Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

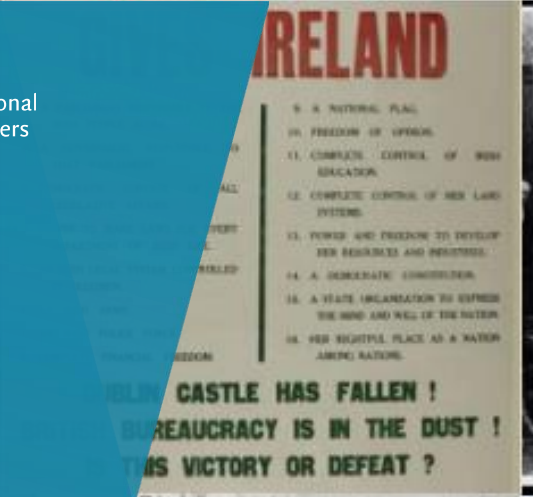
Supporting the Professional Learning of School Leaders and Teachers

Session 2

Overview of Strand 2 'Source Investigations'

and

Exploring approaches to Strand 3 'Ireland'



















Focus of the Session



Familiarise ourselves with
Strand 2: Source Investigations



Exploring Strand 3: Ireland
1879 - 2009

Strand 2: Source Investigations

Strand 2 is focused on students developing understanding of the central role of evidence in the determination of historical judgements. The strand is organised so that students engage with and explore four prescribed historical investigations, based on significant episodes, events, processes, issues, themes, or personalities drawn from different eras of the past, with a focus on source material.

This strand is intended to provide a space through which students can apply the skills of the historian as developed in Strand 1. Critical engagement with a range of different types of evidence is central to the investigations.

Strand 2: Source Investigations
Medieval
Early Modern
19th Century
20th Century onwards
Students engage in **all** prescribed investigations in this strand

Curriculum specification for Leaving Certificate History p. 16

September 2026 Specification released (NCCA) → **Term 2 26/27 Strand 2 Investigations published (DEY)** → **Term 2 26/27 Sample Examination Papers (SEC)** → **September 2027 First 5th year group** → **June 2029 Written State Examination (SEC)**

Strand 2: Source Investigations

The four critical investigations are drawn from medieval history, early modern history, the nineteenth century, and the twentieth century onwards (any investigation prescribed in the twentieth century option will not overlap with the specified content from either Strands 3 or 4).

These investigations will be equally weighted between Ireland and the world.

The subject matter for these inquiries will be prescribed and the list published by the Department of Education and Youth on a regular basis.

Strand 2: Source Investigations
Medieval
Early Modern
Nineteenth Century
Twentieth Century onwards
Students engage in **all prescribed** investigations in this strand

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers

Strand 2: Learning Outcomes

Strand 2: Source Investigations	
Students learn about	**Students should be able to**
Strategies to understand source material. Identifying information, perspectives, target audiences, etc in the source material. Recognising the value and/or limitations of source material to historians. Conducting research by engaging with the source material as listed in the prescribed investigations under the following headings: • Medieval • Early Modern • Nineteenth Century • Twentieth Century onwards. *Any investigation prescribed in the twentieth century option will not overlap with the specified content from either Strands 3 or 4.	2.1 Identify evidence and key points within historical source material in this investigation. 2.2 Implement strategies to evaluate unfamiliar sources through historical analysis techniques. 2.3 Identify the context, including ideas and beliefs, in which primary source material was created. 2.4 Compare and contrast differing perspectives present in the sources. 2.5 Assess the significance, reliability and relevance of source material as historical evidence in relation to the investigation.

September 2026 Specification released (NCCA) → **Term 2 26/27 Strand 2 Investigations published (DEY)** → **Term 2 26/27 Sample Examination Papers (SEC)** → **September 2027 First 5th year group** → **June 2029 Written State Examination (SEC)**

Overview of Strands 3 and 4

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'*It is intended that this focused exploration of a certain period will not only augment students' knowledge of historical data and phenomena but deepen their historical consciousness and support them to continue to extend their knowledge and understanding in their future lives.*'

Strands	Specified Areas of Learning			
Strand 3 Ireland 1879 - 2009	Option 1: 1879 - 1918	Option 2: 1919 - 1966	Option 3: 1966 - 2009	Students choose **1 option** from this strand
Strand 4 The World 1917 - 2009	Option 1: 1917 - 1945	Option 2: 1945 - 1979	Option 3: 1979 - 2009	Students choose **1 option** from this strand

Curriculum specification for Leaving Certificate History p.17

Leaving Certificate History Specification



What historical events and processes of change would interest your students?

Click the image to play

Introduction to Strand 3: Ireland 1879 – 2009

Oide







Overview of the History Specification

Strand 3: Learning outcomes

Students learn about	Students should be able to
Irish history through historical inquiry under the following headings in a selected specified area of learning: • Events and processes of change • Ideas and organisations • Lived experiences and hidden voices • Society and culture • Economy. (See Specified Areas of Learning in Appendix 3)	3.1. Examine the events or processes of change specified. 3.2. Evaluate the causes and consequences of these events and processes. 3.3. Explore connections between local, national, and international events.

Curriculum specification for Leaving Certificate History p. 18 and p.32

Overview of the History Specification

Strand 3: Learning outcomes

Students learn about

Irish history through historical inquiry under the follo
headings in a selected specified area of learning:

- Events and processes of change
- Ideas and organisations
- Lived experiences and hidden voices
- Society and culture
- Economy.

