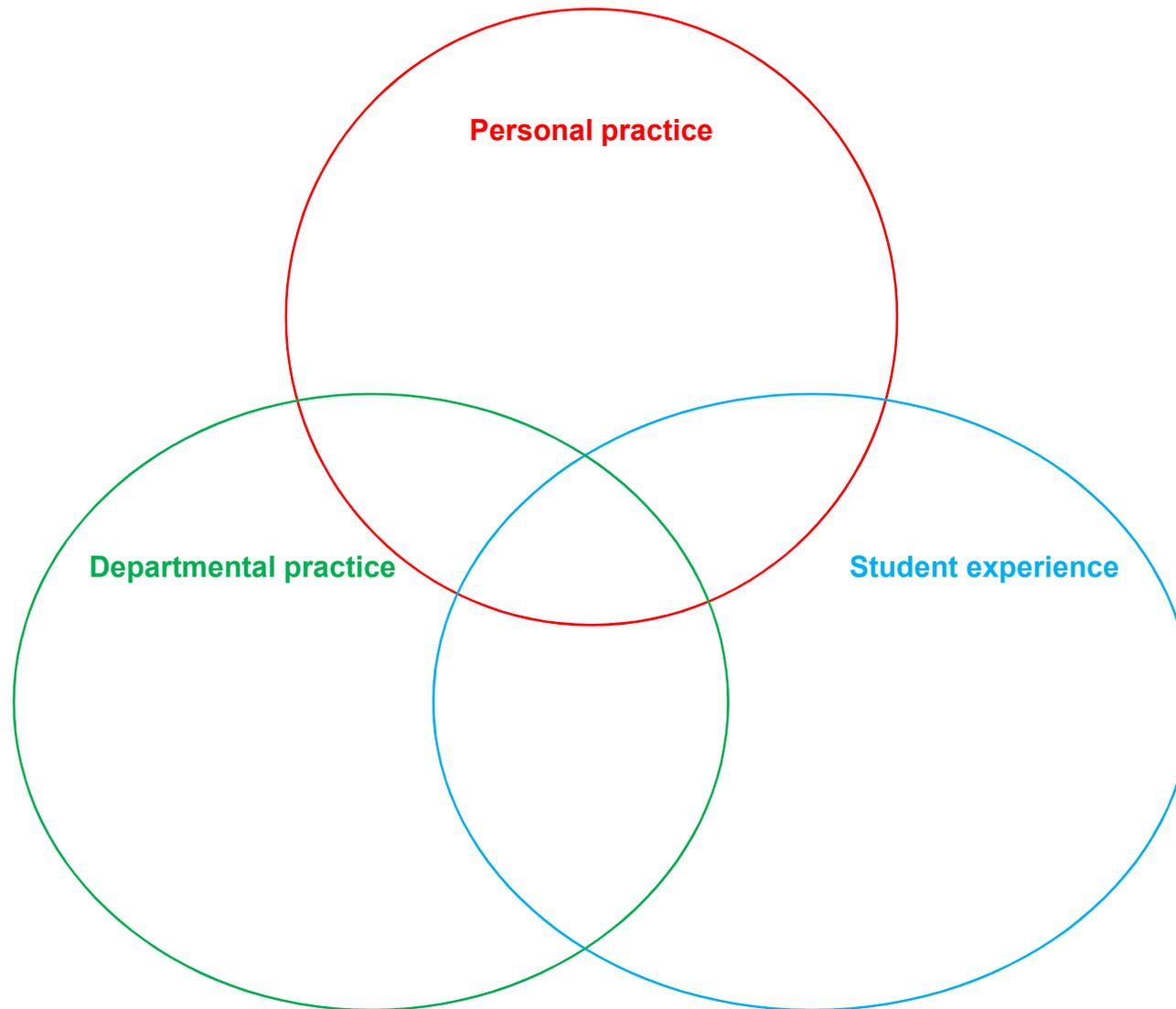


| Historical hook question: Choose one | |
|---|---|
| Where did people live in (place/date) _____ and why? <input type="checkbox"/> | Who had power in (place/date) _____ and why? <input type="checkbox"/> |
| Why did people believe in _____ and how did it affect their actions? <input type="checkbox"/> | Why did _____ war/conflict happen? And how did it affect people? <input type="checkbox"/> |
| Considering your Students and Context : | |
| | |
| Selected learning outcomes: | |
| | |
| Identifying the Key Learning: | |
| How might historical knowledge be developed through your selection of learning outcomes? | |
| | |
| How might the students' conceptual understanding be developed? | |
| | |
| How might students' disciplinary skills be developed? | |
| | |
| What historical values might be developed? | |
| | |

Reflecting on Session 1: Student-centred planning through different lenses

Adopted from Brookfield's (1995) Lenses

Reflect on the insights you may have gained from Session 1 that may impact on your practice through the following lenses. There may be an overlap.



First-year History Learning Experience: One

Challenge: What name would you give to this Learning Experience?

Learning Experience name:

Why?

Teaching and learning context:

The prior knowledge and skills which formed the foundation of the learning experience.

This learning experience was designed to support first-year students in their second week of Junior Cycle History. The learners had some prior knowledge of chronology from primary school and the majority had some experience of making some form of a timeline. The experience was designed for a 1-hour class period with a reflection piece for homework. The students have internet-enabled devices in class. It was part of a unit of learning- 'How does a Historian work with evidence?'

The learners had engaged with a prior learning experience in which they:

- Worked with primary and secondary sources- written, visual, aural, oral and tactile
- Learned how historians find evidence
- Explored examples of timelines
- Defined key concepts of chronology- order, date, scale, significance, eras, decades,

Learning outcomes in focus: *The learning outcomes from the unit of learning the students were given the opportunity to demonstrate, all or in part, in the learning experience design.*

1.10 demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their historical eras.

1.5 Investigate the job of the historian, including how s/he 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, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry.

Learning experience description: *How the students were given the opportunity to engage in and demonstrate their learning.*

In pairs, the students were challenged to complete a historical investigation of the time frame of their partner's life.

- They interviewed each other and created a timeline of their partner's life indicating the following set of life events: date of birth and subsequent birthdays, starting and finishing primary school, starting secondary school
- They were then asked to identify and research the dates of significant local and world events that occurred in the timeframe of the years of their partner's life and add them to the timeline.
- The students were then asked to compose a reflection note on the following:
 - Why as a historian did, they select the local and worldwide events indicated on the timeline? Why are they significant?
 - How easy or hard it was to find out the dates of the events and what sources of evidence did they use to make sure (verify) that they were accurate?

Learning intentions:

The intended learning for the experience that was clearly communicated with the students.

Success Criteria

The success criteria for demonstrating reaching the learning intentions of the experience.

