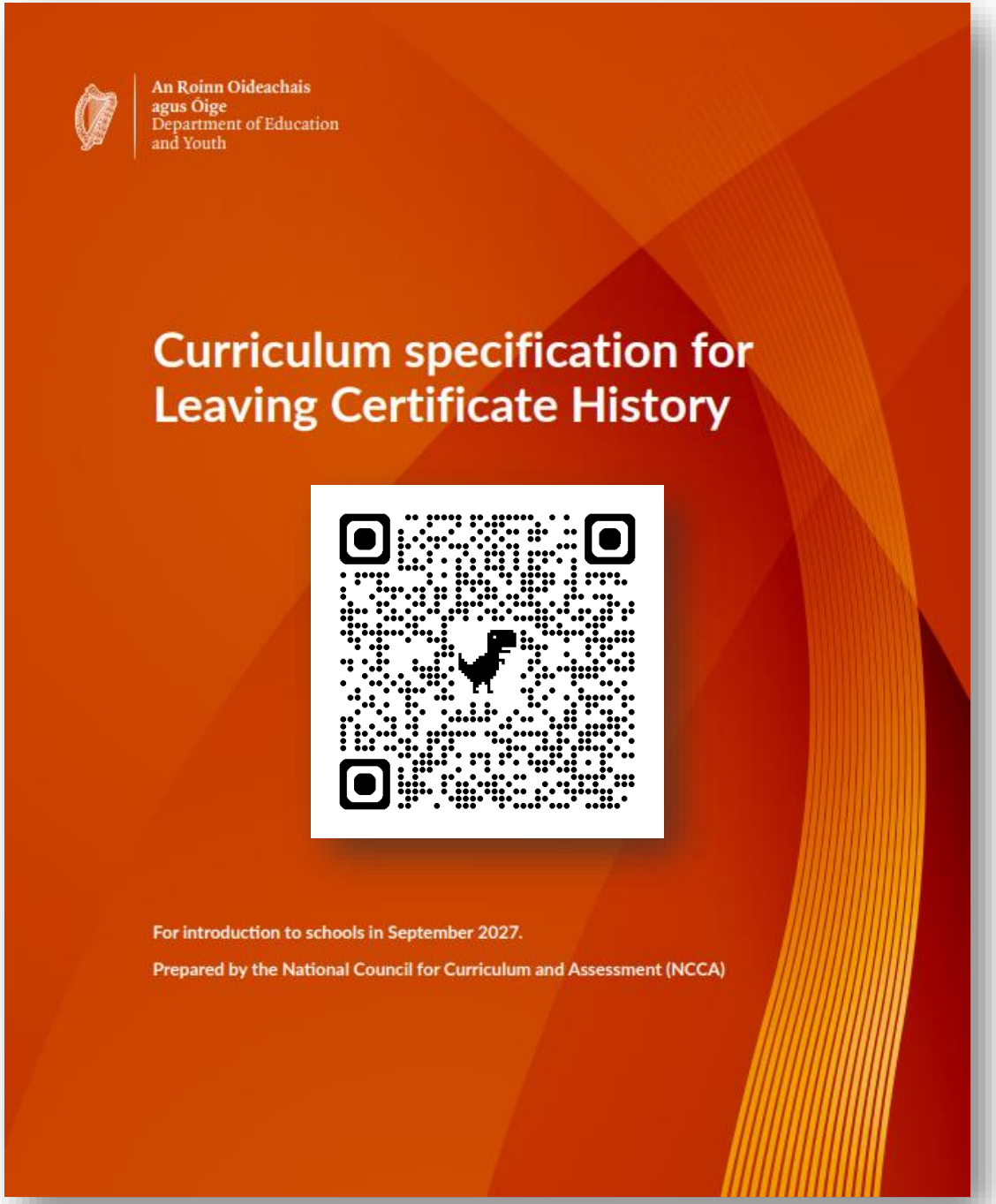
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Supporting the Professional Learning of School Leaders and Teachers

