

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

History Webinar

An Introduction to the
Junior Cycle
History Specification

Handout

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An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



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Glossary of key terms

Assessment Task (AT): a written task completed by students during class time. It is not marked by the class teacher but is sent to the State Examinations Commission for marking as part of the state-certified examination in History. The Assessment Task is specified by the NCCA and is related to the learning on which the second Classroom-Based Assessment is based.

Classroom-Based Assessments (CBAs): Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the History specification. The process of completing the Classroom-Based Assessments should be viewed as part of teaching and learning, and not solely for assessment purposes. The CBAs are included within the time allocated for History and a three-week period is specified for their completion

Descriptors: There are four descriptors of achievement in each Junior Cycle History Classroom-Based Assessment: *Exceptional, Above expectations, In line with expectations, and Yet to meet expectations*. All work submitted is judged to fit one of these four descriptors

Features of Quality: the statements in the subject specifications that are used in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the Features of Quality which are used for certification purposes.

Formative Assessment: Planned assessment activities that elicit evidence of learning in the History classroom. This includes clarifying, sharing, and understanding learning intentions and criteria for success, engineering effective questioning, providing feedback that moves learning forward, and allowing time for both teacher and student reflection on how learning is progressing and deciding together the next steps to ensure successful outcomes.

Junior Cycle Profile of Achievement (JCPA): The JCPA is the award that students will receive at the end of their junior cycle. The award will reward achievement across all areas of learning and assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades, which include results from the final examinations and the Assessment Tasks.

Key Skills: Part of the process of lifelong learning, activated by teachers through a range of teaching strategies and developed by students through learning experiences.

Language to be used around the area of Special Educational Needs

- Students with additional needs...
- A student who has difficulty with...
- Exceptionally able....
- L1|2LP students engaging with Level 1/Level 2 Learning Programmes
- RAM (Resource Allocation Model) new model for special educational needs (SEN) inspection
- Scaffolds support for student
- U.D.L Universal Design for Learning

Learning experiences are student-centred experiences designed to support teaching, learning and assessment in the Junior Cycle History classroom. The first step in creating engaging classroom learning experiences is identifying the key learning from departmental units of learning. The prior learning of the students should inform the starting point for the student. The design should clearly describe the learning that students are engaging in through the use of the learning intentions and success criteria, which are written in language that is accessible and shared with students. Consideration should also be given to inclusive assessment practices when designing learning experiences to allow room for opportunities for all students to demonstrate their learning and challenge to extend the learning.

Learning Intentions: Statements created by the teacher and/or with the students, that describe clearly what historical knowledge, understanding and skills the students should be able to demonstrate as a result of learning and teaching activities. Learning intentions are always linked to one or more learning outcomes in the History specification.

Learning Outcomes: Statements in the curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

Multi-modal teaching, learning and assessment is a combination of cutting-edge technological solutions, hands-on learning experiences and strategic instructional methodologies. It is NOT only about teaching theory; it is about practice - learning by doing. Multi-modal teaching piques the learner's interests and empowers them to explore, question and draw conclusions. More importantly, it promotes collaboration. Learners work together to build critical skills, to problem-solve, to persevere and to build self-confidence. Multi-modal teaching inspires lifelong learning.

Ongoing Assessment: part of classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically, this assessment will be more structured and formalised where teachers will need to obtain a snapshot of the student's progress in order to make decisions on future planning and to report on progress. This may involve the students doing projects, investigations, case studies and /or tests and may occur at defined points in the school calendar.

Specification: A subject or short course specification details the intended learning outcomes, and how they can be achieved and demonstrated. The specification outlines how the learning in any subject or short course is linked to statements of learning and key skills.

Strands: The specification has three interconnected strands, each with a set of related elements.

Subject Learning and Assessment Review (SLAR) Meetings: Shared understanding of standards within Junior Cycle History will arise through professional discussion in SLAR meetings. Participating teachers bring their own examples of student work and compare their judgements with other colleagues, along with the annotated examples of student work provided by the NCCA. This process over time will help develop a greater understanding of standards and ensure consistency of judgement about student performance

Success Criteria: linked to learning intentions and learning outcomes. They are developed by the teacher and /or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Summative Assessment: This is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise Junior Cycle History students' achievements and to determine whether and to what degree the students have demonstrated an understanding of that learning by comparing it against agreed success criteria or Features of Quality.