We are learning to:

- how to create a timeline which shows chronology (order of happening) of a set of events
- identify the dates of historical events and place them chronologically on a timeline
- understand how a historian finds evidence and makes sure it is true (accurate)

I can:

- ask questions and gather evidence about the dates of a set of events from my partner
- create a timeline to illustrate the set of events
- research the dates of significant local or world events that happened during the same time period
- place these local and world events accurately on the timeline
- explain why I chose significant local or world events
- describe how I found evidence about the significant local or world event

First-year History Learning Experience: Two

Challenge: What name would you give to this Learning Experience?

Learning experience name:

Why?

Teaching and learning context: *The prior knowledge and skills which formed the foundation of the learning experience.*

This learning experience was designed to support first-year students in their sixth week of Junior cycle History. The learners had some prior knowledge of historical civilisations from primary school.

The learners had engaged with a prior unit of learning: 'How does an Historian work with evidence?' which gave them prior knowledge of the work of the historian and how they work with evidence (1.5) an understanding of types of historical evidence (1.6) an emerging ability to make historical judgments in relation to significance (1.7) and an experience of creating timelines (1.10).

The experience was designed for two 1-hour class periods including supporting homework. The students have internet-enabled devices in class.

This learning experience was part of a Unit of learning: Evidence of Civilizations (*A people or nation in the past that was socially and politically organised.*¹). The students had engaged in a prior learning experience in which they:

- explored the concept of historical civilisations including the various aspects of a civilisation such as government, society, food, dress, religion, arts & crafts, trade.
- identified contributions from the actions and achievements of past civilisations on our daily lives.

Learning outcomes in focus: *The learning outcomes from the unit of learning the students were given the opportunity to demonstrate, all or in part, in the learning experience design.*

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.

1.5 **investigate** the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence.

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.

Learning experience description:

How the students were given the opportunity to engage in and demonstrate their learning.

In groups the students undertook an investigation into a civilisation of their choosing, which focused on:

Aspects of life in their civilisation and what significant contribution of the civilisation they had chosen made to the history of the world. They created displays to demonstrate their findings and where they found their evidence to support their discoveries.

Learning intentions:

The intended learning for the experience that was clearly communicated with the students.

We are learning to:

- use online sources of evidence to research a civilisation
- know about aspects of life in a civilisation
- identify a contribution of a civilisation to the history of the world
- use evidence to explain the significance of the civilisation we choose

Success Criteria

The success criteria for demonstrating reaching the learning intentions of the experience.

I can:

- find reliable sources of historical evidence online
- gather evidence about aspects of life in a civilisation to create a timeline to illustrate the set of events
- illustrate aspects of life in a civilisation
- describe a contribution of a civilisation to the history of the world
- explain why the civilisation we chose is historically significant

¹ History specification pg 26

First-year History Learning Experience: Three

Challenge: What name would you give to this Learning Experience?

Learning experience name:

Why?

Teaching and learning context: *The prior knowledge and skills which formed the foundation of the learning experience.*

This Learning experience was designed to support first-year students at the start of their second term of Junior Cycle History. The learners had some prior knowledge of medieval times from primary school. The learners had engaged with a prior unit of learning: 'How does an Historian work with evidence?' which gave them prior knowledge of the work of the historian and how they work with evidence (1.5) an understanding of types of historical evidence (1.6) an emerging ability to make historical judgments in relation to significance (1.7) and an experience of creating timelines (1.10). They had also completed units of learning on the evidence of Civilisations (3.1) and Early Christian Ireland (2.6) which gave them opportunities to develop their research skills (1.8) and prior knowledge on the importance of Religion (3.8) and changes in art (3.7).

The experience was designed for three 1 hour class periods including supporting homework. The students have internet-enabled devices in class. This learning experience was part of a unit of learning: 'Life and Death in Medieval Times'. The students had engaged in a prior learning experience in which they:

- created a timeline of what centuries are called the medieval period and why?
- explored the concept of feudalism and how power and land was distributed to the different groups in medieval society,
- identified and studied sources of evidence about the middle ages including primary source material such as excerpts from The Domesday Book and The Bayeux Tapestry.

Learning outcomes in focus: *The learning outcomes from the unit of learning the students were given the opportunity to demonstrate, **all or in part**, in the learning experience design.*

The students should be able to:

3.6 **explore** life and death in medieval times

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

1.7 **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

Learning experience description:

How the students were given the opportunity to engage in and demonstrate their learning.

In groups, the students were allocated one of the groups in the feudal society such as Lords and Ladies in a manor, Knights in a castle, Monks in a monastery, craftsmen in a town, Peasants in a manor. They investigated the following aspects of their lives: 1. housing, 2. food and clothes, 3. work/duties, 4. religious beliefs, 5. entertainment and 6. health and death. Each group created a knowledge cube² with information about each aspect of their research on one of the six faces of the box.

Learning intentions:

The intended learning for the experience that was clearly communicated with the students.

We are learning to:

- gather information on the life of one group of people in the medieval feudal system
- know about aspects of life and death for their group of people in medieval society
- select significant and relevant historical information about their group of people in medieval society
- develop a sense of what life was like for their group of people in medieval society

Success Criteria:

The success criteria for demonstrating reaching the learning intentions of the experience.

I can:

- find reliable sources of historical evidence about the middle ages online
- describe aspects of life and death of one group of people in medieval society
- create a display of historical information about one group of people in medieval society

² <http://www.classtools.net/blog/using-knowledge-cubes-for-hands-on-discussions/>

First-year History Learning Experience: Four

Challenge: What name would you give to this Learning Experience?

Learning experience name:

Why?

Teaching and learning context: *The prior knowledge and skills which formed the foundation of the learning experience.*

This Learning experience was designed to support **first-year** students at the **start of their third term** of Junior cycle History. The learners had some prior knowledge which can support this in their studies of eras of change and conflict in primary school which includes the concepts of the renaissance, the reformation, traders, explorers and colonisers from Europe. The learners had engaged with a prior unit of learning: 'How does a historian work with evidence?' and had engaged with prior learning which prompted their thinking about changes in art (3.7) and the importance of religion. They have undertaken learning experiences which have developed their research skills (1.6, 1.7, 1.8).

The experience was designed for **three 1-hour class periods** including supporting homework. The students have internet-enabled devices in class. This learning experience was part of a unit of learning: '*An Era of Change.*'

The students had engaged in a prior learning experience in which they:

- created a timeline to illustrate some of the significant events, people and discoveries over the period of 300 years (1400 -1700)
- identified significant changes in artwork (including maps) and literature 1400 – 1700
- described the scientific innovations in the areas of biology, technology, and astronomy 1400 – 1700
- explored the role and response of the Catholic church to developments in art, science and literature

Learning outcomes in focus: *The learning outcomes from the unit of learning the students were given the opportunity to demonstrate, all or in part, in the learning experience design.*

The students should be able to:

3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration

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 Reformer

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

1.9 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 dimension

Learning experience description:

How the students were given the opportunity to engage in and demonstrate their learning.

The students were given a list of historically significant people who all lived between 1400 -1700 and have made a contribution to change in one of the following areas

1. Art and science during the Renaissance, 2. Spanish and Portuguese exploration, 3. Christian religious reform, 4. technological discoveries. (1.9) They were challenged to pick one-person to research and propose an argument for how they contributed to change between 1400 – 1700.

