Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Session 3

Strand 4: The World 1917 - 2009



















Focus of the Session

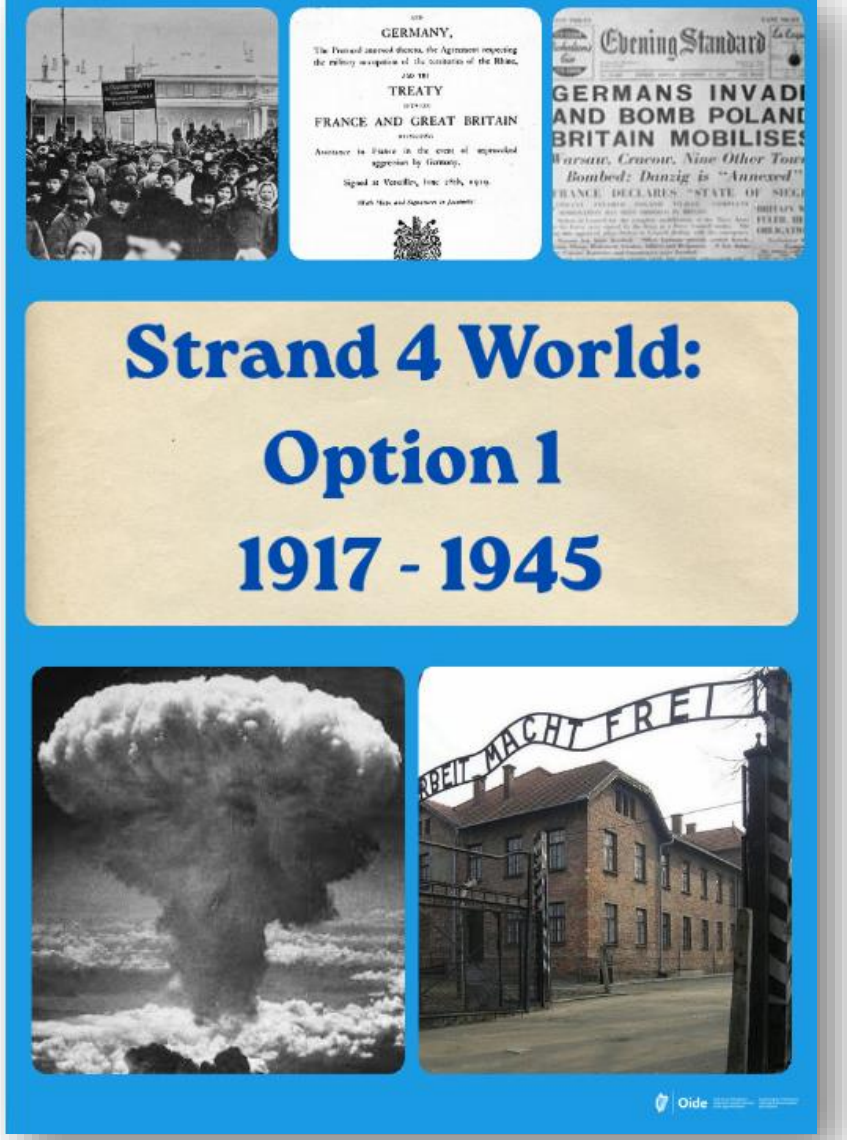


Exploring Strand 4
The World 1917 - 2009



Pause and Reflect

Introduction to Strand 4: The World 1917-2009







Strand 4 The World 1917 – 2009

Strand 4: The World 1917-2009	
Students learn about	**Students should be able to**
World history through historical inquiry under the following headings in a selected specified area of learning: • Events and processes of change • Ideas and organisations • Society and culture • Technology and environment • Economy	**4.1** Examine the events or processes of change specified. **4.2** Evaluate the causes and consequences of these events and processes. **4.3** Investigate how the specified ideas influenced change. **4.4** Assess the role of individuals, groups and organisations on the events and processes of change. **4.5** Investigate the experiences of women in the location specified. **4.6** Examine cultural developments in this time period. **4.7** Analyse the nature of race relations and the experiences of individuals or groups in the specified location. **4.8** Evaluate the impact of propaganda and censorship. **4.9** Assess the development and impact of military technologies. **4.10** Examine the impact of human actions on environmental issues in this specified example. **4.11** Explore the influence of economic factors on wider developments in this time period.