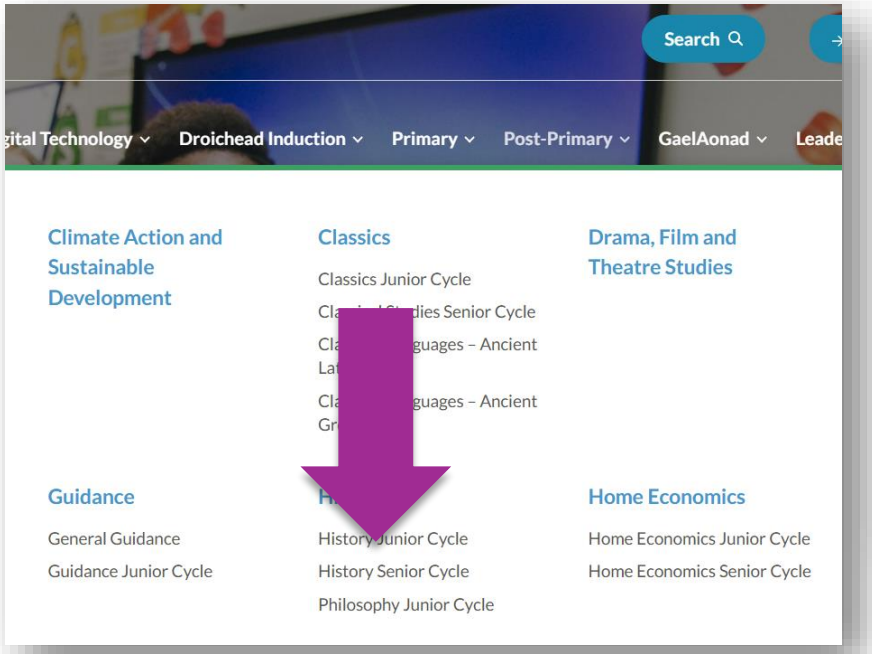
Leaving Certificate History

A New Era

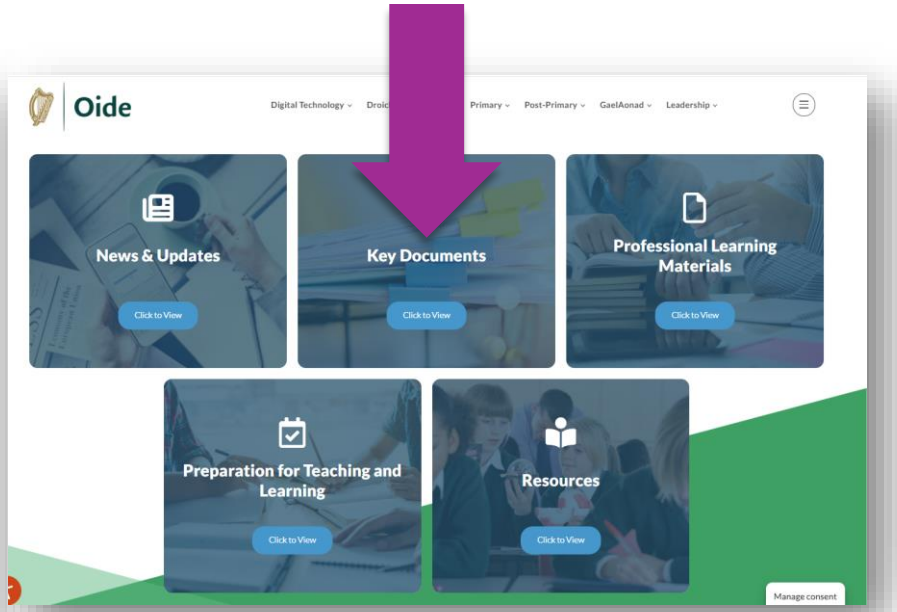


LC History Specification

Step 1: Go to Oide.ie, Post-Primary and click on History Senior Cycle



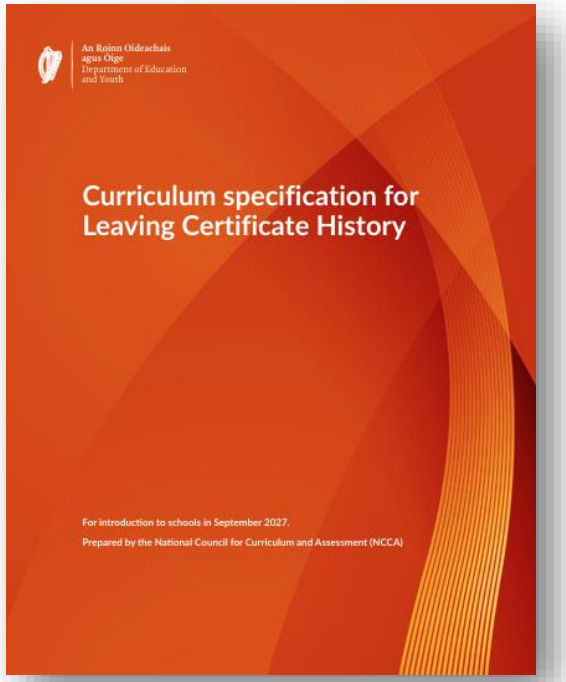
Step 2: Click ‘Key Documents’



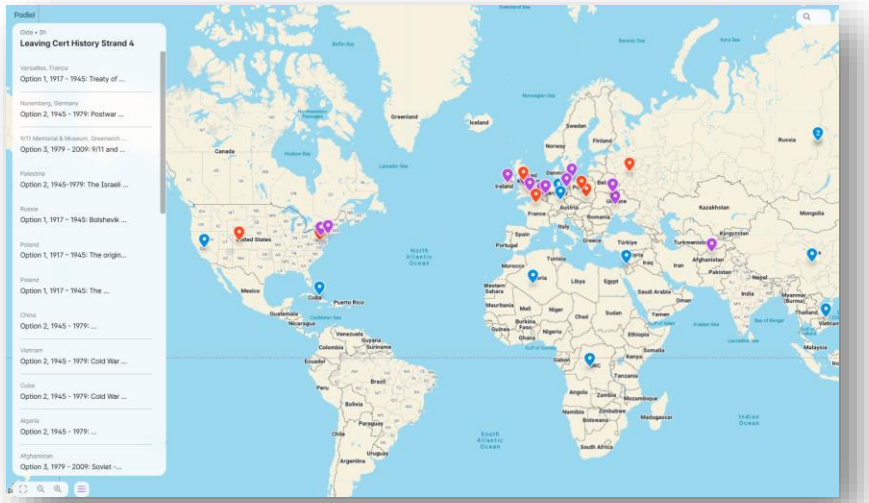
Step 3: Click the first option ‘Curriculum Specification for Leaving Certificate History’



Today's Sessions







Session 1:
Leaving Cert History Rationale, Aims and Strand 1 'Historical Inquiry'

Session 2:
Overview of Strand 2 'Source Investigations' and exploring approaches to Strand 3 'Ireland'

Session 3:
Exploring Strand 4 'The World'

Key Dates 2026 - 2029

Oide

September 2026 Specification released (NCCA)