(See Specified Areas of Learning in Appendix 3)

Appendix 3: Specified Areas of Learning Ireland 1879–2009

There are five aspects to each option in this strand of which 'Events and Processes of Change' underpins the content which follows. Ideas and organisations; lived experiences and hidden voices; society and culture; and economy are intended to inform, contextualise, and challenge the students' understanding of the period in question giving them a deeper understanding of the past.

Aspects	Option 1: 1879–1918	Option 2: 1919–1966	Option 3: 1966–2009	Learning Outcomes
Events and Processes of Change	The land question 1879-1909. Home Rule and Unionism. New political movements – advanced nationalism and the Labour movement. Manifestations of cultural identity: GAA, Gaelic League, Anglo-Irish Literary Revival, Loyal Orders. Political divisions and paramilitarism: 1912-1918: Unionist politics, Third Home Rule Bill, Solemn League and Covenant, Volunteers, Gun Running, WW1, and Ireland, 1916 Rising. Conscription crisis 1918 general election. Social distress and the 1913 Lock out.	First Dáil, War of Independence, Civil War. Partition, the Government of Ireland Act and the establishment of Northern Ireland, Boundary Commission. Truce, Treaty, and the establishment of the Irish Free state to the declaration of the republic. World War II on the island of Ireland. Changing politics on the island of Ireland. The Welfare state in Northern Ireland.	The Troubles to the Good Friday Agreement: the descent into violence 1969-72; Sunningdale and its collapse; paramilitaries and prisons; the peace process. Peace and reconciliation in Northern Ireland post- the Good Friday Agreement. Watershed moments in Irish politics: Arms trial; Anglo-Irish Agreement (1985), 1990 presidential election; Finlay and Lindsay Tribunals. Ireland's membership of the EEC/EC/EU. Enacting change: marriage bar, decriminalisation of homosexuality, divorce, reproductive rights. Celtic tiger to 2008 financial crash.	**3.1** Examine the events or processes of change specified. **3.2** Evaluate the causes and consequences of these events and processes. **3.3** Explore connections between local, national, and international events.

Curriculum specification for Leaving Certificate History p. 18 and p. 32

Overview 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.

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.

Curriculum Specification for Leaving Certificate History p. 28 and p. 29

Exploring Strand 3: Ireland 1879 – 2009

Leaving Certificate History: Strand 3 Ireland 1879 - 2009

Aspects	Option 1: 1879 - 1918	Option 2: 1919 - 1966	Option 3: 1966 - 2009	Learning Outcomes
Events and Processes of Change	The land question 1879-1909. Home Rule and Unionism. New political movements - advanced nationalism and the Labour movement. Manifestations of cultural identity: GAA, Gaelic League, Anglo-Irish Literary Revival, Loyal Orders. Political divisions and paramilitarism: 1912-1918: Unionist politics, Third Home Rule Bill, Solemn League and Covenant, Volunteers, Gun Running, WW1, and Ireland, 1916 Rising. Conscription crisis 1918 general election. Social distress and the 1913 Lock out.	First Dáil, War of Independence, Civil War. Partition, the Government of Ireland Act and the establishment of Northern Ireland, Boundary Commission. Truce, Treaty, and the establishment of the Irish Free state to the declaration of the republic. World War II on the island of Ireland. Changing politics on the island of Ireland. The Welfare state in Northern Ireland.	The Troubles to the Good Friday Agreement: the descent into violence 1969-72; Sunningdale and its collapse; paramilitaries and prisons; the peace process. Peace and reconciliation in Northern Ireland post-the Good Friday Agreement. Watershed moments in Irish politics: Arms trial; Anglo Irish Agreement (1985), 1990 presidential election; Finlay and Lindsay Tribunals. Ireland's membership of the EEC/EC/EU. Enacting change: marriage bar, decriminalisation of homosexuality, divorce, reproductive rights. Celtic tiger to 2008 financial crash.	**3.1** Examine the events or processes of change specified. **3.2** Evaluate the causes and consequences of these events and processes. **3.3** Explore connections between local, national, and international events.
Ideas and organisations	Constitutional nationalism, republicanism, cultural nationalism, sovereignty, unionism, loyalism. Labour movements. Women's suffrage. Republican/nationalist organisations. Unionist/loyalist organisations. Agrarian Movements. Religious ideas and faith. Sectarianism and discrimination and antisemitism.	Constitutional nationalism, republicanism, cultural nationalism, sovereignty, unionism, loyalism. Labour movements. Women's movements. Republican/nationalist organisations. Unionist/loyalist organisations. Religious ideas and faith. Sectarianism, discrimination, antisemitism, civil rights, gerrymandering, and censorship.	Constitutional nationalism, republicanism, cultural nationalism, sovereignty, unionism, loyalism. Labour movements. Women's movements. Republican/nationalist organisations. Unionist/loyalist organisations. Religious ideas, faith, and secularisation. Sectarianism, censorship, discrimination, gerrymandering, civil rights, and racism (including antisemitism and islamophobia).	**3.4** Investigate how the specified ideas influenced change. **3.5** Assess the role of individuals, groups and organisations on the events and processes of change.
Lived experience and hidden voices	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	**3.6** Investigate how women experienced work, politics and society. **3.7** Consider the lived experiences of minorities. **3.8** Examine the experiences of family separation and institutionalisation in these settings.
Society and Culture	Government policy on land and housing on the island of Ireland. Sport and society. Language and culture. Role of religion in society. Changes in education.	Government policy on land and housing on the island of Ireland. Language and culture. Role of religion in society. Changes in education on the island of Ireland.	Government policy on land and housing on the island of Ireland. Impact of EEC/EC/EU membership. Language and culture. Role of religion in society. Changes in education on the island of Ireland.	**3.9** Analyse how cultural and social factors influenced the developments in this time period.
Economy	Land rights and agrarian reform. Changing demographic patterns and emigration. Industrialisation on the island of Ireland.	Economic policies on the island of Ireland. Shannon Hydroelectric scheme. The Economic War and protectionism. Free trade, common market.	Economic impact of EEC membership. Foreign Direct Investment. Economic impact of the Troubles. Economic growth and collapse: Celtic Tiger to crash.	**3.10** Explore the influence of economic factors on wider developments in this time period.

