

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers

# History Webinar

An Introduction to the  
Junior Cycle  
History Specification

Handout



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills



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## Strand Two:

### The History of Ireland

*Students should be able to:*

#### Recognising Key Changes

2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation

2.2 investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics

2.3 explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion

2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923

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

#### Exploring People, Culture & Ideas

2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period

2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora

2.8 describe the impact of war on the lives of Irish people, referring to either World War One or World War Two

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

2.10 examine how one sporting, cultural or social movement impacted on Irish life

#### Applying Historical Thinking

2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events

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

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

## Strand One:

### The Nature of History

*Students should be able to:*

#### Developing Historical Consciousness

1.1 develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context

1.2 consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world

1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated

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

#### Working with Evidence

1.5 investigate the job of the historian, including how 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

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

#### Acquiring the Big Picture

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

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

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

## Strand Three:

### The History of Europe & the Wider World

*Students should be able to:*

#### Recognising Key Changes

3.1 investigate the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world

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

3.3 examine the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world

3.4 discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations

3.5 recognise the importance of the Cold War in international relations in the twentieth-century world

#### Exploring People, Culture & Ideas

3.6 explore life and death in medieval times

3.7 appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance

3.8 consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer

3.9 examine life in one fascist country and one communist country in the twentieth century

3.10 explore the significance of genocide, including the causes, course and consequences of the Holocaust

#### Applying Historical Thinking

3.11 explore the contribution of technological developments and innovation to historical change

3.12 evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights

3.13 debate the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events

3.14 illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine)

# History

Strand 1 The Nature of History

Strand 2 The History of Ireland

Strand 3 The History of Europe and the Wider World

## Action Verbs in Learning Outcomes

**Identify-** Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

2.5

**Analyse** - Study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions 2.13

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

2.8

**Evaluate-**Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods

3.2 3.12

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

3.14

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

1.3 3.7

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

**Examine-** Consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction

2.4 2.10 3.3 3.9 3.11

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

1.5 1.8 2.2 2.7 3.1

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

3.8

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

1.4 1.9 1.10

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

2.9

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

1.11 2.11

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

1.6 2.12 3.13

**Discuss** - Offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence

3.4

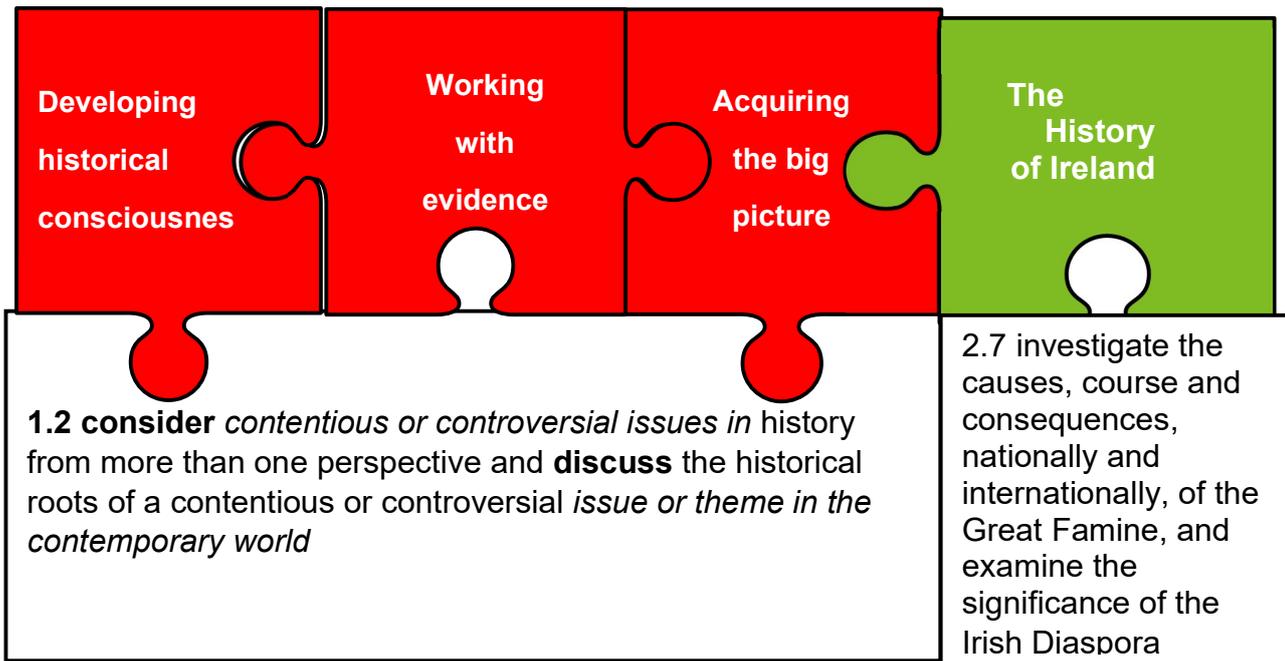
**Explore** - Systematically look into something closely; to scrutinise or probe 2.3 3.6 3.10

**Recognise-** Identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon

2.1 3.5

# Collaborative Planning-& The Nature of History Strand

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



# First-year History Learning Experience Sample -Timelines

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

Students will be able to...

- 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 and 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 was it to find out the dates of the events? What sources of evidence did they use to make sure (verify) that they were accurate?

**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 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:

- How to create a timeline which shows the chronology (order of happening) of a set of events
- To identify the dates of historical events and place them chronologically on a timeline
- To 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

# History

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