Learning intentions:

The intended learning for the experience that was clearly communicated with the students.

We are learning to:

- gather evidence on a named historical figure who lived between 1400 -1700 Research
- appreciate that the actions of a one-person can cause historical change
- identify how the person you chose contributed to the change in one of the areas
- select significant and relevant historical information about the persons contribution to change
- understand what motivated them to make their contribution
- Develop a sense of how their contribution influenced the world we live in today

Success Criteria:

The success criteria for demonstrating reaching the learning intentions of the experience.

I can:

- create a profile of a historical figure
- present evidence of my research
- list key actions or events they were involved in
- describe their contribution to the era of change
- show what motivated their actions
- illustrate the impact of their actions on today's world

Reflecting on the examples Learning experience: analysis of the alignment of learning



Thinking about the learning outcomes...

How does the learning experience allow the student to demonstrate some or all of the learning outcomes in focus?

Working well...

Even better if...

Thinking about learning intentions...

How are the learning intentions linked to some or all of the learning outcomes in focus? How are the learning intentions linked to the learning experience?

Working well...

Even better if...

Thinking about success criteria...

How are the success criteria linked to some or all of the learning outcomes in focus? How are the success criteria linked to the learning experience? How are the success criteria linked to the learning intentions?

Working well.....

Even better if....

Why Choose the Moon?

ST-C000-18-63 16 November 1963 Senator George Smathers of Florida and President John F. Kennedy at Cape Canaveral, Florida, Pad B, Complex 37, where they were briefed on the Saturn rocket by Dr. Werner Von Braun (not pictured). Photograph by Cecil Stoughton, White House in the John F. Kennedy Presidential Library and Museum, Boston.

On September 12, 1962, President Kennedy made the following remarks at Rice University in Houston, Texas, in support of the space program:

"Those who came before us made certain that this country rode the first waves of the industrial revolutions, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to flounder in the backwash of the coming age of space. We mean to be a part of it - we mean to lead it. For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace...."

"We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win..."

"Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, "Because it is there." Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there. And, therefore, as we set sail we ask God's blessing on the most hazardous and dangerous and greatest adventure on which man has ever embarked."



On May 25, 1961, President John F. Kennedy made a special address to Congress on Urgent National Needs, asking Congress to dedicate \$7 to \$9 billion dollars to the space program. The United States, he declared, needed "to take a clearly leading role in space achievement" and "commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth." The mission was clear: the United States must go to the moon.

President Kennedy announced his decision to go to the moon one month after the Soviet Union sent the first man into space. The Soviet success suggested that the United States was falling behind in the arms race and fueled new tensions between the two nations already involved in the Cold War. If the United States could reach the moon before the Soviet Union it would demonstrate that the United States and was a leader in science and technology. (See left insert for President Kennedy's remarks on the issue.)

Congress awarded the necessary funds to the National Aeronautics and Space Administration (NASA) for the Apollo program and the race to the moon began. In February 1962, John Glenn became the first American to orbit the earth. After a series of additional missions, President Kennedy's challenge was met when *Apollo 11* astronauts Neil Armstrong and Buzz Aldrin became the first men to walk on the moon on July 20, 1969.

President Kennedy's decision to go to the moon was controversial. Some people argued that the cost was too high. The Apollo program cost approximately \$20 billion dollars between 1961 and 1973. Other people, however, argued that the technological benefits of space exploration made the program worthwhile. Technology from the space program has been applied to other uses. These technology "spinoffs" have been used in textiles to protect firefighters, medical imaging machines to help doctors see what is happening in the body, cordless tools, and television satellite dishes.

³ John F. Kennedy Presidential Library Staff. "Why Choose the Moon?" John F. Kennedy Presidential Library and Museum. <https://www.jfklibrary.org/learn/education/teachers/curricular-resources/middle-school-curricular-resources/why-choose-the-moon> Accessed 9 September 2019.

January 19, 1962

P. O. #1

Detroit, Michigan

Dear President Kennedy,

I am thirteen years old & I'm in the eighth grade. Please don't throw my letter away until you've read what I have to say. Would you please answer me this one question? When God created the world, He sent man out to make a living with the tools He provided them with. They had to make their living on their own with what little they had. If He had wanted us to orbit the earth, reach the moon, or live on any of the planets, I believe He would have put us up there Himself or He would have given us missiles etc. to get there. While our country is spending billions of dollars on things we can get along without, while many refugees and other people are starving or trying to make a decent living to support their families. I think it is all just a waste of time & money when many talents could be put to better use in many ways, such as making our world a better place to live in. We don't really need space vehicles. I think our country should try to look out more for the welfare of its people so that we can be proud of the world we live in. At school they

over

tell us that we study science so that we can make our world a better place to live in. But I don't think we need outer space travel to prove or further the development of this idea. Now that you have heard what I have to say will you please write me in answer to my question?

Sincerely,
Mary Lou Peitler

⁴⁴ John F. Kennedy Presidential Library Staff. "Why Choose the Moon?" John F. Kennedy Presidential Library and Museum. <https://www.jfklibrary.org/learn/education/teachers/curricular-resources/middle-school-curricular-resources/why-choose-the-moon> Accessed 9 September 2019.

March 29, 1962

Dear Mary Lou: *Raitler*

The President has asked me to reply to your letter asking why the United States expends so much time and energy in exploring space, and suggesting that God would have provided man with the necessary space implements had he wanted man to explore space.

A significant feature of our society is the right of each individual to determine the nature of God's intent in accordance with his own conscience. I would not, therefore, presume to suggest how you should resolve the issue you pose in your letter. Yet it would appear that among the most common characteristics of man is a desire to impose change on nature in order to mollify the hardships of life. This, combined with an endowed natural intelligence and curiosity, has allowed man to progress through increased knowledge from the most primitive past when the only tools utilized were those rocks and sticks found lying on the ground, to the present day, when disease-controlling drugs, efficient food production, and labor-saving machinery have combined to permit man, if he wishes, to pursue a far richer and more humane life.

It is impossible to determine in advance, moreover, those benefits which will eventually result from a given advance in human knowledge. History is replete with examples of man pursuing knowledge with no expectation of any practical use, which later serve as the basis for developments making significant contributions to mankind. Janssen's work on lenses, without his realizing it, provided the breakthrough required to understand and control disease-causing microbes; also, Hertz predicted that his academic experimentation with electromagnetic waves would have no practical or useful result, but he had in fact helped to lay the groundwork for the modern electronic industry.

Astronaut John H. Glenn briefly summed this up recently when he explained his views on the importance of space research before a

joint session of Congress. He in part said, "But exploration and the pursuit of knowledge have always paid dividends in the long run -- usually far greater than anything expected at the outset . . . Any major effort such as this results in research by so many different specialties that it is hard to even envision the benefits that will accrue in many fields. Knowledge begets knowledge. The more I see, the more impressed I am -- not with how much we know -- but with how tremendous the areas are that are as yet unexplored."