Exploring Strand 3: Ireland 1879 – 2009

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Aspects	Option 1: 1879 - 1918	Option 2: 1919 - 1966	Option 3: 1966 - 2009	Learning Outcomes
Events and Processes of Change	The land question 1879-1909. Home Rule and Unionism. New political movements - advanced nationalism and the Labour movement. Manifestations of cultural identity: GAA, Gaelic League, Anglo-Irish Literary Revival, Loyal Orders. Political divisions and paramilitarism: 1912-1918: Unionist politics, Third Home Rule Bill, Solemn League and Covenant, Volunteers, Gun Running, WW1, and Ireland, 1916 Rising. Conscription crisis 1918 general election. Social distress and the 1913 Lock out.	First Dáil, War of Independence, Civil War. Partition, the Government of Ireland Act and the establishment of Northern Ireland, Boundary Commission. Truce, Treaty, and the establishment of the Irish Free state to the declaration of the republic. World War II on the island of Ireland. Changing politics on the island of Ireland. The Welfare state in Northern Ireland.	The Troubles to the Good Friday Agreement: the descent into violence 1969-72; Sunningdale and its collapse; paramilitaries and prisons; the peace process. Peace and reconciliation in Northern Ireland post-the Good Friday Agreement. Watershed moments in Irish politics: Arms trial; Anglo Irish Agreement (1985), 1990 presidential election; Finlay and Lindsay Tribunals. Ireland's membership of the EEC/EC/EU. Enacting change: marriage bar, decriminalisation of homosexuality, divorce, reproductive rights. Celtic tiger to 2008 financial crash.	**3.1** Examine the events or processes of change specified. **3.2** Evaluate the causes and consequences of these events and processes. **3.3** Explore connections between local, national, and international events.
Ideas and organisations	Constitutional nationalism, republicanism, cultural nationalism, sovereignty, unionism, loyalism. Labour movements. Women's suffrage. Republican/nationalist organisations. Unionist/loyalist organisations. Agrarian Movements. Religious ideas and faith. Sectarianism and discrimination and antisemitism.	Constitutional nationalism, republicanism, cultural nationalism, sovereignty, unionism, loyalism. Labour movements. Women's movements. Republican/nationalist organisations. Unionist/loyalist organisations. Religious ideas and faith. Sectarianism, discrimination, antisemitism, civil rights, gerrymandering, and censorship.	Constitutional nationalism, republicanism, cultural nationalism, sovereignty, unionism, loyalism. Labour movements. Women's movements. Republican/nationalist organisations. Unionist/loyalist organisations. Religious ideas, faith, and secularisation. Sectarianism, censorship, discrimination, gerrymandering, civil rights, and racism (including antisemitism and islamophobia).	**3.4** Investigate how the specified ideas influenced change. **3.5** Assess the role of individuals, groups and organisations on the events and processes of change.
Lived experience and hidden voices	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	**3.6** Investigate how women experienced work, politics and society. **3.7** Consider the lived experiences of minorities. **3.8** Examine the experiences of family separation and institutionalisation in these settings.
Society and Culture	Government policy on land and housing on the island of Ireland. Sport and society. Language and culture. Role of religion in society. Changes in education.	Government policy on land and housing on the island of Ireland. Language and culture. Role of religion in society. Changes in education on the island of Ireland.	Government policy on land and housing on the island of Ireland. Impact of EEC/EC/EU membership. Language and culture. Role of religion in society. Changes in education on the island of Ireland.	**3.9** Analyse how cultural and social factors influenced the developments in this time period.
Economy	Land rights and agrarian reform. Changing demographic patterns and emigration. Industrialisation on the island of Ireland.	Economic policies on the island of Ireland. Shannon Hydroelectric scheme. The Economic War and protectionism. Free trade, common market.	Economic impact of EEC membership. Foreign Direct Investment. Economic impact of the Troubles. Economic growth and collapse: Celtic Tiger to crash.	**3.10** Explore the influence of economic factors on wider developments in this time period.

Strand 3: Ireland 1879 - 2009

Leaving Certificate History: Strand 3 Ireland 1879 - 2009

Aspects	Option 1: 1879 - 1918	Learning Outcomes
Events and processes of Change	The land question 1879-1909. Home Rule and Unionism. New political movements advanced nationalism and the Labour movement. Manifestations of cultural identity: GAA, Gaelic League, Anglo-Irish Literary Revival, Loyal Orders. Political divisions and paramilitarism: 1912-1918: Unionist politi Solemn League and Covenant, Volunteers, Gun Running, WW Conscription crisis 1918 general election. Social distress and the 1913 Lock out.	3.1 Examine the events or processes of change specified. 3.2 Evaluate the causes and consequences of these events and processes.
Ideas and organisations	Constitutional nationalism, republicanism, cultural nationalism, Labour movements. Women's suffrage. Republican/nationalist organisations. Unionist/loyalist organisations. Agrarian Movements. Religious ideas and faith. Sectarianism and discrimination and antisemitism.	
Lived experience and hidden voices	Women in work, politics, and society. Experiences of Travellers and one other minority group on the i Experiences of family separation and institutionalisation: Magda Baby homes.	
Society And Culture	Government policy on land and housing on the island of Ireland Sport and society. Language and culture. Role of religion in society. Changes in education.	
Economy	Land rights and agrarian reform. Changing demographic patterns and emigration. Industrialisation on the island of Ireland.	