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

Strand 4 The World 1917 – 2009

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Leaving Certificate History: Strand 4 The World 1917 - 2009

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Aspects	Option 1: 1917 – 1945	Option 2: 1945-1979	Option 3: 1979-2009	Learning Outcomes
Events and Processes of Change	The Bolshevik Revolution. Armistice and the Treaty of Versailles. Totalitarian regimes: fascism, communism and national socialism. The origins of WW2. Turning points in the war to VJ Day. The Holocaust Social change in Britain and the USA.	Postwar reconstruction and justice: Potsdam, the Nuremberg Trials. Communism in the USSR and China: external spheres of influence and domestic culture and control. Cold war front lines: the Iron Curtain, Cuba, and Vietnam. Decolonisation: Democratic Republic of Congo and Algeria. The Israeli Palestinian Conflict. Social change in the USA.	Soviet-Afghan War. European integration and expansion. Conservative governments in Britain, 1979-1990. The fall of the Berlin wall and collapse of the Soviet Union. Three Mile Island, Chernobyl and its fallout. 9/11 and the War on Terror. Social change in Britain.	4.1 Examine the events or processes of change specified. 4.2 Evaluate the causes and consequences of these events and processes
Ideas and organisations	Self-determination. Communism, Fascism, National Socialism. Capitalism and socialism. Race, Social Darwinism and Antisemitism. Suffrage and rights for women. League of Nations.	Decolonisation. Human Rights. Civil Rights in the USA. Movements for equality in the USA. Capitalism and socialism. Feminism. United Nations, Warsaw Pact, NATO.	Neo-liberalism. Post-Soviet separatism. Human Rights. Capitalism and socialism. Equality. Environmentalism. UN, EEC/EC/EU, NATO, Warsaw Pact.	4.3 Investigate how specified ideas influenced change. 4.4 Assess the role of individuals, groups and organisations on the events and processes of change.
Society and Culture	Women and work in wartime Britain. The Harlem Renaissance. Persecution of groups and individuals under totalitarian regimes. Race relations in the USA. Propaganda and Censorship.	Women in society in the USA. The Cultural Revolution in China. Race relations in the USA. Propaganda and censorship	Women in work and society in Britain. Cultural change in the former GDR. Race relations in the United Kingdom. Propaganda and censorship.	4.5 Investigate the experiences of women in the location specified. 4.6 Examine cultural developments in this time period. 4.7 Analyse the nature of race relations and the experiences of individuals or groups in this specified location. 4.8 Evaluate the impact of propaganda and censorship.
Technology and Environment	Military technologies: Land, sea, air. Dustbowl in the USA.	Military technologies: Space Race The Great Chinese Famine 1959-62	Military technologies: Surveillance Pollution and climate crisis: United Nations Conference on Environment and Development, 1992	4.9 Assess the development and impact of military technologies. 4.10 Examine the impact of human actions on environmental issues in this specified example.
Economy	The 1929 Stock Market Crash and the Great Depression.	Truman Doctrine, the Marshall Plan and European economic cooperation.	Free market economics in Britain. Economic and monetary union in Europe.	4.11 Explore the influence of economic factors on wider developments in this time period.

Strand 4 The World 1917 – 2009

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Aspects	Option 1: 1917-1945	Option 2: 1945-1979	Option 3: 1979-2009	Learning Outcomes
Events and Processes of Change	The Bolshevik Revolution. Armistice and the Treaty of Versailles. Totalitarian regimes: fascism, communism and national socialism. The origins of WW2. Turning points in the war to VJ Day. The Holocaust. Social change in Britain and the USA.	Postwar reconstruction and justice: Potsdam, the Nuremberg Trials. Communism in the USSR and China: external spheres of influence and domestic culture and control. Cold war front lines: the Iron Curtain, Cuba, and Vietnam. Decolonisation: Democratic Republic of Congo and Algeria. The Israeli Palestinian Conflict. Social change in the USA.	Soviet-Afghan War. European integration and expansion. Conservative governments in Britain, 1979-1990. The fall of the Berlin wall and collapse of the Soviet Union. Three Mile Island, Chernobyl and its fallout. 9/11 and the War on Terror. Social change in Britain.	**4.1** Examine the events or processes of change specified. **4.2** Evaluate the causes and consequences of these events and processes.
Ideas and organisations	Self-determination. Communism, Fascism, National Socialism. Capitalism and socialism. Race, Social Darwinism and Antisemitism. Suffrage and rights for women. League of Nations.	Decolonisation. Human Rights. Civil Rights in the USA. Movements for equality in the USA. Capitalism and socialism. Feminism. United Nations, Warsaw Pact, NATO.	Neo-liberalism. Post-Soviet separatism. Human Rights. Capitalism and socialism. Equality. Environmentalism. UN, EEC/EC/EU, NATO, Warsaw Pact.	**4.3** Investigate how specified ideas influenced change. **4.4** Assess the role of individuals, groups and organisations on the events and processes of change.
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Technology and Environment	Military technologies: Land, sea, air. Dustbowl in the USA.	Military technologies: Space Race. The Great Chinese Famine 1959-62.	Military technologies: Surveillance. Pollution and climate crisis: United Nations Conference on Environment and Development, 1992.	**4.9** Assess the development and impact of military technologies. **4.10** Examine the impact of human actions on environmental issues in this specified example.
Economy	The 1929 Stock Market Crash and the Great Depression.	Truman Doctrine, the Marshall Plan and European economic cooperation.	Free market economics in Britain. Economic and monetary union in Europe.	**4.11** Explore the influence of economic factors on wider developments in this time period.