Thank you very much for advising the President of your views on this important matter. It is encouraging to find someone of your age showing such interest and concern in public affairs.

Sincerely,

Myer Feldman
Deputy Special Counsel
to the President

⁵⁵ John F. Kennedy Presidential Library Staff. "Why Choose the Moon?" John F. Kennedy Presidential Library and Museum. <https://www.jfklibrary.org/learn/education/teachers/curricular-resources/middle-school-curricular-resources/why-choose-the-moon> Accessed 9 September 2019.

Over to you: Learning Experience Design

Teaching and learning context: *what was the context of the task?*

This learning experience is to consolidate the students' learning in the last week of the first year. They have undertaken a 1-hour summative house exam and the aim of this experience is to consolidate the skills of Historical research they have developed throughout the year. It is part of a unit of learning: 'History in the News.' The students will have **three 1 hour class periods** and it may include supporting homework. The students have internet-enabled devices in class.

The History in the news topic that has been chosen is the Moon Landings, as 2019 marks the fiftieth anniversary of this historic event. The theme of commemoration will also support the students' learning around the topic.

Throughout first year, the students have done a lot of work on the nature of history strand which has been very much integrated into the study of the contextual strands. Students are accustomed to working as young historians and using sources to find out about the past is a skill that they are developing.

To support their understanding of the historical context of the moon landing, rapidly taught a big picture of the Cold War (3.5) was shared with the students. Students have also explored the contribution of technological developments and innovation to historical change in other areas of History (Ancient Civilisations / Renaissance) and will be building on their learning around commemorations.

Learning outcomes in focus: *The learning outcomes from the unit of learning the students were given the opportunity to demonstrate, all or in part, in the learning experience design*

3.11 explore the contribution of technological developments and innovation to historical change
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 recognizing historically significant places and buildings and discussing why historical personalities, events and issues are commemorated

1.5 investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence

1.11 make connections and comparisons between people, issues and events in different places and historical eras

Learning experience name:

Learning experience description:



Learning intentions

We are learning to.....

Success criteria

I can

Classroom-Based Assessments Anticipation Exercise

Some of the following statements are true and some are false. Discuss each statement and mark on the left-hand side if you think the statement is true or false. Then read the pages that follow in the learning log and answer on the right-hand side.



| Before | | | Statements | After | |
|--------|-------|---|---|-------|-------|
| True | False | | | True | False |
| | | 1 | Students will work on CBA 1 individually, in pairs or in a group. | | |
| | | 2 | CBA 2 is completed in either second or third year. | | |
| | | 3 | Schools decide on a three-week window for CBA 1 as per the national timetable (Monday 6th January 2020 to Friday 15th May 2020). | | |
| | | 4 | The level of achievement in the CBAs will be assessed by the classroom teacher supported by the criteria outlined in the Features of Quality for the CBAs and the Subject Learning and Assessment Review meeting. | | |
| | | 5 | CBA 2 is a structured, evidence-based enquiry into the historical life and experiences of a person of interest | | |
| | | 6 | Students will choose from a variety of formats to present their written record for CBA 2, such as an article, essay, blog, script for broadcast, address to an audience, etc. | | |
| | | 7 | During the Assessment Task, students will have an opportunity to reflect on and write about their experience of both CBAs | | |
| | | 8 | Strand 1: The Nature of History, is particularly important to CBA 1: <i>The Past in My Place</i> | | |

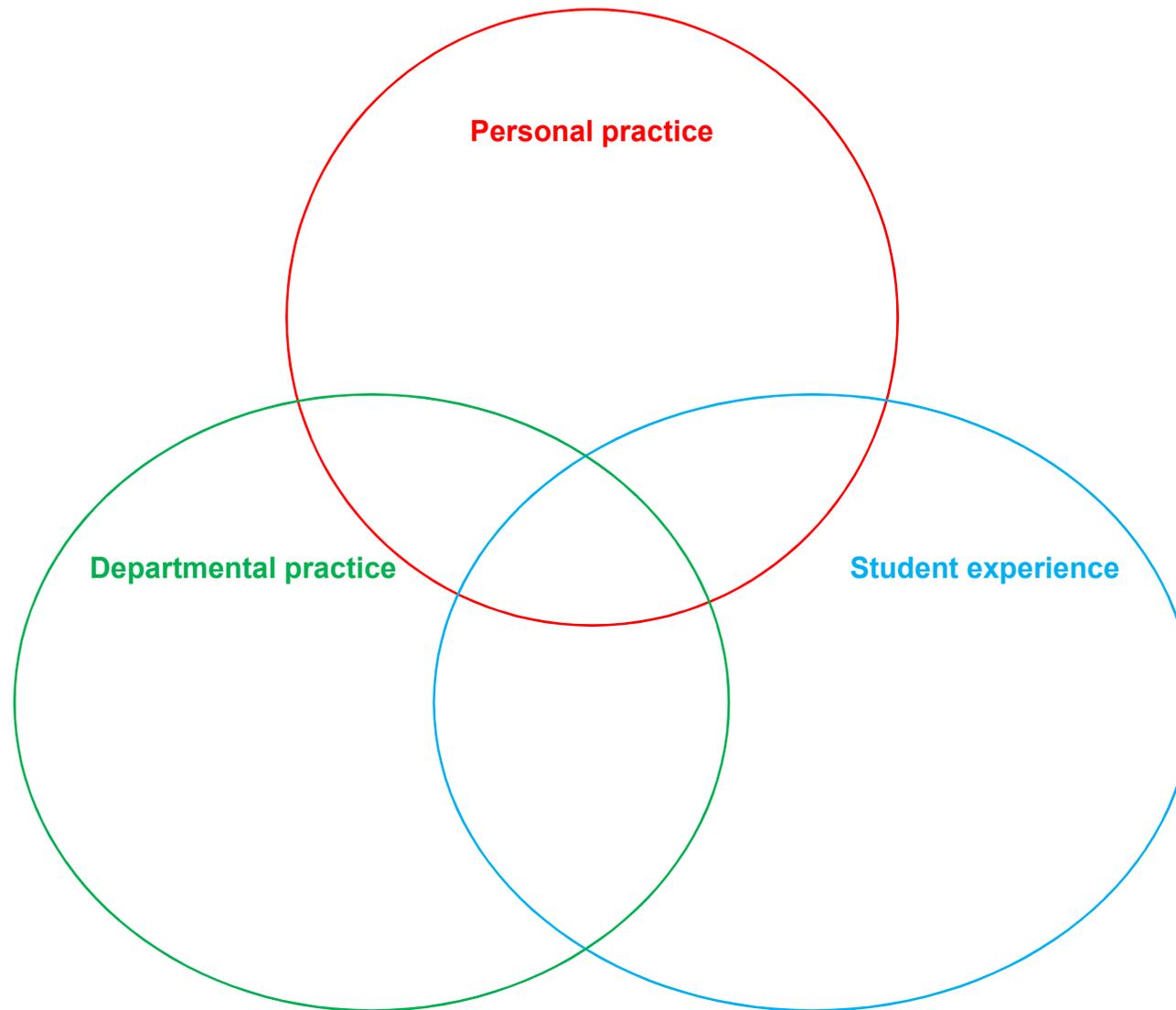
PLEASE NOTE: THIS IS AN EXERCISE TO BE USED AT CPD COURSES AND IS NOT AN INFORMATION LEAFLET ON THE JUNIOR CYCLE

