

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.



 History@jct.ie

 [@jcthistory](https://twitter.com/jcthistory)

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)