Strand 4 The World 1917 – 2009

Leaving Certificate History: Strand 4 The World 1917 - 2009

Aspects	Option 1: 1917 – 1945	Learning Outcomes
Events and Processes of Change	The Bolshevik Revolution. Armistice and the Treaty of Versaille Totalitarian regimes: fascism, comm The origins of WW2. Turning points in the war to VJ Day. The Holocaust. Social change in Britain and the US	
Ideas and organisations	Self-determination. Communism, Fascism, National So Capitalism and socialism. Race, Social Darwinism and Antise Suffrage and rights for women. League of Nations.	
Society and Culture	Women and work in wartime Britain The Harlem Renaissance. Persecution of groups and individua Race relations in the USA. Propaganda and Censorship.	
Technology And Environment	Military technologies: Land, sea, air Dustbowl in the USA.	
Economy	The 1929 Stock Market Crash and	

Leaving Certificate History: Strand 4 The World 1917 - 2009

Aspects	Option 2: 1945-1979	Learning Outcomes
Events and Processes of Change	Postwar reconstruction and justice: Potsdam, the Nuremberg Trials. Communism in the USSR and China: external spheres of influence and domestic culture and control. Cold war front lines: the Iron Curtain, Cuba, and Vietnam. Decolonisation: Democratic Republic of Congo and Algeria. The Israeli Palestinian Conflict. Social change in the USA.	4.1 Examine the events or processes of change specified. 4.2 Evaluate the causes and consequences of these events and processes.
Ideas and organisations	Decolonisation. Human Rights. Civil Rights in the USA. Movements for equality in the USA. Capitalism and socialism. Feminism. United Nations, Warsaw Pact, NATO.	
Society and Culture	Women in society in the USA. The Cultural Revolution in China. Race relations in the USA. Propaganda and censorship.	
Technology and Environment	Military technologies: Space Race. The Great Chinese Famine 1959-62.	
Economy	Truman Doctrine, the Marshall Plan and European economi cooperation.	

Leaving Certificate History: Strand 4 The World 1917 - 2009

Aspects	Option 3: 1979-2009	Learning Outcomes
Events and Processes of Change	Soviet-Afghan War. European integration and expansion. Conservative governments in Britain, 1979-1990. The fall of the Berlin wall and collapse of the Soviet Union. Three Mile Island, Chernobyl and its fallout. 9/11 and the War on Terror. Social change in Britain.	4.1 Examine the events or processes of change specified. 4.2 Evaluate the causes and consequences of these events and processes
Ideas and organisations	Neo-liberalism. Post-Soviet separatism. Human Rights. Capitalism and socialism. Equality. Environmentalism. UN, EEC/EC/EU, NATO, Warsaw Pact.	4.3 Investigate how specified ideas influenced change. 4.4 Assess the role of individuals, groups and organisations on the events and processes of change.
Society and Culture	Women in work and society in Britain. Cultural change in the former GDR. Race relations in the United Kingdom. Propaganda and censorship.	4.5 Investigate the experiences of women in the location specified. 4.6 Examine cultural developments in this time period. 4.7 Analyse the nature of race relations and the experiences of individuals or groups in this specified location. 4.8 Evaluate the impact of propaganda and censorship.
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Economy	Free market economics in Britain Economic and monetary union in Europe	4.11 Explore the influence of economic factors on wider developments in this time period.

Strand 4: Events and Processes of Change



As you watch the video, what are you curious about?

Click the image to play

Examining Strand 4

1. Read the ‘Aspects’ for your chosen Option.

2. Consider how the prescribed content might inform, deepen, and contextualise the student’s understanding of the period.