Exploring the History CBAs

| Question: | Answer: | Questions: | Answers: |
|--|---|--|---|
| What is CBA 1? | A structured, evidence-based enquiry into a historical aspect or theme relating to the locality, place or personal/family history of the student. | What is CBA 2? | A structured, evidence-based enquiry into the historical life and experiences of a person of interest. |
| What is the structure of CBA 1: The Past in My Place? | 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"> • Investigating • Discovering • Displaying • Reflecting. | What is the structure of CBA 2: A Life in Time? | 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"> • Scoping • Researching • Creating a written record • Reflecting. |
| How will students work on CBA 1? | Students will work on CBA 1 individually, in pairs or in a group. | How will students work on CBA 2? | Students will work on CBA 2 individually. |
| What format will students use to present their research? | 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. | What format will students use to present their research? | Students will choose from a variety of formats 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. |
| When does CBA 1 take place? | Schools decide on a three-week window for CBA 1 as per a national timetable (Monday 6th January 2020 to Friday 15th May 2020). | When does CBA 2 take place? | It will take place in a defined three-week period and within-class contact time to a national timetable in third year. |
| How will the level of achievement in CBA 1 be assessed? | The level of achievement in CBA 1 will be assessed by the classroom teacher supported by the criteria outlined in the Features of Quality for CBA 1 and the Subject Learning and Assessment Review meeting. | How will the level of achievement in CBA 2 be assessed? | The level of achievement in CBA 2 will be assessed by the classroom teacher supported by the criteria outlined in the Features of Quality for CBA 2 and the Subject Learning Assessment Review meeting. |
| How will the level of achievement in CBA 1 be reported? | 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 descriptors: Exceptional, Above expectations, In line with expectations and Yet to meet expectations. Feedback on the strengths of students' work and on areas for improvement can be used to support learning in History. | How will the level of achievement in CBA 2 be reported? | 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 descriptors: Exceptional, Above expectations, In line with expectations and Yet to meet expectations. Feedback on the strengths of students' work and on areas for improvement can be used to support learning in History. |
| What learning outcomes from the History specification are relevant in CBA 1? | Learning Outcome 2.11, the three elements of Strand 1 and their associated learning outcomes are of particular importance in CBA 1. The relevance of other learning outcomes will be dependent on the topic chosen for CBA 1. | What learning outcomes from the history specification are relevant in CBA 2? | The relevance of learning outcomes will be dependent on the person chosen for CBA 2 the three elements and their associated learning outcomes in Strand 1 are of particular importance in CBA 2. |
| How is reflection incorporated into CBA 1? | Reflection 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 an individual reflection note and submit it to their teacher. | How is reflection incorporated into CBA 2? | Reflection is incorporated into CBA 2 in two ways. Firstly, the students will create a reflection note. Secondly, during the Assessment Task, students will have an opportunity to reflect on and write about their experience of CBA 2. |

Reflecting on Session 2: Student-Centred Approach to History: Planning for Learning through different lenses: Adopted from Brookfield's (1995) Lenses

What insights did you gain from session 2 that may impact practice through the following lenses, there may be an overlap.



Collaborative assessment and review practice from Looking at our School

6

| STANDARDS | STATEMENTS OF EFFECTIVE PRACTICE | STATEMENTS OF HIGHLY EFFECTIVE PRACTICE |
|---|--|---|
| <p>Teachers collectively develop and implement consistent and dependable formative and summative assessment practices</p> | <p>Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.</p> <p>Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently.</p> <p>Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and includes the collective review of students' work.</p> <p>Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs.</p> | <p>Teachers approach assessment as a collaborative endeavour to support students' learning and to measure their attainment.</p> <p>Teachers have collectively developed a whole-school policy on assessment that is appropriate to the curriculum and to their students. The policy includes formative and summative assessment practices. It is implemented consistently and is reviewed collectively.</p> <p>Teachers have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students' work.</p> <p>Teachers have collectively developed assessment records that are clear, useful and easy to interpret and share. These records provide a comprehensive picture of each student's learning attainments and needs and are built on progressively as the student moves through the school.</p> |
| <p>Teachers contribute to building whole-staff capacity by sharing their expertise</p> | <p>Teachers recognise the value of building whole-staff capacity and are willing to share their expertise with other teachers in the school.</p> <p>Teachers are willing to share their expertise with teachers from other schools, for example through education centres, online forums, and school visits.</p> <p>Teachers engage regularly in professional collaborative review of teaching and learning practices.</p> <p>Teachers are open to building collective expertise in the skills and approaches necessary to facilitate student learning for the future.</p> | <p>Teachers value their role within a professional learning organisation, and as a matter of course share their expertise with other teachers in the school.</p> <p>Teachers share their expertise with teachers from other schools, for example through education centres, online forums, and school visits.</p> <p>Teachers engage regularly in professional collaborative review of teaching and learning practices, and use it to identify and build on effective approaches.</p> <p>Teachers are proactive in building collective expertise in the skills and approaches necessary to facilitate student learning for the future.</p> |

⁶ The Inspectorate, Department of Education and Skills. "LOOKING AT OUR SCHOOL 2016 A Quality Framework for Post-Primary Schools for Post-Primary Schools" page 21.



| | |
|--|---|
| <p>Exceptional</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>Above expectations</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>In line with expectations</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>Yet to meet expectations</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: History- *A Life in Time*

| | |
|--|---|
| <p>Exceptional</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>Above expectations</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>In line with expectations</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>Yet to meet expectations</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> |

Features of Quality 5 W 1 H:



1. What are the Features of Quality?

They are criteria set by the NCCA to support the assessment of student work in history CBAs. The Features of Quality are designed with reference to the learning outcomes from the History Specification on which CBAs are based which focus in particular on Strand 1 The Nature of History.

2. Where are the Features of Quality applied?

Features of Quality are applied to the Students work during their two Junior Cycle History Classroom-based assessments.

3. Who uses Features of Quality?

Students: should be familiarised with the Features of Quality that will be used to judge the quality of their work, at an appropriate moment in their learning.

Teachers: should use the Features of Quality to inform the design of learning experiences for the three-week window of the CBAs. Features of Quality will also be used by teachers to evaluate students' progress during the CBA window and provide formative feedback and help progress learning.

Subject Departments: should use Features of Quality to support collaborative planning and develop consistency in their professional judgements of students work.

4. When are Features of Quality used?

In preparation for Classroom-Based Assessments:

Teachers: the Features of Quality inform the design of learning experiences for the three-week window of the CBA.

