

Junior Cycle History Learning Outcomes

Strand 1	
The Nature of History	<p>Developing historical consciousness</p> <p>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</p> <p>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</p> <p>1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</p> <p>1.4 demonstrate 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</p>
	<p>Working with evidence</p> <p>1.5 investigate 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</p> <p>1.6 debate 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 appreciate the contribution of archaeology and new technology to historical enquiry</p> <p>1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</p>
	<p>Acquiring the 'big picture'</p> <p>1.9 demonstrate 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</p> <p>1.10 demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p> <p>1.11 make connections and comparisons between people, issues and events in different places and historical eras</p>

Strand 2	
The history of Ireland	<p>Recognising key change</p> <p>2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, <i>referring to</i> one example of a pattern of settlement, <i>such as</i> the growth of towns, <i>and one</i> plantation</p> <p>2.2 investigate the role and significance of <u>two</u> leaders involved in the parliamentary tradition in Irish politics</p> <p>2.3 explore how the physical force tradition impacted on Irish politics, with <i>particular reference</i> to a <u>pre-twentieth</u> century example of a rebellion</p> <p>2.4 examine the rise and impact of nationalism and unionism in Ireland, <i>including</i> key events between 1911 and 1923</p> <p>2.5 identify the causes, course and consequences of the Northern Ireland Troubles <i>and</i> their impact on North-South and Anglo-Irish relations</p>
	<p>Exploring people, culture and ideas</p> <p>2.6 consider the historical significance of Christianity on the island of Ireland, <i>including</i> its contribution to culture and society in the Early Christian period</p> <p>2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, <i>and examine</i> the significance of the Irish Diaspora</p> <p>2.8 describe the impact of war on the lives of Irish people, <i>referring to either</i> World War One <i>or</i> World War Two</p> <p>2.9 explain how the experience of women in Irish society changed during the <u>twentieth</u> century</p> <p>2.10 examine how <i>one</i> sporting, cultural <i>or</i> social movement impacted on Irish life</p>
	<p>Applying historical thinking</p> <p>2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events</p> <p>2.12 debate the idea that the 1960s was an important decade on the island of Ireland, <i>referring to</i> relevant personalities, issues and events</p> <p>2.13 analyse the evolution and development of Ireland's links with Europe</p>

Strand 3	
The history of Europe and the wider world	<p>Recognising key change</p> <p>3.1 investigate the lives of people in <u>one</u> ancient or medieval civilisation <i>of their choosing</i>, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world</p> <p>3.2 evaluate the impact of conquest and colonisation on people, with <i>particular reference</i> to <u>Portuguese and Spanish</u> exploration</p> <p>3.3 examine the causes, course and consequences of <u>one</u> revolution in <u>pre-twentieth century</u> Europe <i>and/or</i> the wider world</p> <p>3.4 discuss the general causes and course of World War One <i>or</i> World War Two <i>and</i> the immediate and long-term impact of the war on people and nations</p> <p>3.5 recognise the importance of the Cold War in international relations in the twentieth-century world</p>
	<p>Exploring people, culture and ideas</p> <p>3.6 explore life and death in medieval times</p> <p>3.7 appreciate change in the fields of the arts and science, with <i>particular reference</i> to the significance of the <u>Renaissance</u></p> <p>3.8 consider the historical importance of religion, with <i>particular reference</i> to the <u>Reformation</u> and the actions of <i>one</i> <u>Reformer</u></p> <p>3.9 examine life in <u>one</u> fascist country <i>and one</i> communist country in the <u>twentieth century</u></p> <p>3.10 explore the significance of genocide, including the causes, course and consequences of the <u>Holocaust</u></p>
	<p>Applying historical thinking</p> <p>3.11 explore the contribution of technological developments and innovation to historical change</p> <p>3.12 evaluate the role of a movement or organisation, <i>such as</i> the European Union <i>or</i> United Nations, in promoting international co-operation, justice and human rights</p> <p>3.13 debate the idea that the 1960s was an important decade in Europe and the wider world, <i>referring to</i> relevant personalities, issues and events</p> <p>3.14 illustrate patterns of change across different time periods in a chosen theme relating to life and society (<i>such as</i>: Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine)</p>

Terms & Action verbs used in the Junior Cycle History Specification

Terms	
such as	an example or a series of examples
including	a specific focus on key issues, events or personalities
particular reference	the focus of the study is weighted on named events, periods or personalities
referring to	base your understanding of the learning outcome on personalities, issues and events
Action Verbs	
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)
Appreciate	acknowledge and reflect upon the value or merit of something (1.3, 1.6, 3.7)
Consider	reflect upon the significance of something (1.2, 2.6, 3.8)
Create	to bring something into existence; to cause something to happen as a result of one's actions (1.10)
Debate	argue viewpoint or opinion, supporting stance with evidence (1.6, 2.12, 3.13)
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application (1.4, 1.9, 1.10)
Describe	tell or depict in written or spoken words; to represent or delineate by a picture or other figure (2.6)
Develop	bring to a later or more advanced stage; to elaborate or work out in detail (1.1, 1.7)
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 (1.3, 3.4)
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)
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)
Explain	give a detailed account including reasons or causes (2.4, 2.7, 2.10, 3.3, 3.9, 3.11)
Explore	systematically look into something closely; to scrutinise or probe (2.3, 3.6, 3.10, 3.11)
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)
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)
Make connections	identify links or points of similarity between people, issues, themes or events (1.11, 2.11)
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)