OIDE support PLE 1 2026/27

2026/27 AAC Guidelines (NCCA)

OIDE support PLE 2 2027/28

2026/27 Strand 2 Investigations Published (DEY)

OIDE support webinar 2027

2026/27 Sample Examination Papers (SEC)

OIDE support webinar 2027

September 2027 First 5th year group

Term 1 Sample AAC Brief (SEC)

Term 2 Live AAC Brief (SEC)

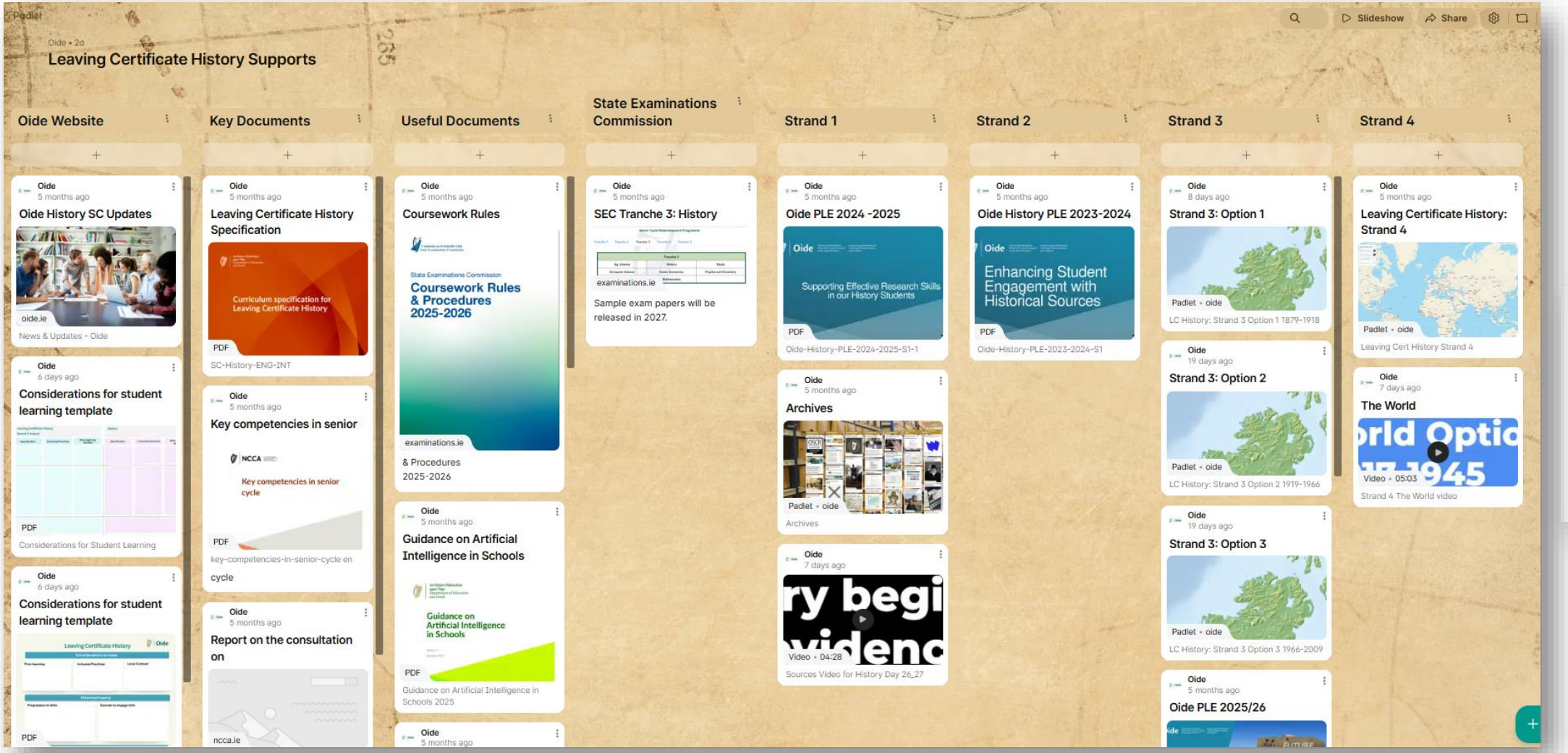
OIDE support PLE 2 2027/28

2028/29 AAC Submitted (SEC)

2028/29 June 2029 Written State Examination (SEC)

OIDE support PLE 3 2028/29

Key Documents and Supports



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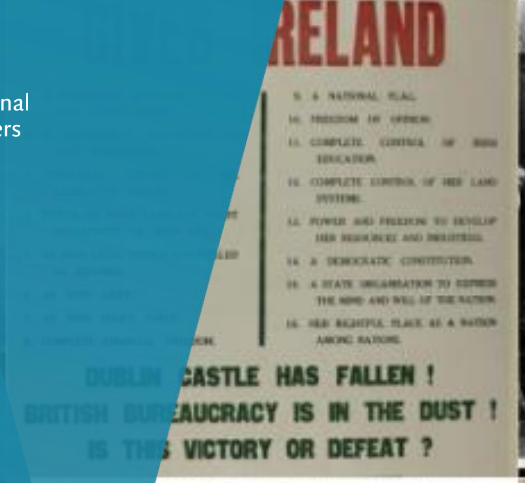
Supporting the Professional Learning of School Leaders and Teachers