Leaving Certificate History: Strand 3 Ireland 1879 - 2009

Aspects	Option 2: 1919 - 1966	Learning Outcomes
Events and Processes of Change	First Dáil, War of Independence, Civil War. Partition, the Government of Ireland Act and the establishment of Northern Ireland, Boundary Commission. Truce, Treaty, and the establishment of the Irish Free state to the declaration of the republic. World War II on the island of Ireland. Changing politics on the island of Ireland. The Welfare state in Northern Ireland.	3.1 Examine the events or processes of change specified. 3.2 Evaluate the causes and consequences of these events and processes.
Ideas and organisations	Constitutional nationalism, republicanism, cultural nationalism, sovereignty loyalism. Labour movements. Women's movements. Republican/nationalist organisations. Unionist/loyalist organisations. Religious ideas and faith. Sectarianism discrimination, antisemitism, civil rights, gerrymandering, anc	
Lived experience and hidden voices	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ire Experiences of family separation and institutionalisation: Magdalene laund and Baby homes.	
Society and Culture	Government policy on land and housing on the island of Ireland. Language and culture. Role of religion in society. Changes in education on the island of Ireland.	
Economy	Economic policies on the island of Ireland. Shannon Hydroelectric scheme. The Economic War and protectionism. Free trade, common market.	

Leaving Certificate History: Strand 3 Ireland 1879 - 2009

Aspects	Option 3: 1966 - 2009	Learning Outcomes
Events and Processes of Change	The Troubles to the Good Friday Agreement: the descent into violence 1969-72; Sunningdale and its collapse; paramilitaries and prisons; the peace process. Peace and reconciliation in Northern Ireland post- the Good Friday Agreement. Watershed moments in Irish politics: Arms trial; Anglo Irish Agreement (1985), 1990 presidential election; Finlay and Lindsay Tribunals. Ireland's membership of the EEC/EC/EU. Enacting change: marriage bar, decriminalisation of homosexuality, divorce, reproductive rights. Celtic tiger to 2008 financial crash.	3.1 Examine the events or processes of change specified. 3.2 Evaluate the causes and consequences of these events and processes. 3.3 Explore connections between local, national, and international events.
Ideas and organisations	Constitutional nationalism, republicanism, cultural nationalism, sovereignty, unionism, loyalism. Labour movements. Women's movements. Republican/nationalist organisations. Unionist/loyalist organisations. Religious ideas, faith, and secularisation. Sectarianism, censorship, discrimination, gerrymandering, civil rights, and racism (including antisemitism and islamophobia).	3.4 Investigate how the specified ideas influenced change. 3.5 Assess the role of individuals, groups and organisations on the events and processes of change.
Lived experience and hidden voices	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	3.6 Investigate how women experienced work, politics and society. 3.7 Consider the lived experiences of minorities. 3.8 Examine the experiences of family separation and institutionalisation in these settings.
Society and Culture	Government policy on land and housing on the island of Ireland. Impact of EEC/EC/EU membership. Language and culture. Role of religion in society. Changes in education on the island of Ireland.	3.9 Analyse how cultural and social factors influenced the developments in this time period.
Economy	Economic impact of EEC membership. Foreign Direct Investment. Economic impact of the Troubles. Economic growth and collapse: Celtic tiger to crash	3.10 Explore the influence of economic factors on wider developments in this time period.

Considerations before choosing a Specified Area of Learning

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Student interest

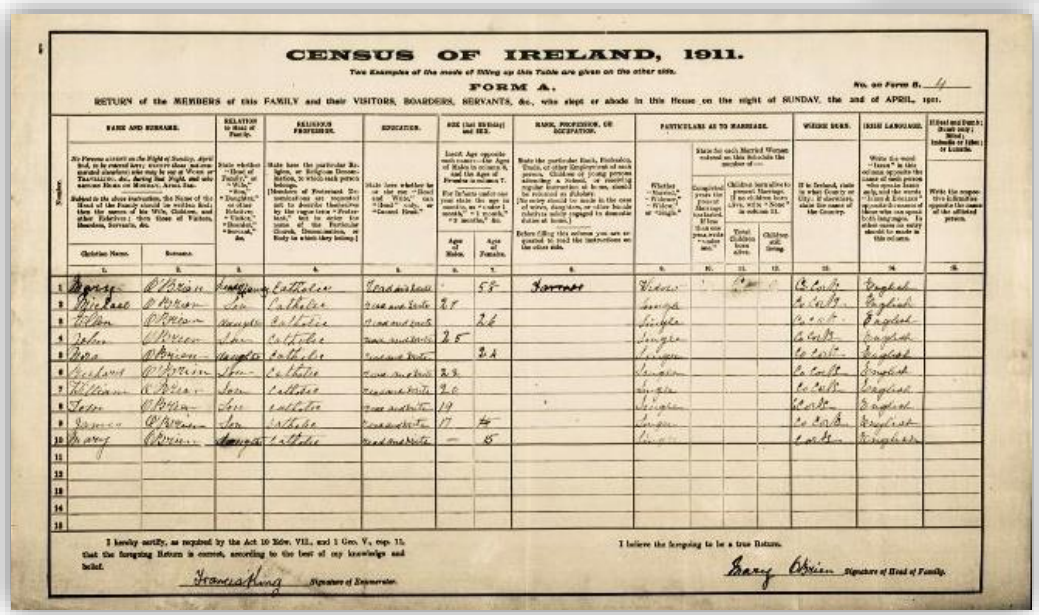
Local history

School context

Your expertise/interests

Access to sources





CENSUS OF IRELAND, 1911.