Students: at an appropriate stage in their learning and as part of their preparation for their CBAs learners should be given an awareness of the Features of Quality that will be used to judge the quality of their work.

Subject Departments: the Features of Quality will inform collaborative planning of units of learning. This will ensure students are provided with an opportunity to engage with and demonstrate the learning outcomes from Strand One before their CBAs.

During the Classroom-Based Assessments:

Teachers: Features of Quality facilitate the provision of formative feedback during student's engagement with the CBAs.

Students: Features of Quality may be used to provide formative feedback to the student while undertaking their CBAs. It is envisioned that the annotated examples of student work to will serve to clarify their meaning and interpretation for teachers and students.

Subject Departments: Features of quality may support teacher's collaboration and reflection on the progress of their students and the effectiveness of the planning of units of learning.

After the Classroom-Based Assessments:

Teachers: use the Features of Quality to award their provisional descriptors to students work. The provisional judgements may be modified considering insights gained from the professional discourse during the SLAR. When reporting to student and parents the final CBA Descriptor awarded to the work, teachers may find the Features of Quality useful to support formative feedback to prompt student reflection and future learning.

Students: may refer to the Features of Quality when reflecting on the final descriptor awarded to their work on the History CBA and as prompt for future learning.

Subject departments: Features of Quality may be referenced to support reflection on the teaching and learning experience of the CBAs and to adapt and modify collaborative plans to support CBAs.

5. Why are Features of Quality used?

Features of Quality are used to support the awarding of descriptors to students work (Display and/or Written Record) in CBAs. The provision of Features of Quality set by the NCCA for each of the history CBAs enables teachers to reach consistency in their judgements of their students work. Features of Quality support the formative assessment value of CBAs, by supporting the provision of feedback to students. Features of Quality provide terms of reference for teachers discourse which supports the making professional judgements in relation to the awarding of *Descriptors* when reviewing student work during *Subject Learning Assessment Review (SLAR)* meetings.

1. How are the features of quality applied?

The application of Features of Quality to students work in CBAs and the subsequent attribution of the Descriptors does not follow any particular distribution pattern. The student work is being assessed in relation to how it shows evidence of the Features Quality and not in relation to the work of other students.

Provisional application (Before the Subject Learning Assessment Review)

The teacher uses the features of quality to award the student work a provisional descriptor. This is achieved using an 'on balance' judgement approach. This approach is achieved by the teacher starting their assessment by applying the Features of Quality for work that would be described as *Yet to meet expectations*. They move through the levels until they reach the descriptor, they feel best describes the work. The teacher using these provisional assessment selects pieces of work to bring to the SLAR meeting. Teachers are encouraged to select a piece that represents each of the descriptors – where feasible and any pieces that they are struggling to apply a descriptor.

During the SLAR meeting:

The facilitator of the SLAR meeting supports the application of the Features of Quality to the samples of student work during the review of the provisional assessments. The focus of the professional discourse between teachers will be on gaining consensus of on how well students' work matches the Features of Quality. Teachers share their professional 'on balance' judgements of student work with their colleagues to establish a consensus in relation to standards. If during the review meeting, there is a lack of consensus the 'best fit' approach is adopted. Through discussion, the teachers review the piece of work and look for evidence that matches all or nearly all of the Features of Quality associated with a particular descriptor. The explanation of each of the descriptors informs the professional judgements of the teachers in a SLAR meeting. The descriptor recommended for the work should be the one that 'best fit and on balance' matches the work being assessed.

Awarding of final Descriptors:

Following the SLAR meeting, teachers may revise the provisional descriptors allocated to the student work in light of the insights gained through professional discourse. They may wish to revisit their application of the Features of Quality before reporting and recording of the final descriptor to the students work.

Subject Learning Assessment Meetings Guide:

Before the meeting

Each teacher

- review some of the relevant NCCA annotated examples prior to coming to decisions about their own students' work
- carry out a provisional assessment of the students' CBA work based on the Features of Quality (provisional assessments may be modified considering the discussions that take place at the SLAR meeting)
- make a note of the descriptor allocated to each student and any other point they may wish or find useful to refer to during and after the SLAR meeting, for the teacher's own use
- each teacher will identify one sample of student's work for each descriptor, where feasible, and will have these available for discussion at the meeting

During the meeting

The facilitator keeps the record of the decisions made in a template, which is used to generate the report of the meeting and it should generally follow this sequence:

- The facilitator explains the purpose of the meeting is
 - to support consistency of judgement about students' work
 - to develop a common understanding about the quality of student learning providing feedback to students on how they might improve their work
- The facilitator asks one member of staff to introduce a sample of work they have assessed as *Yet to Reach Expectations*
- the facilitator leads a general discussion on the extent to which the student's work matches the relevant Features of Quality. If the meeting affirms the judgement, this is noted in the meeting record by the facilitator
- emphasis should always be on a 'best fit' approach which allows teachers to agree on the descriptor that 'on-balance' is most appropriate for the work being assessed
- reasonable time should be allowed for discussion and the facilitator should use professional judgement to decide when it would be appropriate to proceed to the next sample
- there should be discussion of at least two samples for each descriptor, if possible, and the facilitator should ensure that each teacher has at least one of their samples discussed
- the process is repeated with samples assessed as *In Line with Expectations*, *Above Expectations* and *Exceptional* being discussed and shared
- at the meeting's end, the facilitator briefly summarises the key points from the discussion

After the meeting

each teacher considers the assessment of their students' work based on the outcomes of the meeting and, where it is considered necessary, makes the appropriate adjustments to their provisional assessments, particularly in the case of descriptors where their judgement did not align with the view of the majority at the meeting

the facilitator submits their report from the meeting focusing on the outcomes of the discussion of student work at the meeting and submits it to the school principal

The facilitator may also ask teachers, should they wish, to contribute some student work to a bank of examples: To support the induction of new teachers

To support future SLAR meetings

To use with students and parents in demonstrating the standard of work achieved.

Sharing Samples of Student Work for the Past in My Place CBA SLAR Meeting

Each Second-Year teacher should submit four samples of student work for the Subject Learning and Assessment Review (SLAR) Meeting. **Where feasible, these samples should contain an example at each of the four descriptor levels.**

The information will be used to create a running order for our upcoming SLAR meeting.

As we may not have time to discuss all the samples, please number the pieces 1 to 4. 1 should indicate the sample that you would most like to discuss.

Please submit your samples to me by: _____

Name of Teacher: _____

| | |
|--|---|
| Sample: Yet to Meet Expectations (if applicable) | Format: Topic/Title: Provisional Descriptor: Preference for use at SLAR: |
| Sample: In Line with Expectations (if applicable) | Format: Topic/Title: Provisional Descriptor: Preference for use at SLAR: |
| Sample: Above Expectations (if applicable) | Format: Topic/Title: Provisional Descriptor: Preference for use at SLAR: |
| Sample: Exceptional (if applicable) | Format: Topic/Title: Provisional Descriptor: Preference for use at SLAR: |

Sharing Samples of Student Work for A Life in Time CBA SLAR Meeting

Each Third-Year teacher should submit four samples of student work for the Subject Learning and Assessment Review (SLAR) Meeting. **Where feasible, these samples should contain an example at each of the four descriptor levels.**

The information will be used to create a running order for our upcoming SLAR meeting.