Session 1

Leaving Certificate History, Rationale and Aims

and

Strand 1: Historical Inquiry











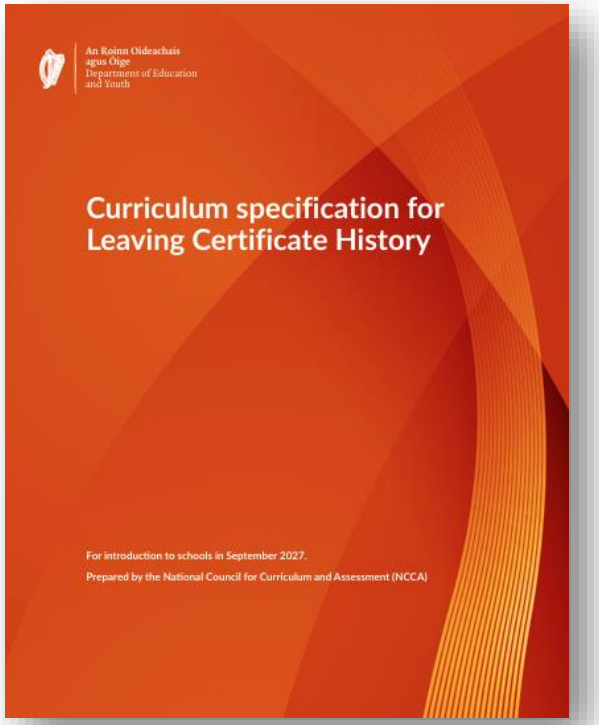








Focus of this Session



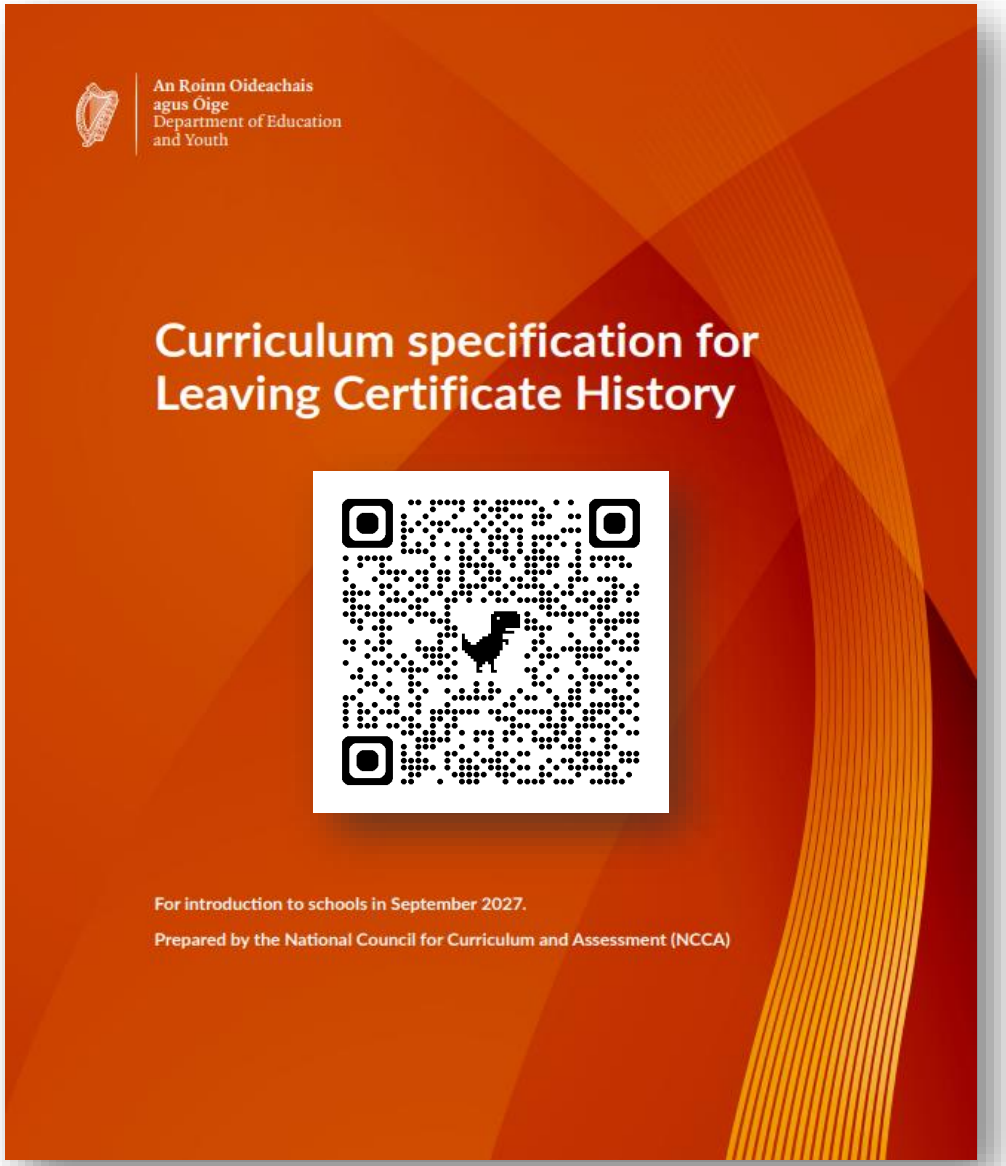
Overview of the rationale and aims of the new specification



Consider approaches to Strand 1: Historical Inquiry

Overview of the History Specification

- September 2027
- Minimum of 180 hours of class contact time
- Higher and Ordinary Level
- First Leaving Certificate Examination in June 2029
- Assessment: Written Examination (60%) and Research Study Report (40%)