FORM A.

RETURN of the MEMBERS of this FAMILY and their VISITORS, BOARDERS, SERVANTS, &c., who slept or abode in this House on the night of SUNDAY, the 2nd of APRIL, 1911.

I hereby certify, as required by the Act 10 Edw. VII., and 1 Geo. V., cap. 15, that the foregoing Return is correct, according to the best of my knowledge and belief.

Signature of Enumerator.

I believe the foregoing to be a true Return.

Barry O'Brien Signature of Head of Family.

Exploring the Specified Areas of Learning

1. Explore **all three options** on pages 32-34.

2. Consider which option may best suit your context.

3. Share with your colleagues and choose one option to focus on today.

Leaving Certificate History: Strand 3 Ireland 1879 - 2009

Aspects	Option 1: 1879 - 1918	Option 2: 1919 - 1966	Option 3: 1966 - 2009	Learning Outcomes
Events and Processes of Change	The land question 1879-1909. Home Rule and Unionism. New political movements - advanced nationalism and the Labour movement. Manifestations of cultural identity: GAA, Gaelic League, Anglo-Irish Literary Revival, Loyal Orders. Political divisions and paramilitarism: 1912-1918: Unionist politics, Third Home Rule Bill, Solemn League and Covenant, Volunteers, Gun Running, WW1, and Ireland, 1916 Rising. Conscription crisis 1918 general election. Social distress and the 1913 Lock out.	First Dáil, War of Independence, Civil War. Partition, the Government of Ireland Act and the establishment of Northern Ireland, Boundary Commission. Truce, Treaty, and the establishment of the Irish Free state to the declaration of the republic. World War II on the island of Ireland. Changing politics on the island of Ireland. The Welfare state in Northern Ireland.	The Troubles to the Good Friday Agreement: the descent into violence 1969-72; Sunningdale and its collapse; paramilitaries and prisons; the peace process. Peace and reconciliation in Northern Ireland post-the Good Friday Agreement. Watershed moments in Irish politics: Arms trial; Anglo Irish Agreement (1985), 1990 presidential election; Finlay and Lindsay Tribunals. Ireland's membership of the EEC/EC/EU. Enacting change: marriage bar, decriminalisation of homosexuality, divorce, reproductive rights. Celtic tiger to 2008 financial crash.	**3.1** Examine the events or processes of change specified. **3.2** Evaluate the causes and consequences of these events and processes. **3.3** Explore connections between local, national, and international events.
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Economy	Land rights and agrarian reform. Changing demographic patterns and emigration. Industrialisation on the island of Ireland.	Economic policies on the island of Ireland. Shannon Hydroelectric scheme. The Economic War and protectionism. Free trade, common market.	Economic impact of EEC membership. Foreign Direct Investment. Economic impact of the Troubles. Economic growth and collapse: Celtic Tiger to crash.	**3.10** Explore the influence of economic factors on wider developments in this time period.

Exploring Strand Ireland 3: Events and Processes of Change

1. Take a moment to consider the **events and processes of change** in your option.
2. Select the **events or processes** that you would first investigate with your students.
3. How might the relevant learning outcomes inform your approach to teaching, learning and assessment?

Aspect	Option 1: 1879 - 1918	Option 2: 1919 - 1966	Option 3: 1966 - 2009	Learning Outcomes
Events and Processes of Change	The land question 1879-1909. Home Rule and Unionism. New political movements - advanced nationalism and the Labour movement. Manifestations of cultural identity: GAA, Gaelic League, Anglo-Irish Literary Revival, Loyal Orders. Political divisions and paramilitarism: 1912-1918: Unionist politics, Third Home Rule Bill, Solemn League and Covenant, Volunteers, Gun Running, WW1, and Ireland, 1916 Rising. Conscription crisis 1918 general election. Social distress and the 1913 Lock out.	First Dáil, War of Independence, Civil War. Partition, the Government of Ireland Act and the establishment of Northern Ireland, Boundary Commission. Truce, Treaty, and the establishment of the Irish Free state to the declaration of the republic. World War II on the island of Ireland. Changing politics on the island of Ireland. The Welfare state in Northern Ireland.	The Troubles to the Good Friday Agreement: the descent into violence 1969-72; Sunningdale and its collapse; paramilitaries and prisons; the peace process. Peace and reconciliation in Northern Ireland post- the Good Friday Agreement. Watershed moments in Irish politics: Arms trial; Anglo Irish Agreement (1985), 1990 presidential election; Finlay and Lindsay Tribunals. Ireland's membership of the EEC/EC/EU. Enacting change: marriage bar, decriminalisation of homosexuality, divorce, reproductive rights. Celtic tiger to 2008 financial crash.	**3.1** Examine the events or processes of change specified. **3.2** Evaluate the causes and consequences of these events and processes. **3.3** Explore connections between local, national, and international events.

