

Linking Junior Cycle History with Level 2 Learning Programmes

	Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle: Suggested Links to Learning Outcomes
Communication and literacy	Speaking appropriately for a variety of purposes	A1 Listen to obtain information relating to more than one option	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
		A2 Ask questions to obtain information, e.g. to check dates/prices (face to face and by telephone), booking a meal over the telephone	3.6. Explore life and death in medieval times
		A4 Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend	1.7 Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance
		A5 Participate in practical, formal and informal communications, e.g. an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom	2.11 Make connections between local, personal or family history and wider national and/or international personalities, issues and events
		A6 Listen to and respond to a range of stories	2.8 Describe the impact of war on the lives of Irish people, referring to either World War One or World War Two
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	Reading to obtain basic information	C3 Interpret different forms of writing and text, including social signs and symbols	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
		C4 Find key information from different forms of writing, e.g. locate factual information in forms/bills, times and dates of appointments, menus, timetables, newspapers	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
	Using a range of writing forms to express opinions	D2 Write/type at least five sentences so that they convey meaning or information	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
		D5 Use a range of different forms of writing to suit purpose and audience. <i>write a cheque, fill a simple form, complete a diary entry</i>	1.4 Demonstrate awareness of historical concepts, such as <i>source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space</i>
Using expressive arts to communicate	E1 Participate in a performance or a presentation, e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents	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	
	E3 Produce a piece of work for display	3.7 Appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance	
Using suitable technologies for a range of purposes	F3 Use technology to communicate in an activity with others	1.8 Investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition	
	F9 Access a range of websites on the internet e.g. scoilnet, websites of personal interest to the student	1.8 Investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition	
	F10 Find information for a project on the web	3.4 Discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations	
Numeracy	Developing awareness of number	B1 Recognise numbers up to 100 in N	1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras
	Developing an awareness of length and distance	E1 Use appropriate vocabulary to describe the units in length and distance, e.g. kilometres, metres, centimetres	3.2 Evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration
		E2 Identify the units of length and distance on a ruler, metre stick and measuring tape	1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras
		E3 Use a ruler to draw and measure different lengths of lines	1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras
	Developing spatial awareness	G1 Use appropriate vocabulary to describe direction, e.g. clockwise, anti-clockwise, horizontal, vertical	3.2 Evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration
		G2 Use a simple map to find a given location	3.2 Evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration
		G4 Calculate the distance between two places on a map	3.2 Evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration
	Using data for a range of purposes	H2 Identify basic approaches to data collection, e.g. record sheets, tally system	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
		H5 Construct basic representations to communicate data with two criteria, e.g. drawing a pictogram /bar chart	3.9 Examine life in one fascist country and one communist country in the twentieth century
		H6 Talk about /discuss information from basic data e.g. a pictogram, bar chart or trend graph	3.9 Examine life in one fascist country and one communist country in the twentieth century
Using shapes	I2 Divide a line into two equal segments	1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras	
Developing an awareness of time	J5 Find a specified day or date on a calendar or timetable	1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras	
	J6 Match months or activities with their seasons	1.10 Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras	
Personal care	Developing healthy eating habits	B3 Describe common consequences of good diet	2.7 Investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora
		B5 Identify common safe practices associated with food preparation and storage	3.14 Illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, <i>Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine</i>)
	Recognising emotions	G1 Identify common emotions and associated words used to express them	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
		G4 Recognise the emotions of others	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
	Making personal decisions	H2 Describe how values are linked to making decisions in a range of scenarios	2.7 Investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora
H3 Make a list of what and who can influence decision-making		3.9 Examine life in one fascist country and one communist country in the twentieth century	
H5 Explore the consequences of decisions made, both while implementing and on conclusion		2.7 Investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora	
Living in the community	Developing good relationships	A2 Identify situations where people speak differently depending on audience	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
		A3 List ways in which name calling and teasing can be hurtful to self and others	3.10 Explore the significance of genocide, including the causes, course and consequences of the Holocaust
		A4 Recognise/list ways in which they would like to be treated	3.10 Explore the significance of genocide, including the causes, course and consequences of the Holocaust
		A6 Participate co-operatively in a group situation	2.4 Examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923
	Resolving conflict	B4 Describe the characteristics of bullying behaviour	2.1 Recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation
		B6 Identify the steps for dealing with conflict	3.10 Explore the significance of genocide, including the causes, course and consequences of the Holocaust
	Using local facilities	C1 List ways of spending leisure time	3.12 Evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights
C2 Identify familiar places and organisations in the local community		3.14 Illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, <i>Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine</i>)	
Preparing for work	Being able to set goals for learning	A1 Set learning goals	2.10 Examine how one sporting, cultural or social movement impacted on Irish life
		A4 Express opinions on how performance could be improved	2.10 Examine how one sporting, cultural or social movement impacted on Irish life
	Preparing for a work related activity	C3 Participate in a short interview	2.9 Explain how the experience of women in Irish society changed during the twentieth century
		C5 Carry out specific tasks in a range of roles in school	1.8 Investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition
	Developing an awareness of health and safety using equipment	C6 Keep a record of tasks completed in a journal	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
		D1 Give examples of safe practices in three distinct workplaces	3.14 Illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, <i>Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine</i>)
	Taking part in a work related activity	E1 Gather background information to help plan and participate in the activity	3.11 Explore the contribution of technological developments and innovation to historical change
		E2 Sequence a number of steps to be taken to successfully complete the activity	3.11 Explore the contribution of technological developments and innovation to historical change
E3 Assume a role in the activity and identify tasks linked with the role		3.11 Explore the contribution of technological developments and innovation to historical change	
E4 Use key words associated with the activity correctly		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	
E7 Participate in the activity		3.11 Explore the contribution of technological developments and innovation to historical change	
E8 Review the activity to evaluate its success		3.11 Explore the contribution of technological developments and innovation to historical change	

* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP learning outcomes which they deem appropriate to their students.