3. Take note of any opportunities and challenges you foresee.

Leaving Certificate History: Strand 4 The World 1917 - 2009

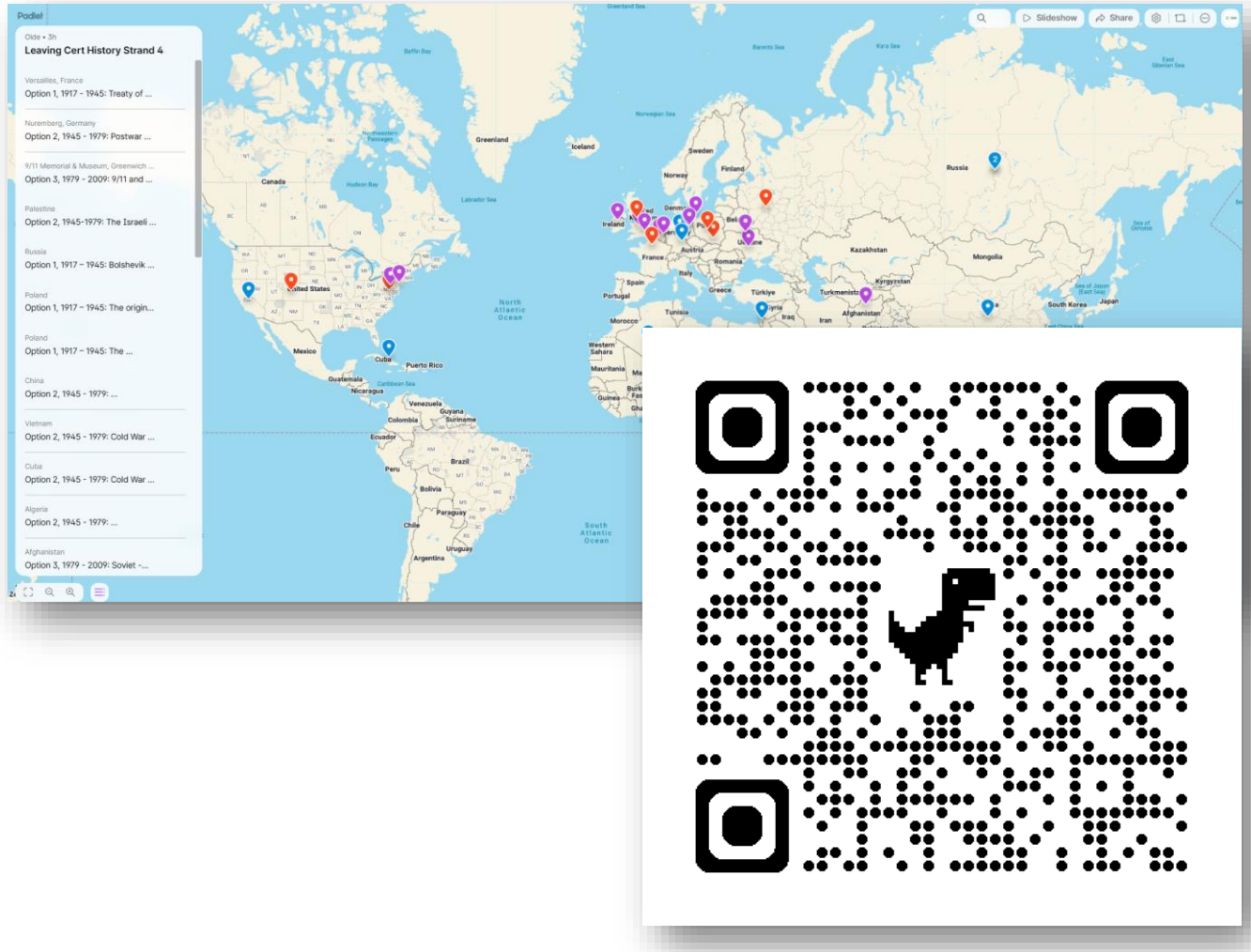
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Exploring Strand 4: The World

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Individual activity

- Explore the **events and processes of change**, as represented geographically on the Padlet.
- These are also on pages 35 and 36 of the specification.
- Reflect on what Specified Area of Learning may suit your context.