Exploring Strand 3 Ireland: Ideas and Organisations

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Aspects	Option 1: 1879 - 1918	Option 2: 1919 - 1966	Option 3: 1966 - 2009	Learning Outcomes
Ideas and Organisations	Constitutional nationalism, republicanism, cultural nationalism, sovereignty, unionism, loyalism. Labour movements. Women's suffrage. Republican/nationalist organisations. Unionist/loyalist organisations. Agrarian Movements. Religious ideas and faith. Sectarianism and discrimination and antisemitism.	Constitutional nationalism, republicanism, cultural nationalism, sovereignty, unionism, loyalism. Labour movements. Women's movements. Republican/nationalist organisations. Unionist/loyalist organisations. Religious ideas and faith. Sectarianism discrimination, antisemitism, civil rights, gerrymandering, and censorship.	Constitutional nationalism, republicanism, cultural nationalism, sovereignty, unionism, loyalism. Labour movements. Women's movements. Republican/nationalist organisations. Unionist/loyalist organisations. Religious ideas, faith, and secularisation. Sectarianism, censorship, discrimination, gerrymandering, civil rights, and racism (including antisemitism and islamophobia).	**3.4** Investigate how the specified ideas influenced change. **3.5** Assess the role of individuals, groups and organisations on the events and processes of change.

Exploring Strand Ireland 3: Lived Experiences and Hidden Voices

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Aspect	Option 1: 1879 - 1918	Option 2: 1919 - 1966	Option 3: 1966 - 2009	Learning Outcomes
Lived experience and hidden voices	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	Women in work, politics, and society. Experiences of Travellers and one other minority group on the island of Ireland. Experiences of family separation and institutionalisation: Magdalene laundries and Mother and Baby homes.	**3.6** Investigate how women experienced work, politics and society. **3.7** Consider the lived experiences of minorities. **3.8** Examine the experiences of family separation and institutionalisation in these settings.

Exploring Strand 3 Ireland: Society and Culture

Aspect	Option 1: 1879 - 1918	Option 2: 1919 - 1966	Option 3: 1966 - 2009	Learning Outcomes
Society and Culture	Government policy on land and housing on the island of Ireland. Sport and society. Language and culture. Role of religion in society. Changes in education.	Government policy on land and housing on the island of Ireland. Language and culture. Role of religion in society. Changes in education on the island of Ireland.	Government policy on land and housing on the island of Ireland. Impact of EEC/EC/EU membership. Language and culture. Role of religion in society. Changes in education on the island of Ireland.	**3.9** Analyse how cultural and social factors influenced the developments in this time period.

Exploring Strand 3 Ireland: Economy

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Aspect	Option 1: 1879 - 1918	Option 2: 1919 - 1966	Option 3: 1966 - 2009	Learning Outcome
Economy	Land rights and agrarian reform. Changing demographic patterns and emigration. Industrialisation on the island of Ireland.	Economic policies on the island of Ireland. Shannon Hydroelectric scheme. The Economic War and protectionism. Free trade, common market.	Economic impact of EEC membership. Foreign Direct Investment. Economic impact of the Troubles. Economic growth and collapse: Celtic tiger to crash.	**3.10** Explore the influence of economic factors on wider developments in this time period

Mapping Strand 3: Ireland 1879-2009

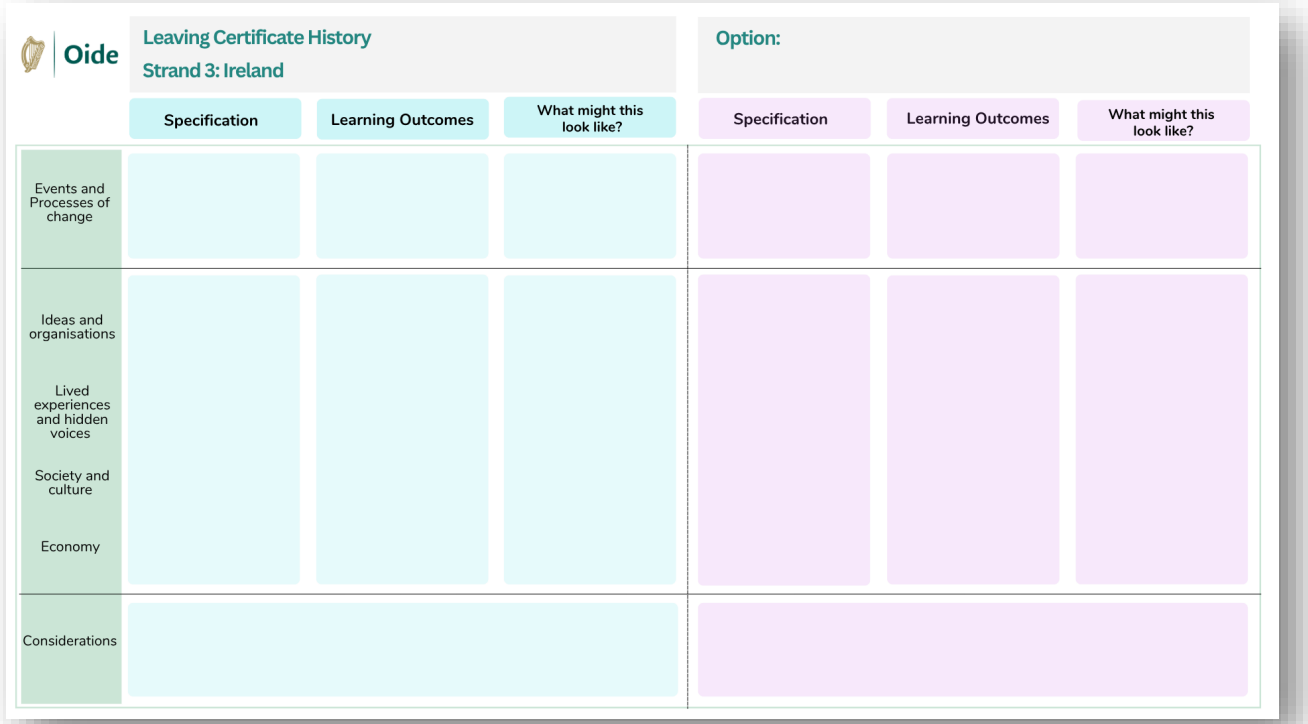
1. Explore and choose the option that suits your class context.