Additional Assessment Component

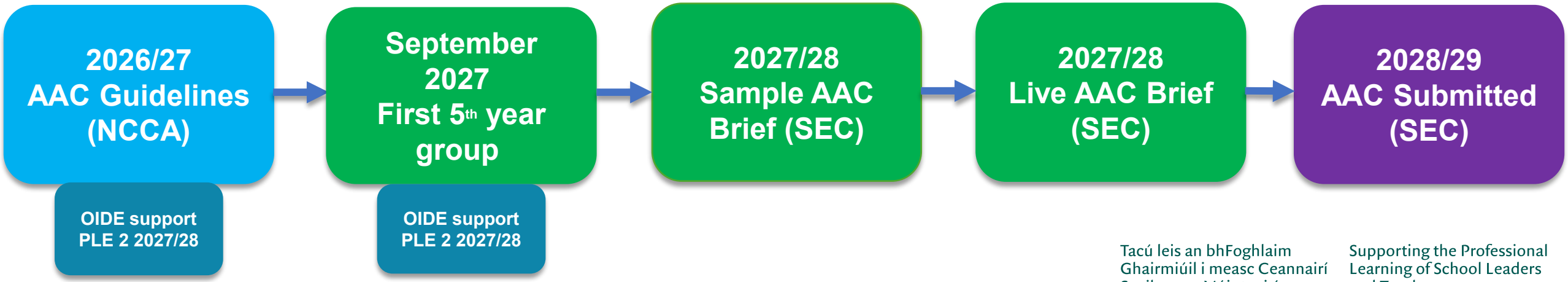
'Students will conceptualise their ideas in response to a brief.

Students will develop a piece of individual historical research in response to a common brief.

The final report in response to the brief will be submitted to the SEC in sixth year.

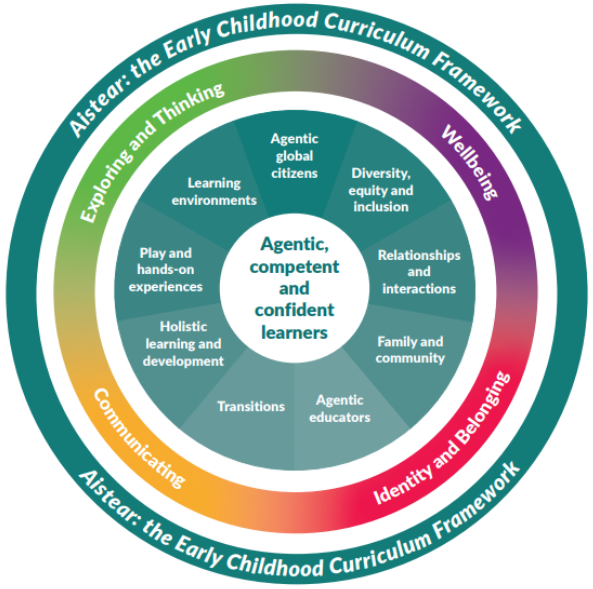
Guidelines to support the Research Study Report, gives guidance on a range of matters related to the organisation, implementation and oversight of the AAC.'

Curriculum specification for Leaving Certificate History p. 24

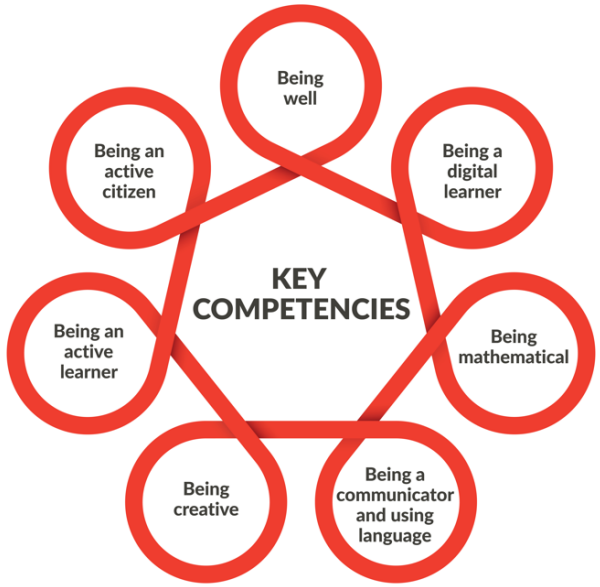


Continuum of Learning

Oide



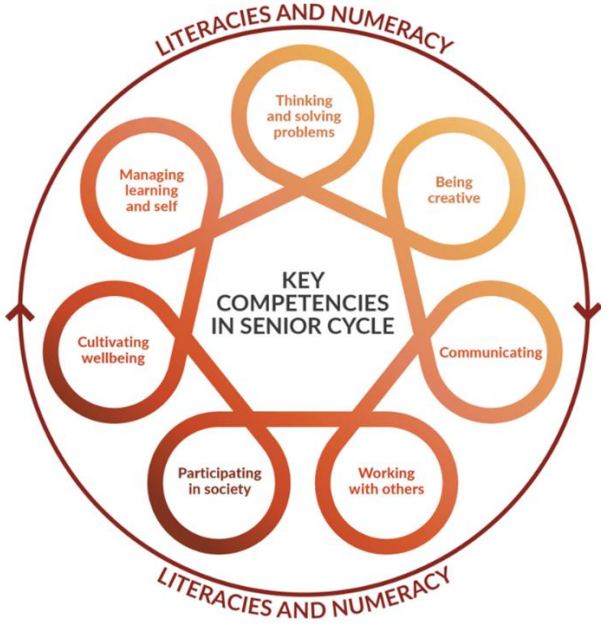
Aistear



Primary Curriculum



Junior Cycle



Senior Cycle

Senior Cycle Key Competencies



Senior Cycle Key Competencies



Enriched, engaged and competent learners

Rationale and Aims

Read the Rationale and Aims on pages 4 and 5 of the specification.