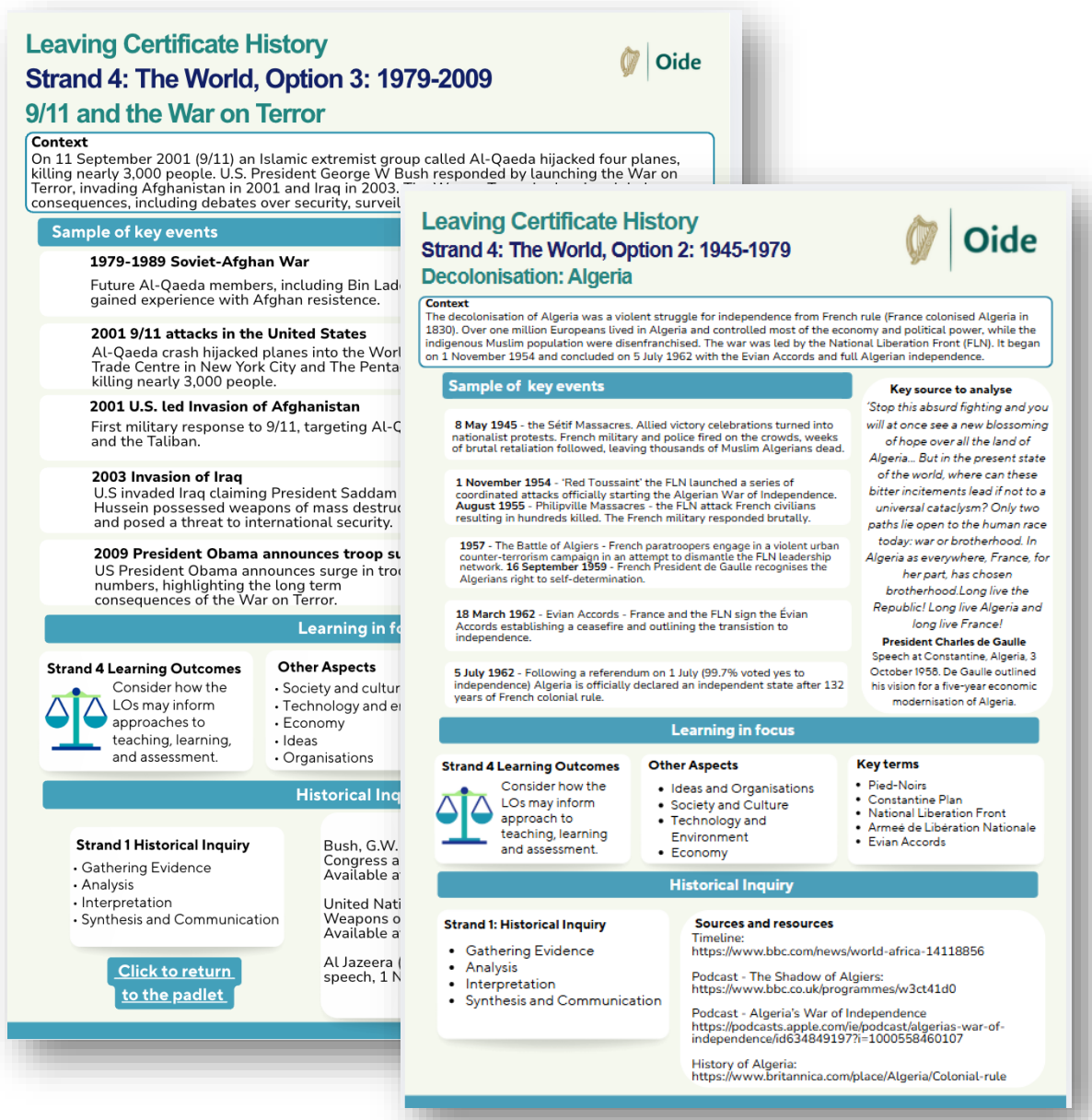
Getting Started with Strand 4 The World

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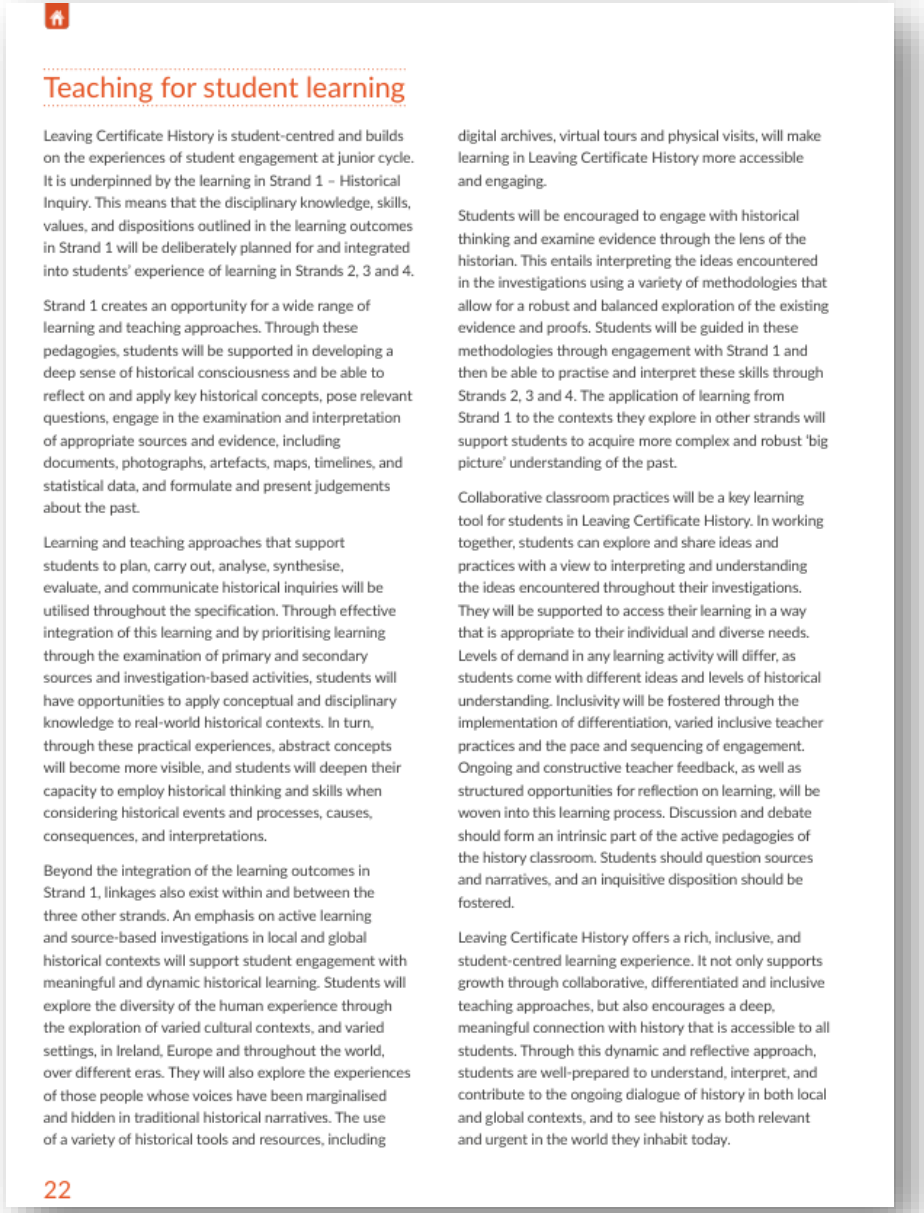
Collaborative activity

Using one of the 'Getting Started Guides':

1. Familiarise yourself with the overview
2. How might Strand 4 learning outcomes support and assist the direction you take?
3. How would you integrate the prescribed content from the other aspects (e.g. Ideas)?



Teaching for Student Learning



Teaching for student learning

Leaving Certificate History is student-centred and builds on the experiences of student engagement at junior cycle. It is underpinned by the learning in Strand 1 – Historical Inquiry. This means that the disciplinary knowledge, skills, values, and dispositions outlined in the learning outcomes in Strand 1 will be deliberately planned for and integrated into students' experience of learning in Strands 2, 3 and 4.

Strand 1 creates an opportunity for a wide range of learning and teaching approaches. Through these pedagogies, students will be supported in developing a deep sense of historical consciousness and be able to reflect on and apply key historical concepts, pose relevant questions, engage in the examination and interpretation of appropriate sources and evidence, including documents, photographs, artefacts, maps, timelines, and statistical data, and formulate and present judgements about the past.

Learning and teaching approaches that support students to plan, carry out, analyse, synthesise, evaluate, and communicate historical inquiries will be utilised throughout the specification. Through effective integration of this learning and by prioritising learning through the examination of primary and secondary sources and investigation-based activities, students will have opportunities to apply