2. Consider the events and processes of change.

3. Select the events or processes that you would first investigate with your students.

4. What learning outcomes inform your approach to teaching, learning and assessment?

5. Are there opportunities to integrate elements of other areas e.g. hidden voices with your selected event or process?



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Leaving Certificate History
Strand 3: Ireland

Option:

	Specification	Learning Outcomes	What might this look like?	Specification	Learning Outcomes	What might this look like?
Events and Processes of change						
Ideas and organisations Lived experiences and hidden voices Society and culture Economy						
Considerations						

Considerations for Student Learning

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Leaving Certificate History
Strand 3: Ireland

Option 2:
1919 - 1966

	Specification	Learning Outcomes	What might this look like?	Specification	Learning Outcomes	What might this look like?
Events and Processes of change	First Dáil	3.1 Examine the events or processes of change specified. 3.2 Evaluate the causes and consequences of these events and processes.	Reenactment of the First Dáil.			
Ideas and organisations Lived experiences and hidden voices Society and culture Economy	Sovereignty Constitutional nationalism Women in politics Language and culture	3.4 Investigate how the specified ideas influenced change. 1.7 Analyse the value and/or limitations of different primary and secondary sources in relation to their inquiry.	Constance Markievicz Declaration of Independence (Dáil100.ie) Democratic Programme (Oireachtas.ie) Farce, humiliation, insanity - What the papers say about the First Dáil (Century Ireland)			
Considerations	Links to Junior Cycle Local context Access to archives/local library/museum					

Considerations for Student Learning

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Leaving Certificate History
Strand 3: Ireland

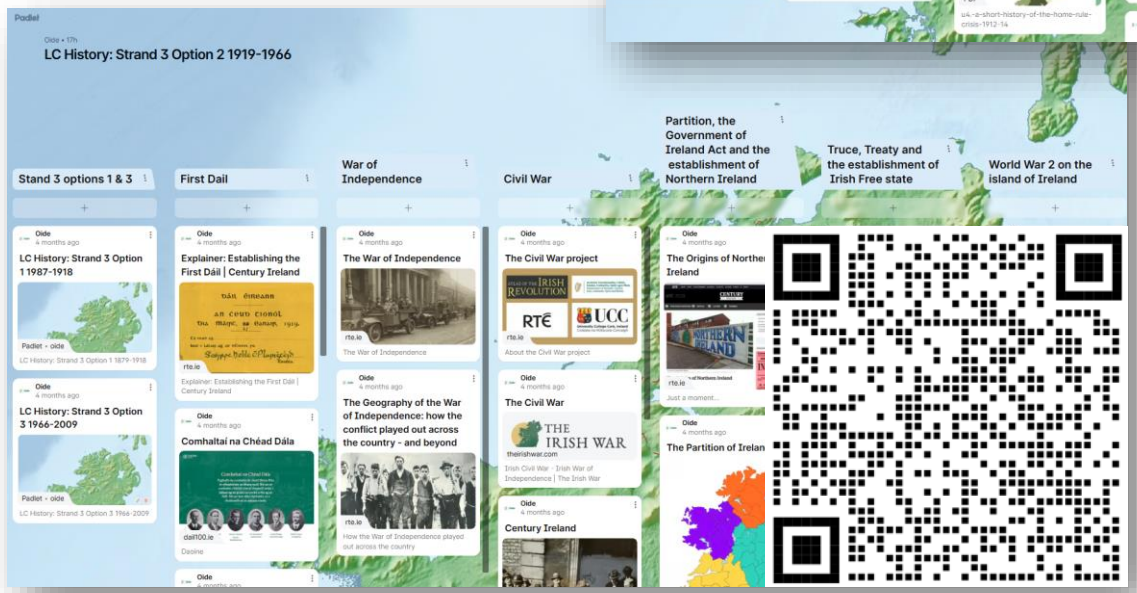
Option:

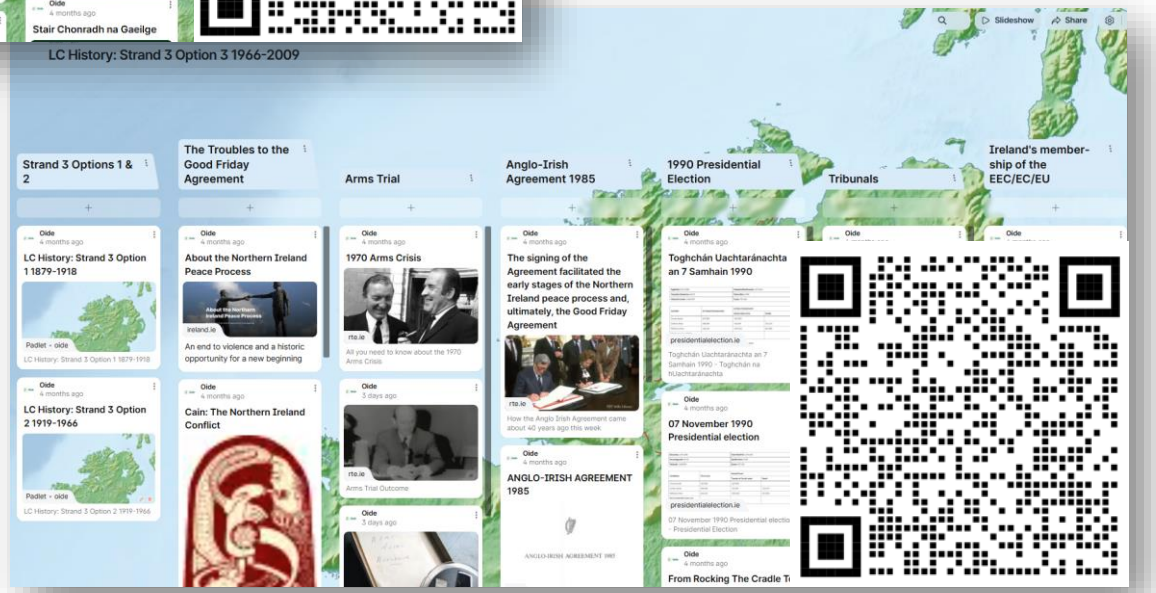
	Specification	Learning Outcomes	What might this look like?	Specification	Learning Outcomes	What might this look like?
Events and Processes of change						
Ideas and organisations Lived experiences and hidden voices Society and culture Economy						
Considerations						

Exploring Strand 3 Resources for Student Learning

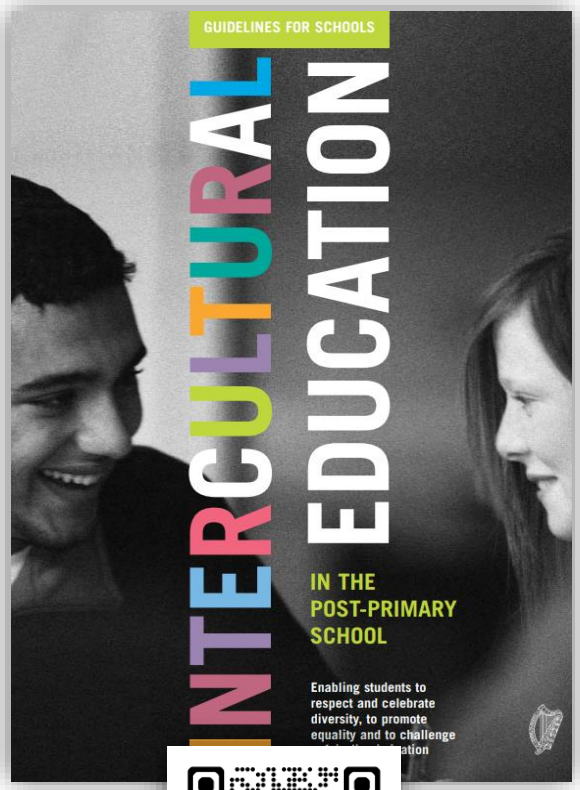
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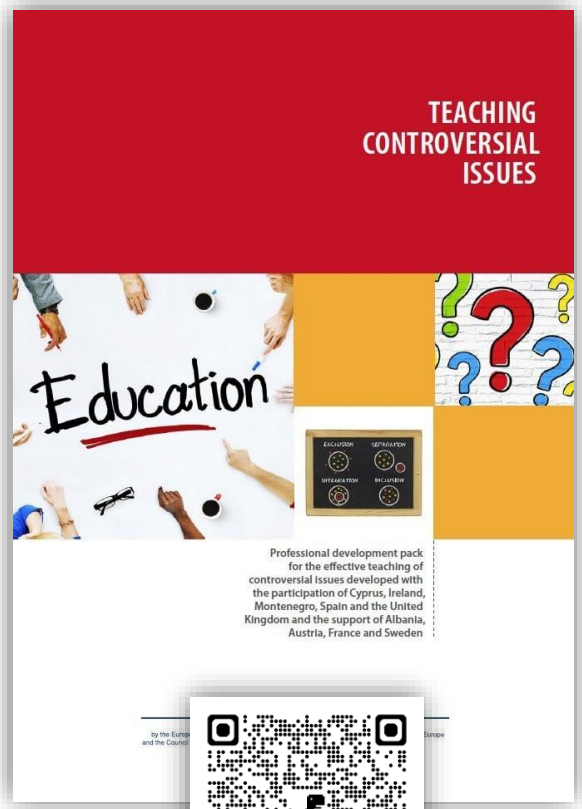


Approaches to Teaching Sensitive Issues in History









Reflection

Current strengths

What is currently in place in our department/school that will support effective teaching and learning of the new History specification?

Area for development

Is there one area that will require focused planning?

Action

What supports, resources or decisions would help to move this priority forward?

Strand 3
Ireland 1879 - 2009
Option 1: 1879 - 1918
Option 2: 1919 - 1966
Option 3: 1966 - 2009
Students choose **1 option** from this strand