What resonates with you most?



Rationale

History allows students to explore the past. History education plays a significant role in helping students to explore their multiple identities, both as individuals and as part of a collective community with shared historical experiences. It reinforces in students a sense of heritage and belonging in the world.

Studying history helps develops our historical consciousness and knowledge, enabling us to orientate ourselves in time and to place our experiences in a broader framework of human experience. Being historically conscious transforms the way that we perceive the world and our place in it. By studying the experiences of people from a range of cultural groups and ethnicities, students develop a more inclusive understanding of themselves and others and how the present has been shaped by diverse historical events and processes.

The study of history helps students to understand the historical forces that have shaped events and processes. Through the exploration of available evidence, students learn to formulate enquiries about the past, question different viewpoints expressed in documents, examine historical phenomena from different perspectives, develop their sense of historical empathy, and deepen their historical consciousness. The study of history allows students to engage with the past from a broad perspective that transcends geographic, temporal, or cultural hierarchies. By doing so, students are better prepared to understand how events and processes of change in local, Irish, European and global contexts are interwoven. This approach empowers students not only to appreciate history's role in shaping individual and collective identities but also to become informed citizens.

Acquiring understanding of the discipline of history, including such concepts as chronology; cause and consequence; change and continuity; historical significance; and, historical empathy, helps students to develop their critical thinking skills. Such skills support students to interrogate accounts of the past and recognise the viewpoint expressed in different documents from a position of neutrality and objectivity. Moreover, the study of history provides a space for students to explore controversial, emotive, and sensitive issues, facilitating discussions that respect differing views grounded in evidence and encourage thoughtful consideration of complex historical themes and issues.

Developing historical literacy skills supports students in critically examining and assessing sources of evidence about the past and understanding that history is a field of inquiry involving the development of historical judgements based on consideration, interpretation, and analysis of available evidence. Emphasis on historical skills, such as the evaluation of sources—both primary and secondary—enable students to construct informed perspectives on complex issues. This process involves rigorous historical inquiry, which can nurture the ability to ask relevant questions about causation, consequence, and significance.

The study of history through such different dimensions, as political, economic, social and cultural perspectives, helps students to understand the complexities of human experience. By examining different voices and viewpoints, students develop an informed appreciation of the shared human experience. This in turn leads to the questioning of why the past unfolded as it did, and its ongoing relevance to the present and future.

Aims

Students will explore history in a way that fosters a broad understanding and knowledge of past events and allows them to develop empathy and critical thinking skills.

Leaving Certificate History aims to empower students to:

- experience enjoyment and empowerment through the study of the past
- understand how change affects different aspects of life and how change is generally better understood as process rather than event
- strengthen critical thinking and research skills by recognising how historical evidence is created, selected and shaped, and understanding that sources reflect the perspectives and contexts in which they were produced
- explore the past through a variety of aspects to understand the interconnectedness of historical events and movements
- understand that historical narratives are constructed and often contested, encouraging students to explore multiple perspectives and different interpretations of historical events, processes, issues and themes
- become informed, inquisitive and active citizens equipped to interpret the past, engage with the present, and shape the future
- appreciate the contributions of cultural, ethnic, and religious groups in shaping societies over time, recognising the depth and continuity of human experience.

Leaving Certificate History Specification Overview

Strand 1	Strand 2	Strand 3	Strand 4
Historical Inquiry	**Source Investigations**	**Ireland 1879 - 2009**	**The World 1917 - 2009**
Gathering Evidence	Medieval	Option 1: 1879 - 1918	Option 1: 1917 - 1945
Analysis	Early Modern	Option 2: 1919 - 1966	Option 2: 1945 - 1979
Interpretation	19th Century	Option 3: 1966 - 2009	Option 3: 1979 - 2009
Synthesis and Communication	20th Century onwards	Students choose **1 option** from this strand	Students choose **1 option** from this strand
Students engage in **all aspects** of this strand	Students engage in **all prescribed** investigations in this strand		

Specification for Leaving Certificate History p. 12

Structure of the History Specification

'Students learn about' is what students will encounter, explore, and understand during their learning journey.

Students learn about	Students should be able to
Gathering Evidence • Identifying where primary source material relevant to their inquiries can be found including repositories such as libraries, archives, museums, databases, and online resources, etc. • Locating primary source material relating to their research through the identification of various types and formats of source material. • Historical research techniques for locating, referencing, and cross-checking historical data.	1.1. Develop a research question to guide historical inquiry. 1.2. Locate and select relevant source material and resources and identify appropriate repositories. 1.3. Identify challenges in locating primary and secondary sources.

Curriculum specification for Leaving Certificate History p. 14

'Students should be able to' is what students will actively do with that knowledge to show their understanding and ability.