conceptual and disciplinary knowledge to real-world historical contexts. In turn, through these practical experiences, abstract concepts will become more visible, and students will deepen their capacity to employ historical thinking and skills when considering historical events and processes, causes, consequences, and interpretations.

Beyond the integration of the learning outcomes in Strand 1, linkages also exist within and between the three other strands. An emphasis on active learning and source-based investigations in local and global historical contexts will support student engagement with meaningful and dynamic historical learning. Students will explore the diversity of the human experience through the exploration of varied cultural contexts, and varied settings, in Ireland, Europe and throughout the world, over different eras. They will also explore the experiences of those people whose voices have been marginalised and hidden in traditional historical narratives. The use of a variety of historical tools and resources, including digital archives, virtual tours and physical visits, will make learning in Leaving Certificate History more accessible and engaging.

Students will be encouraged to engage with historical thinking and examine evidence through the lens of the historian. This entails interpreting the ideas encountered in the investigations using a variety of methodologies that allow for a robust and balanced exploration of the existing evidence and proofs. Students will be guided in these methodologies through engagement with Strand 1 and then be able to practise and interpret these skills through Strands 2, 3 and 4. The application of learning from Strand 1 to the contexts they explore in other strands will support students to acquire more complex and robust 'big picture' understanding of the past.