As we may not have time to discuss all the samples, please number the pieces 1 to 4. 1 should indicate the sample that you would most like to discuss.

Please submit your samples to me by: _____

Name of Teacher: _____

| | |
|---|--|
| <p>Sample: Yet to Meet Expectations (if applicable)</p> | <p>Format:</p> <p>Topic/Title:</p> <p>Provisional Descriptor:</p> <p>Preference for use at SLAR</p> |
| <p>Sample: In Line with Expectations (if applicable)</p> | <p>Format:</p> <p>Topic/Title:</p> <p>Provisional Descriptor:</p> <p>Preference for use at SLAR:</p> |
| <p>Sample: Above Expectations (if applicable)</p> | <p>Format:</p> <p>Topic/Title:</p> <p>Provisional Descriptor:</p> <p>Preference for use at SLAR:</p> |
| <p>Sample: Exceptional (if applicable)</p> | <p>Format:</p> <p>Topic/Title:</p> <p>Provisional Descriptor:</p> <p>Preference for use at SLAR:</p> |

The Past in My Place CBA

Running Order of Samples Subject Learning and Assessment Review Meeting

Facilitator: _____
 Date of SLAR Meeting: _____
 Samples Collected: _____

| Teacher Name | Provisional Award 'Exceptional' | Provisional Award 'Above Expectations' | Provisional Award 'In Line with Expectations' | Provisional Award 'Yet to Meet Expectations' |
|--------------|------------------------------------|---|--|---|
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Running Order

| Yet to Meet Expectations | In Line with Expectations | Above Expectations | Exceptional |
|--------------------------|---------------------------|--------------------|--------------|
| Format: | Format: | Format: | Format: |
| Topic/Title: | Topic/Title: | Topic/Title: | Topic/Title: |
| Format: | Format: | Format: | Format: |
| Topic/Title: | Topic/Title: | Topic/Title: | Topic/Title: |

A Life in Time CBA

Running Order of Samples Subject Learning and Assessment Review Meeting

Facilitator: _____
 Date of SLAR Meeting: _____
 Samples Collected: _____

| Teacher Name | Provisional Award ‘Exceptional’ | Provisional Award ‘Above Expectations’ | Provisional Award ‘In Line with Expectations’ | Provisional Award ‘Yet to Meet Expectations’ |
|--------------|------------------------------------|---|--|---|
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Running Order

| Yet to Meet Expectations | In Line with Expectations | Above Expectations | Exceptional |
|--------------------------|---------------------------|-------------------------|-------------------------|
| Format: Topic/Title: | Format: Topic/Title: | Format: Topic/Title: | Format: Topic/Title: |
| Format: Topic/Title: | Format: Topic/Title: | Format: Topic/Title: | Format: Topic/Title: |

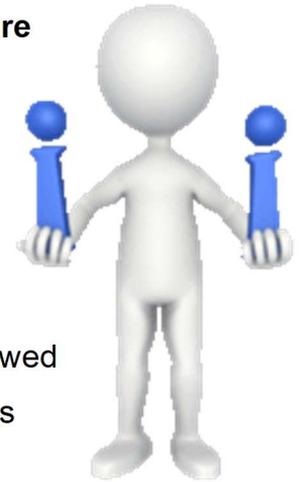
Facilitator's Report
Subject Learning and Assessment Review Meeting

| Subject: | Date/time |
|--|------------------|
| Attendance | |
| Key decisions taken | |
| Points of note for future review meetings | |
| Any further outcomes? | |
| Facilitator: Date: | |

CBA/SLAR – Frequently Asked Questions

Q. What is a SLAR meeting?

A Subject Learning and Assessment Review meeting is where teachers will **'share and discuss'** samples of their assessment of **students' work** and **build common understanding** about the quality of **student learning'**. *Junior Cycle Framework for Junior Cycle 2015, Page 39*



Q: Should I give feedback to my students when they are completing their Classroom-Based Assessment?

Yes, the process of completing the Classroom-Based Assessment should be viewed as part of the teaching and learning, and not solely for assessment purposes. It is envisaged that the teacher will guide, support and supervise throughout the process.

Q: What type of support should I give?

Support may include clarifying the requirements of the task, using annotated examples of student work to clarify the meaning and interpretation of the features of quality to students, and providing instructions at strategic intervals to facilitate the timely completion of the assessments.

Q: Can students get help with their work outside the classroom?

Support for students can be given but the teacher must monitor the student throughout the process. Only work that is the student's own can be accepted for assessment in the JCPA.

Q: I have a student with special educational needs (SEN). What supports can they be given?

If a student has a specific physical or learning difficulty, reasonable supports may be put in place to remove, as far as possible, the impact of the disability on the student's performance in the Classroom Based Assessments. These supports e.g. the support provided by a special need's assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the school year.

Q: How do we assess the work using the features of quality?

Page 35 of the Assessment Guidelines describes how to use the Features of Quality as follows: 'During review meetings, where it is not clearly evident which descriptor should apply, the group should look for the evidence in the student's work that matches all or nearly all of the Features of Quality associated with a particular descriptor. This 'best fit' approach allows teachers at the review meeting to select the descriptor that 'on-balance' best matches the work being assessed.

Q: Does the CBA count towards the SEC grade at the end of Third Year?

CBA's do not form part of the SEC component. The Junior Cycle Profile of Achievement will document achievement in CBA's and for the SEC component separately. The SEC component includes student achievement in the assessment task and the final assessment towards the end of third year. It should be noted that 'The Assessment Task is directly related to the nature and focus of the second Classroom-Based Assessment, A life in Time.

Q: Should every History teacher in a subject department attend a SLAR meeting?

Section 2.13.4 of DES circular 0079/2018 (page 20) states that 'When students have completed CBA's, the CBA's will be assessed by the students' teachers, and the outcomes will be reported to the students and parents/guardians. To support teachers in assessing students' Classroom Based Assessments, teachers will engage in Subject Learning and Assessment Review meetings (SLARs)'. If you, as a History Department, feel there is merit in other teachers attending, then you have the freedom at a local level to decide if they do attend and the nature of their involvement at the SLAR meeting.

Q: What if a teacher is absent on the planned date for the SLAR meeting?

The key date to establish at the outset is the timing of the Subject Learning and Assessment Review meeting from the range of dates provided by the NCCA. In setting this date the school will be guided by its own local circumstances bearing in mind that the Past in My Place CBA must be completed by the end of Year Two'. Ensuring that you have an agreed date at the outset for the SLAR meeting will help to ensure everybody is available to attend. If there is an unavoidable absence, local circumstances will dictate whether the meeting can be rescheduled or not.