Structure of the History Specification

Appendix 1: Glossary of action verbs

Action verb	Students should be able to
Acknowledge	Recognise and give appropriate credit to sources accessed as part of the inquiry or investigation. This includes recognition of primary and secondary sources, applications or databases used or accessed as part of the research process.
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 or evaluate based on examination of the evidence.
Assess	Judge the significance or impact of a historical event, idea, role, development or source, after weighing the pros and cons, and using varied methods to justify the historical evaluation.
Communicate	Express ideas clearly and effectively, either in writing, speech, or other forms to an audience for a specific purpose.
Compare/ contrast	Give an account of the similarities/differences between two (or more) sources or perspectives.
Consider	Examine various perspectives, sources and contexts to reveal different aspects of a historical topic before forming a judgment.
Construct	Create or build an argument, explanation, or narrative based on evidence.
Develop	Evolve and refine an idea or concept for planned work. For a research question, this may involve sub questions that culminate in one focus for the inquiry
Employ	Use or apply in order to evidence conceptual understanding.
Evaluate	Examine and appraise evidence to make informed judgments; make evidence-based judgments about the ideas, events, issues or phenomena under investigation or the impact of same.
Examine	Look closely at arguments, data, information and/or stories in order to uncover origins, assumptions, perspectives, trends, impacts, relationships, causation, consequences etc. of the phenomenon under investigation.

Curriculum specification for Leaving Certificate History p. 28

Action Verbs

Students learn about	Students should be able to
Gathering Evidence • Identifying where primary source material relevant to their inquiries can be found including repositories such as libraries, archives, museums, databases, and online resources, etc. • Locating primary source material relating to their research through the identification of various types and formats of source material. • Historical research techniques for locating, referencing, and cross-checking historical data.	1. Develop a research question to guide historical inquiry. 1.2. Locate and select relevant source material and resources and identify appropriate repositories. 1.3. Identify challenges in locating primary and secondary sources.

Curriculum specification for Leaving Certificate History p.14

Develop:

'Evolve and refine an idea or concept for planned work. For a research question, this may involve sub questions that culminate in one focus for the inquiry.'

Appendix 1: Glossary of action verbs

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Curriculum specification for Leaving Certificate History p. 28

Structure of the History Specification

Appendix 2: Glossary of terms

Concept/term	Understanding
Advanced nationalism	In the context of early twentieth century Irish history, advanced nationalists were a diverse section within the broader nationalist movement who wished to go further than the aspiration of achieving Home Rule. Not all advanced nationalists were republicans. Arthur Griffith was an initial proponent of the concept of dual monarchy. Not all advanced nationalists advocated physical force either, so the concept refers to the aspirations rather than the tactics which united those who aspired towards a more complete separation – politically, culturally, economically – from the United Kingdom.
Big Picture understanding	Having a 'big picture' of the past helps to develop our historical consciousness. It allows us to see major patterns of change and gives us a framework to understand and put into context the knowledge that we gain about the actions of people that came before us. It helps us to demonstrate long-term chronological understanding and to make connections between events and developments from different periods of time.
Conceptual/ disciplinary understanding	Understanding of the discipline and nature of history, including the manner in which historians construct historical accounts based on available evidence, and the ideas and frameworks that underpin the construction of historical accounts.
Cultural hierarchies	The ordering of cultural practices, values and beliefs within a society.
Cultural phenomenon	Observable event or trend that significantly impacts society, influencing beliefs and artistic expressions.
Document (noun)	A document is a written or printed piece of text of any length. In historical scholarship, the term is sometimes used interchangeably with 'source' and can be used to refer to evidence in formats other than textual evidence.
Hidden voices	Marginalised and often overlooked individuals and groups whose stories and experiences have been largely ignored or suppressed in traditional historical narratives.

Curriculum specification for Leaving Certificate History p. 29

Learning Outcomes at Ordinary Level and Higher Level

Ordinary level	Higher level
• Students engage with a broad range of knowledge, mainly concrete in nature, but with some elements of abstraction or theory.	• Students engage with a broad range of knowledge, including theoretical concepts and abstract thinking with significant depth in some areas.
• Students demonstrate and use a moderate range of cognitive skills and tools to examine, investigate, and synthesise ideas.	• Students demonstrate and use a broad range of specialised skills to examine, investigate, and synthesise ideas.
• Students use evidence to construct narratives of the past.	• Students use evidence to develop historical narratives, to question received accounts of the past and to make judgements about people, events, issues and themes based on evidence.
• Students develop historical skills and use evidence and data to communicate findings and draw conclusions to questions posed by themselves and others.	• Students develop, demonstrate, and use historical skills and use appropriate evidence and data to effectively communicate findings and draw conclusions to questions posed by themselves and others.

Table 2: Design of learning outcomes at Ordinary Level and Higher Level

Curriculum specification for Leaving Certificate History p. 13

Strand 1: Historical Inquiry

'This strand supports students to acquire and develop the conceptual understanding and competencies central to the discipline of history.

Students will develop these competencies through their engagement with this strand and, through their application of these competencies in strands 2, 3 and 4.

Additionally they will demonstrate these skills through the completion of their Additional Assessment Component (Research Study Report).

Central to this inquiry is the development of analytical skills and conceptual understanding. Students will be expected to evaluate the credibility and reliability of sources, interrogate their origins—considering the provenance, authorship, date, location, and purpose of their creation—and compare differing viewpoints from these sources to construct a nuanced and well-rounded understanding of historical phenomena.'

Strand 1
Historical Inquiry
Gathering Evidence
Analysis
Interpretation
Synthesis and Communication

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Supporting the Professional Learning of School Leaders and Teachers

Leaving Certificate History Specification



What sources do you use to spark students' interest in history?

Click the image to play

Sharing Approaches to Historical Inquiry

In your group divide the elements of historical inquiry between you.

Individually consider the opportunities in your classroom to bring to life the skills of the historian through this strand.

Share your thoughts with your group.

