

## Structure of the Specification

### The Three Strands

The specification has three interconnected Strands.

**Strand 1:** The Nature of History

**Strand 2:** The History of Ireland

**Strand 3:** The History of Europe and the Wider World

This first Strand is a unifying Strand which focuses on The Nature of History as a discipline. The Strand emphasises the skills, concepts, values and attitudes that inform the learning of history. It helps to form students as historians.

Strands 2 and 3 provide the context for students to deepen their understanding of The Nature of History as a discipline. Therefore, the Learning Outcomes in Strand 1 will be integrated with those in strands 2 and 3.

This does not preclude teachers from engaging separately with Learning Outcomes in Strand 1.



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## Junior Cycle History Learning Journey

### 1st Year

Engage with Learning Outcomes and Strands Learning supported by Formative Assessment

### 2nd Year

Engage with Learning Outcomes and Strands Learning supported by Formative Assessment

Classroom-Based Assessment 1  
'The Past in my Place'

Subject Learning and Assessment Review Meeting

### 3rd Year

Engage with Learning Outcomes and Strands Learning supported by Formative Assessment

Classroom-Based Assessment 2  
'A Life in Time'

Subject Learning and Assessment Review Meeting

Assessment Task

Final Examination

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers

**QUICK  
REFERENCE  
GUIDE**

**HISTORY**



## 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)