Unit of Learning: Teachers will use the learning outcomes provided by the History specification as a starting point for planning a unit of learning. This linking of learning outcomes will clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit

Partners in Junior Cycle Education Reform

 <p>An Roinn Oideachais agus Scileanna Department of Education and Skills</p>	 <p>NCCA</p>	 <p>Coimisiún na Scrúduithe Stáit State Examinations Commission</p>	<p>An tSraith Shóisearach do Mhúinteoirí</p>  <p>JuniorCYCLE for teachers</p>
<p>The Inspectorate is the division of the Department of Education and Skills responsible for the evaluation of primary, post-primary schools and centres for education. Its work includes the publication of reports on subject inspections and Whole School Inspections.</p>	<p>The National Council for Curriculum and Assessment (NCCA) is a statutory body of the Department of Education and Skills.</p>	<p>The State Examinations Commission is responsible for the development, assessment, accreditation and certification of the second-level examinations of the Irish State including the Junior Certificate and the Leaving Certificate. The State Examinations Commission is a non-departmental public body under the aegis of the Department of Education and Skills.</p>	<p>Junior Cycle for Teachers (JCT) is a dedicated continuing professional development (CPD) support service of the Department of Education and Skills. Its aim is to support schools in their implementation of the new Framework for Junior Cycle (2015) through the provision of appropriate high-quality CPD for school leaders and teachers, and the provision of effective teaching and learning resources.</p>
<p>Key Publications</p>			
<p>Looking at our School. Step-up Programme.</p>	<p>Framework for Junior Cycle (2015). Junior Cycle History Specification (2017) Junior Cycle History Assessment Guidelines (2018).</p>	<p>Assessment Tasks. Sample Exam Papers. Guidelines for completion of Assessment Task Booklets.</p>	<p>CPD supports. Webinars. Planning supports.</p>
<p>Web address</p>			
<p>https://www.education.ie</p>	<p>https://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History</p>	<p>https://www.examinations.ie</p>	<p>www.jct.ie/history</p>
			

Aim of Junior Cycle History

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Junior Cycle History

Aim

Aim



The study of history at junior cycle aims to enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate the actions of people in the past and to come to a deeper understanding of the human condition. Students also come to see the world, and their place in it, from a historical perspective; and understand how the people and events of the past have shaped the contemporary world.

By exploring the past from a historical perspective, students also develop an interest and enthusiasm for history and acquire values and attitudes that shape their view of people in the past, including a regard for heritage and their cultural inheritance, and a sense of historical empathy, where people are judged in the context and values of the time in which they lived.

The study of history instils in students a respect for integrity, objectivity and looking at issues from different perspectives. This capacity for critical thinking helps them to interrogate sources of evidence and make judgements about the viewpoint expressed, including the capacity to identify propaganda.

Hearing and telling the stories of people who lived in the past helps students to understand more about how people live today; and can help students to learn from the past when thinking about how to address the problems of today.

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

Exploring Learning Outcome 1.1: Q&A

1. What is historical empathy? How is it different to emotional empathy?

Historical empathy is very different to emotional empathy. However it does utilise a similar skill set. Emotional empathy is commonly defined as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Historical empathy is the ability to understand the actions and opinions of a person in the context of the time they lived in.

2. Could students develop historical empathy in a single unit of learning?

No it would be developed over time throughout the three years. You may have some units where it is a key focus and others where it supports the contextual learning. E.G. LO holocaust

3. Are first year students ready for such a big undertaking?

No, but they are ready to start to further develop their historical knowledge from their prior learning from Primary school where they have developed skills & concepts: Working as an Historian 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 Empathy • imagine and discuss the feelings and motives of people in the past • discuss how an event in the past may have been perceived by those who participated in it.

4. Are first year students ready for such a big undertaking?

No, but they are ready to start to further develop their historical knowledge from their prior learning from Primary school where they have developed skills & concepts: Working as an Historian 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 Empathy • imagine and discuss the feelings and motives of people in the past • discuss how an event in the past may have been perceived by those who participated in it.