Leaving Certificate History: Strand 1 Historical Inquiry

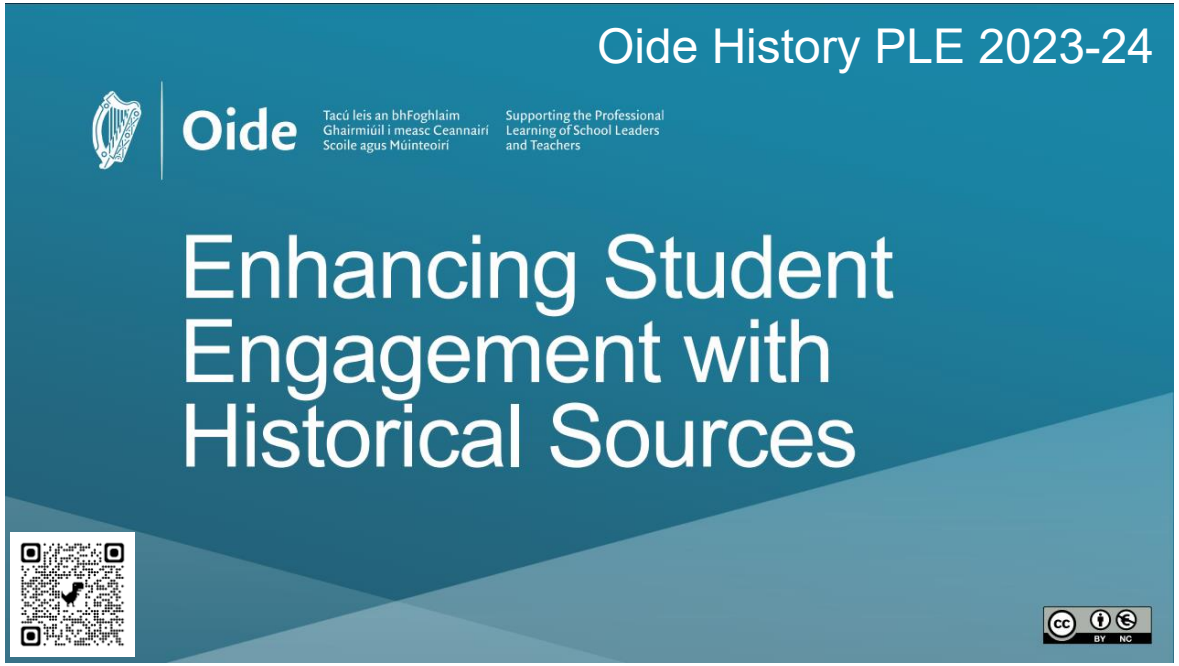
Strand 1: Historical Inquiry	
Students learn about	**Students should be able to**
Gathering Evidence • Identifying where primary source material relevant to their inquiries can be found including repositories such as libraries, archives, museums, databases, and online resources, etc. • Locating primary source material relating to their research through the identification of various types and formats of source material. • Historical research techniques for locating, referencing, and cross-checking historical data.	**1.1** Develop a research question to guide historical inquiry. **1.2** Locate and select relevant source material and resources and identify appropriate repositories. **1.3** Identify challenges in locating primary and secondary sources.
Analysis • Interrogating and evaluating sources; determining the 'who, where, when, what and why' of any source material. • Historical analysis: how sources are evaluated to determine their provenance, value, reliability and uses. • Bias, selectivity, objectivity, and subjectivity in relation to analysis of evidence. • Situating historical sources in context. • Comparing and contrasting different source perspectives within the study of specific historical events.	**1.4** Identify information within source material relevant to their inquiry. **1.5** Evaluate source material through the process of historical analysis. **1.6** Situate their sources within wider historical contexts, events, ideas, and processes. **1.7** Analyse the value and/or limitations of different primary and secondary sources in relation to their inquiry. **1.8** Use evidence to investigate their research question.
Interpretation • Reading secondary sources such as textbooks, biographies, journal articles, documentaries, podcasts, etc. • Encountering different interpretations of the same events based on context, perspective, or ideology. • Understanding differing interpretations of the same historical events/processes. • Concepts such as source and evidence; cause and consequence; change and continuity; historical significance; historical empathy. • How to employ secondary sources to support claims, assertions, and arguments.	**1.9** Explore why historical interpretations are incomplete and provisional and why omission has historical significance. **1.10** Compare differing primary and/or secondary sources as part of their inquiry. **1.11** Employ concepts underpinning the discipline of history relevant to their inquiry.
Synthesis and Communication • Developing coherent responses to historical inquiry. • Presenting ideas effectively. • Referencing and citing sources.	**1.12** Synthesise ideas arising from their historical inquiry. **1.13** Construct evidence-based narratives and arguments using the source material they have investigated. **1.14** Communicate considered arguments in response to historical inquiry and share with their peers. **1.15** Acknowledge sources using appropriate citation conventions.

Sharing Approaches to Historical Inquiry

Leaving Certificate History: Strand 1 Historical Inquiry

Strand 1: Historical Inquiry	
Students learn about	**Students should be able to**
Gathering Evidence • Identifying where primary source material relevant to their inquiries can be found including repositories such as libraries, archives, museums, databases, and online resources, etc. • Locating primary source material relating to their research through the identification of various types and formats of source material. • Historical research techniques for locating, referencing, and cross-checking historical data.	**1.1** Develop a research question to guide historical inquiry. **1.2** Locate and select relevant source material and resources and identify appropriate repositories. **1.3** Identify challenges in locating primary and secondary sources.
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Resources to Support Strand 1: Historical Inquiry





Reflection

Consider how Strand 1 learning outcomes may inform your teaching of strands 2, 3 and 4.

What does your history department need to do to plan for students engaging with Strand 1?