Collaborative classroom practices will be a key learning tool for students in Leaving Certificate History. In working together, students can explore and share ideas and practices with a view to interpreting and understanding the ideas encountered throughout their investigations. They will be supported to access their learning in a way that is appropriate to their individual and diverse needs. Levels of demand in any learning activity will differ, as students come with different ideas and levels of historical understanding. Inclusivity will be fostered through the implementation of differentiation, varied inclusive teacher practices and the pace and sequencing of engagement. Ongoing and constructive teacher feedback, as well as structured opportunities for reflection on learning, will be woven into this learning process. Discussion and debate should form an intrinsic part of the active pedagogies of the history classroom. Students should question sources and narratives, and an inquisitive disposition should be fostered.

Leaving Certificate History offers a rich, inclusive, and student-centred learning experience. It not only supports growth through collaborative, differentiated and inclusive teaching approaches, but also encourages a deep, meaningful connection with history that is accessible to all students. Through this dynamic and reflective approach, students are well-prepared to understand, interpret, and contribute to the ongoing dialogue of history in both local and global contexts, and to see history as both relevant and urgent in the world they inhabit today.

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- Read page 22, 'Teaching for student learning'.
- What actions can you take to align student experiences in the History classroom to these ambitions?

Explore Strand 4: Events and Processes

Collaborative activity

Using the prompts alongside your 'Getting Started with...' guide:

What additional factors would you take into account when planning teaching, learning, and assessment to effectively engage with this event and process?



Next Steps

- What opportunities and/or challenges might arise when integrating some of today's material into your teaching?
- How could these opportunities and/or challenges be addressed collaboratively within your department?
- What supports, resources, and/or further training would help you implement these approaches effectively?
- How will you continue this conversation beyond today? (e.g., department meetings, shared resources, peer observations)