5. What people, issues and events would my help develop my student's Historical empathy?

An approach to integrating history learning outcomes from the NCCA



The Junior Cycle History specification presents learning outcomes in three strands:

Strand 1: The Nature of History

Strand 2: The History of Ireland

Strand 3: The History of Europe and the Wider World

Strand 1 is a formational strand, supporting students to explore the concepts, practice the skills and consider the values and attitudes that inform the discipline of history and the work of the historian.

Strand 1 is also a unifying strand, whereby the learning outcomes can be achieved through engaging with the context provided in strands 2 and 3 in relation to personalities, issues and events from the history of Ireland, Europe and the wider world.

So, the learning outcomes in Strand 1 are intended to be integrated into the student's exploration of learning outcomes in Strands 2 and 3, which relate directly to historical events, issues, themes and personalities. This model might be useful in developing an understanding of the cross-linear nature of learning outcomes. Teachers can draw on a number of learning outcomes from different strands and devise learning experiences based on them. The flexibility of learning outcomes allows teachers to use their professional judgement to identify appropriate contextual or substantive subject matter for students to explore.

For example, consider how a teacher might approach the following learning outcome from Strand 2 (Irish history): The student will be able to-

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

This learning outcome is quite broad and open and does not prescribe or list what aspects of the causes, course and consequences of the Troubles should be covered. Teacher professional judgement is trusted to identify what features might be explored in class. One further means of identifying what historical context might best illustrate understanding of this learning outcome is to check if other related learning outcomes might also be invoked. In this regard, the following learning outcomes might also be considered: **The student will be able to -**

LO 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

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

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

A possible 'hook' that could be a focus for interrogating aspects of these learning outcomes is the contribution of Bernadette Devlin (Bernadette Mc Aliskey after her marriage in 1973). Her role in the Troubles.

To consider:

Reflecting on the points made about Bernadette Devlin/ Mc Aliskey, how might her career relate to the three learning outcomes above? Note that the points above relate to such themes:

Catholic dissatisfaction with Northern Ireland state Discrimination Civil rights Violence Tension between Catholics and Protestants Elections in NI to Westminster parliament	Bloody Sunday Battle of the Bogside Republicans and Loyalists H-Blocks and Prisoners Hunger Strikes
--	---

It is likely that teacher professional judgement will identify these themes as important in interrogating the learning outcome relating to the Troubles. By choosing this 'hook', note how many of these themes are evident and can be built upon to deepen student understanding. Note also that the learning outcomes also allow teaching to make links with other areas of learning:

LO 2.6: Significance of religion:	how religious identity and affiliation was a factor in the Troubles
LO 2.9: Experience of women in Irish society	relate to Devlin becoming the youngest woman ever to be elected to Westminster (a record that endured until 2015)
LO 3.13 Importance of decade of the 1960s	how events in NI were part of a broader pattern of social and political change in the 1960s across Europe, the US and the wider world

How does this document below support learning in any of the learning outcomes mentioned?

The cross - linear nature is again evident when teaching includes the use of documents, such as this extract from Devlin's autobiography, where she reflects upon the press reaction to her election as the youngest female MP in history:

'NO SOONER was the count complete than the Press descended on me. To protect my brother and sisters from the attentions of the Press, I was then staying at my aunt's home in the country, and on Friday, April 18th, 1969, the day after polling day, reporters and photographers settled round the house like swarming bees, demanding idiotic, phoney photographs of the MP sitting on a rug, surrounded by all her little cousins. They all took a fancy to the garden swing: everybody had to have photographs of 'the swinging MP' — about the most obvious pun that any second-rate newspaper could be depended on to think up. The Press were interested only in the gimmick publicity of the twenty-one-year-old female who makes it to be a Member of Parliament. Fair enough, I wasn't very professional in dealing with the Press, but they weren't prepared to be helpful. As far as they were concerned, I was a mass of flesh which had become public property and they were entitled, at any hour of the day or night, to interrupt anything I was doing. They couldn't understand why I refused to allow them to take photographs of the MP getting out of bed in the morning; or the MP eating boiled eggs for breakfast. None of them wanted to ask the basic questions which would show why the situation in Northern Ireland should produce a 'baby of Parliament'.

How does the approach above invoke the above learning outcomes also?

Making further connections: **The student should be able to-**

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

1.4 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;

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

History

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