Q: Can a descriptor be appealed?

Queries in relation to the Descriptors awarded for the Classroom-Based Assessments, where they arise, will be dealt with by the school (Assessment Guidelines page 21).

Q: When does the SLAR meeting happen?

CBA and SLAR window dates are updated annually by the NCCA on www.ncca.ie.

Q: What happens if consensus cannot be reached in a SLAR meeting?

In a SLAR meeting, teachers will 'share and discuss samples of their assessments of students' work and build a common understanding about the quality of students' learning. This structured support for Classroom-Based Assessments (CBA's) will help to ensure consistency and fairness within and across schools in the appraisal of student learning' (Framework for Junior Cycle, 2015, pages 8-9). It is through discussion that consensus about standards are reached. If consensus cannot be reached, this should be noted in the facilitator's report of the meeting.

Q: Do you have to reassess all students' work after the SLAR meeting?

'Following the Subject Learning and Assessment Review each individual teacher re-considers the judgement they made of their student's work based on the outcomes of the meeting and where

necessary makes the appropriate adjustments to the level of achievement awarded to the work. A record of final descriptors awarded is kept by the class teacher and is shared with the SLAR facilitator, to be used in reporting progress and achievement to parents and students as part of the school's ongoing reporting procedures and through the Junior Cycle Profile of Achievement (JCPA)' (Assessment Guidelines page 32).

Q: Can a PME student attend a SLAR meeting?

Yes, they can attend a SLAR meeting in an observation capacity. If they are working with a class that is being assessed, the cooperating teacher awards and revises the descriptors.

Q: Is the work returned to students or stored in the school?

The work is returned to the students once you, the teacher, have reconsidered the judgement of the student's work based on the outcomes of the SLAR meeting and the work has been awarded a final descriptor. The facilitator may also ask teachers, should they wish, to contribute some student work to a bank of examples:

- To support the induction of new teachers.
- To support further Subject Learning and Assessment Review Meetings.
- To use with students and parents in demonstrating the standard of work achieved.

Q: How are Classroom-Based Assessments recorded?

Following the Subject Learning and Assessment Review each individual teacher re-considers the judgement they made of their student's work based on the outcomes of the meeting and where necessary makes the appropriate adjustments to the level of achievement awarded to the work. A record of the final descriptors awarded is kept by the class teacher and is shared with the SLAR facilitator.

Q: How are Classroom Based Assessments reported?

The Classroom Based Assessments are to be used in reporting progress and achievement to parents and students as part of the school's ongoing reporting procedures and through the Junior Cycle Profile of Achievement (JCPA).

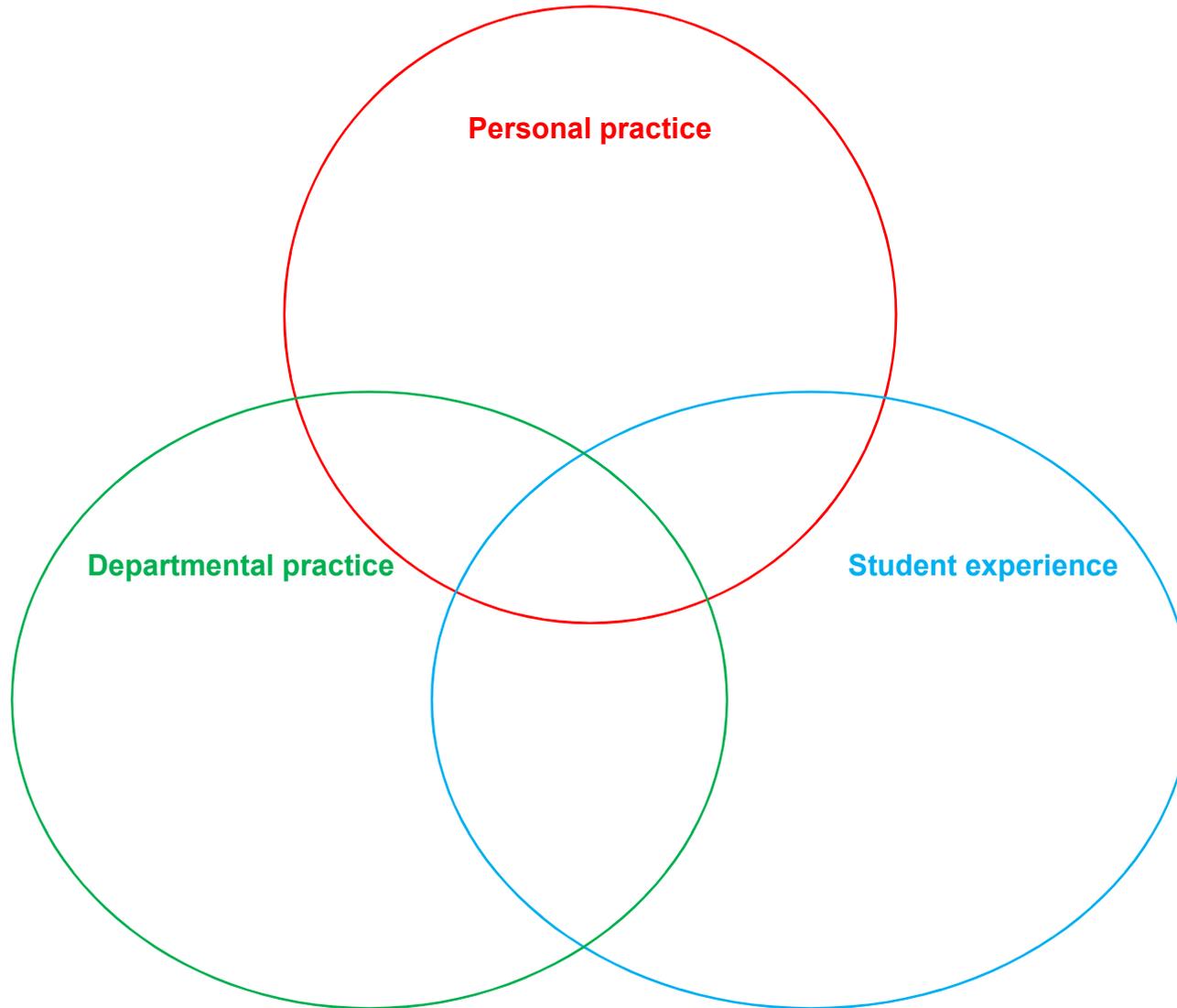
Q: Should the CBA replace summer tests?

Circular 0079/2018 section 2.13 states that (page 16) 'There is a need to avoid 'overassessment' and to minimise the cumulative burden on students and teachers of multiple assessments across the full range of subjects. In this context, the Classroom-Based Assessments will substitute other assessments currently undertaken in the school such as inhouse examinations, as appropriate'.

Reflecting on session 3: collaborative planning for student assessment through different lenses:

Adopted from Brookfield's (1995) Lenses

What insights did you gain from session 3 that may impact your practice through the following lenses? There may be an overlap.



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