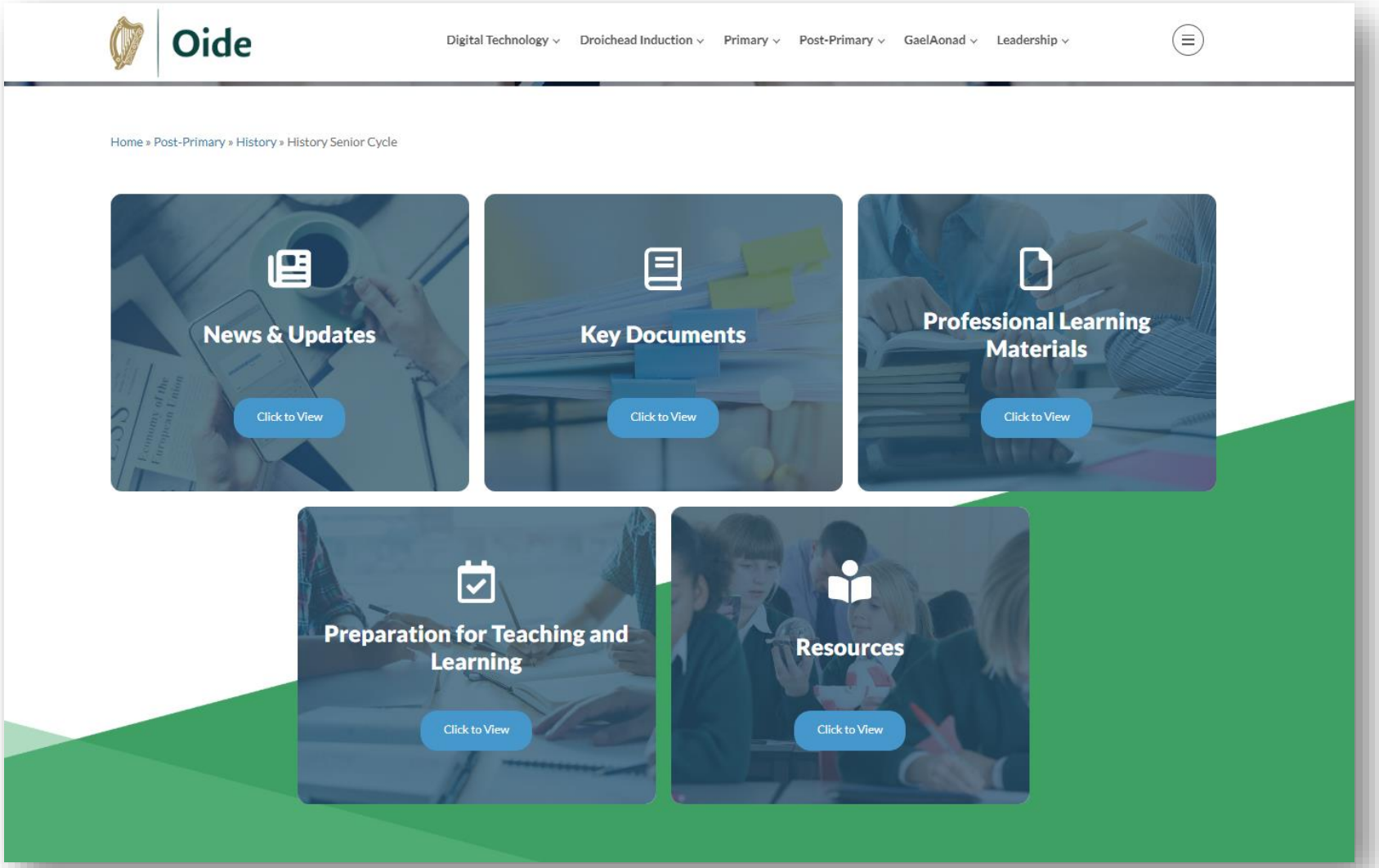
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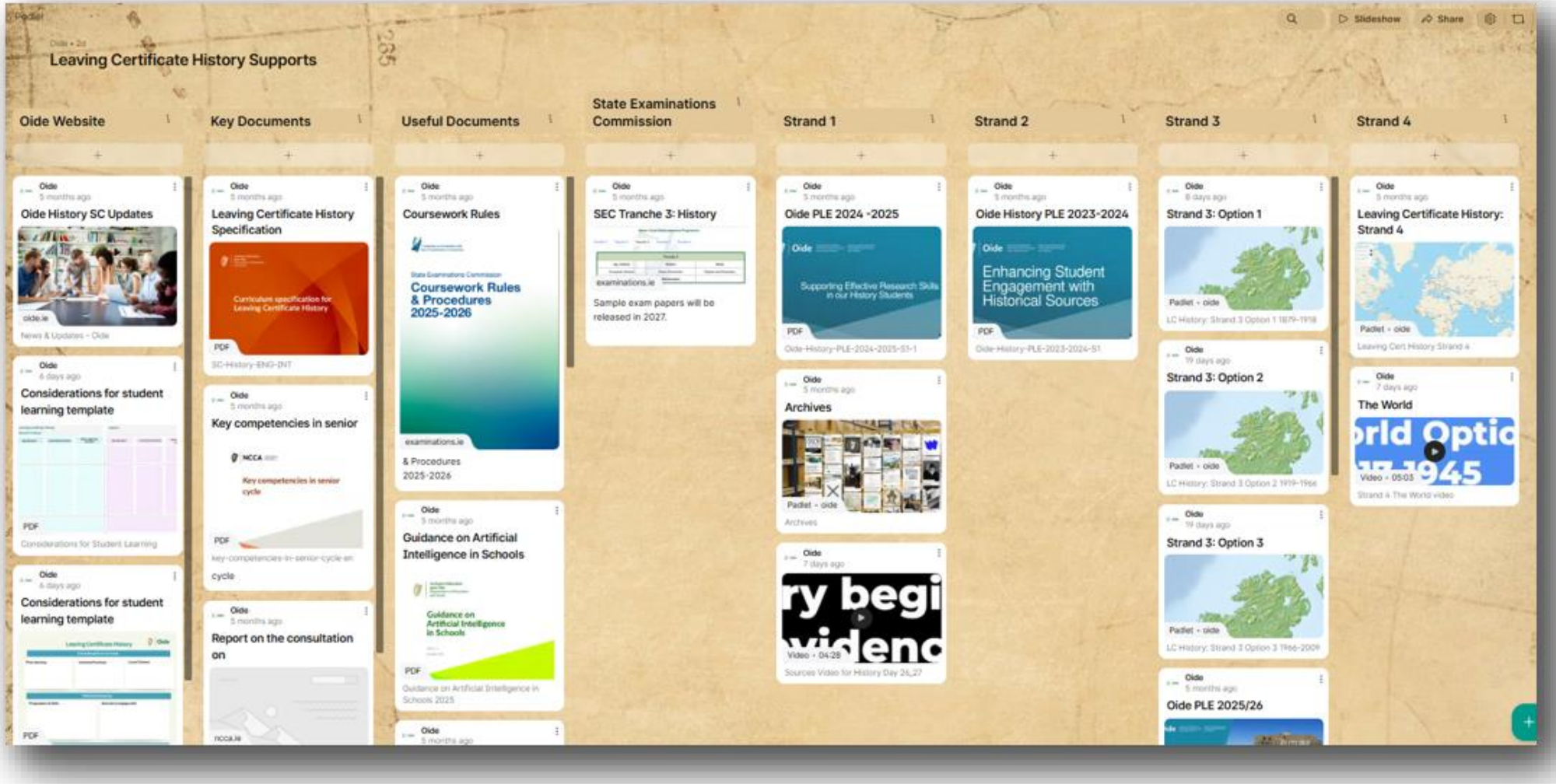
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Additional supports



Key Documents and Supports



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Supporting the Professional Learning of School Leaders and Teachers