



Oide

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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Rethinking the History Classroom: the TY Opportunity



Check in



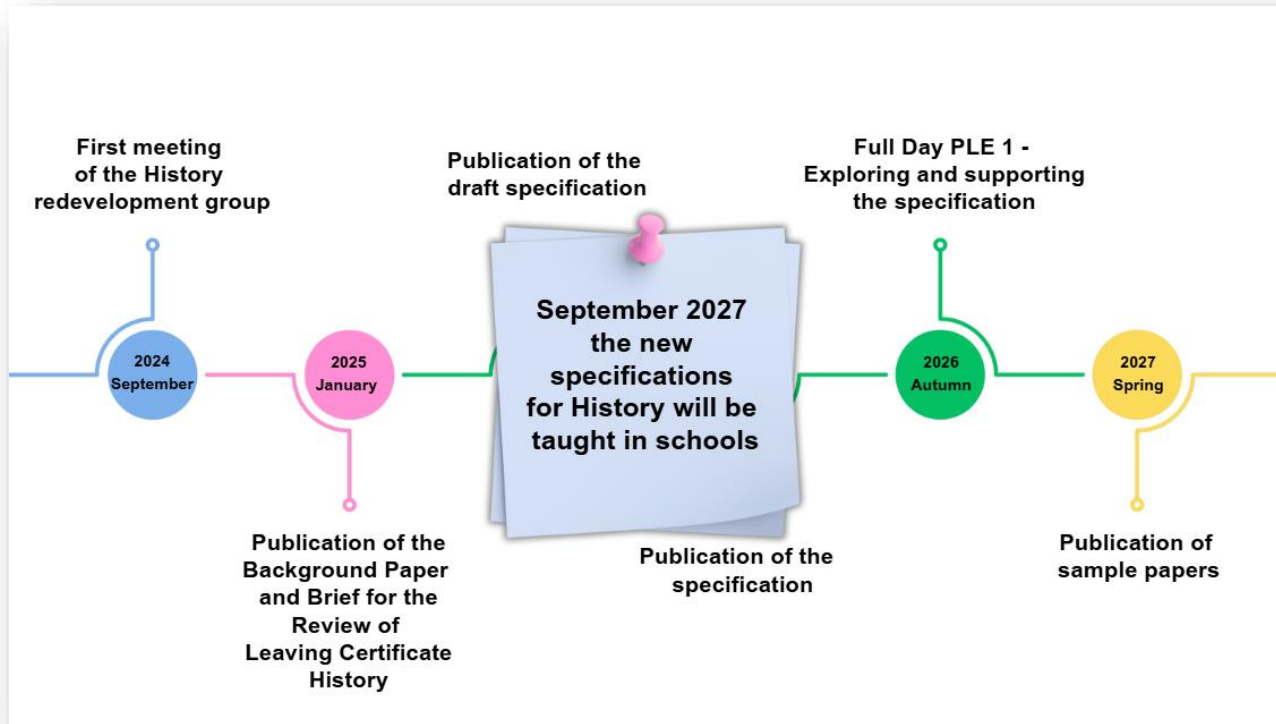
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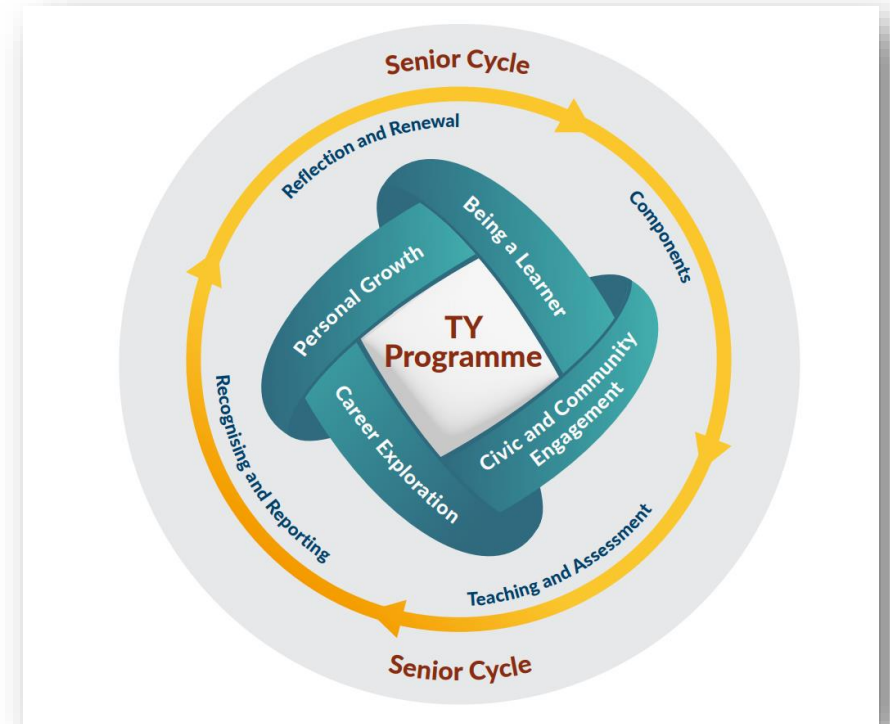
Focus of the session



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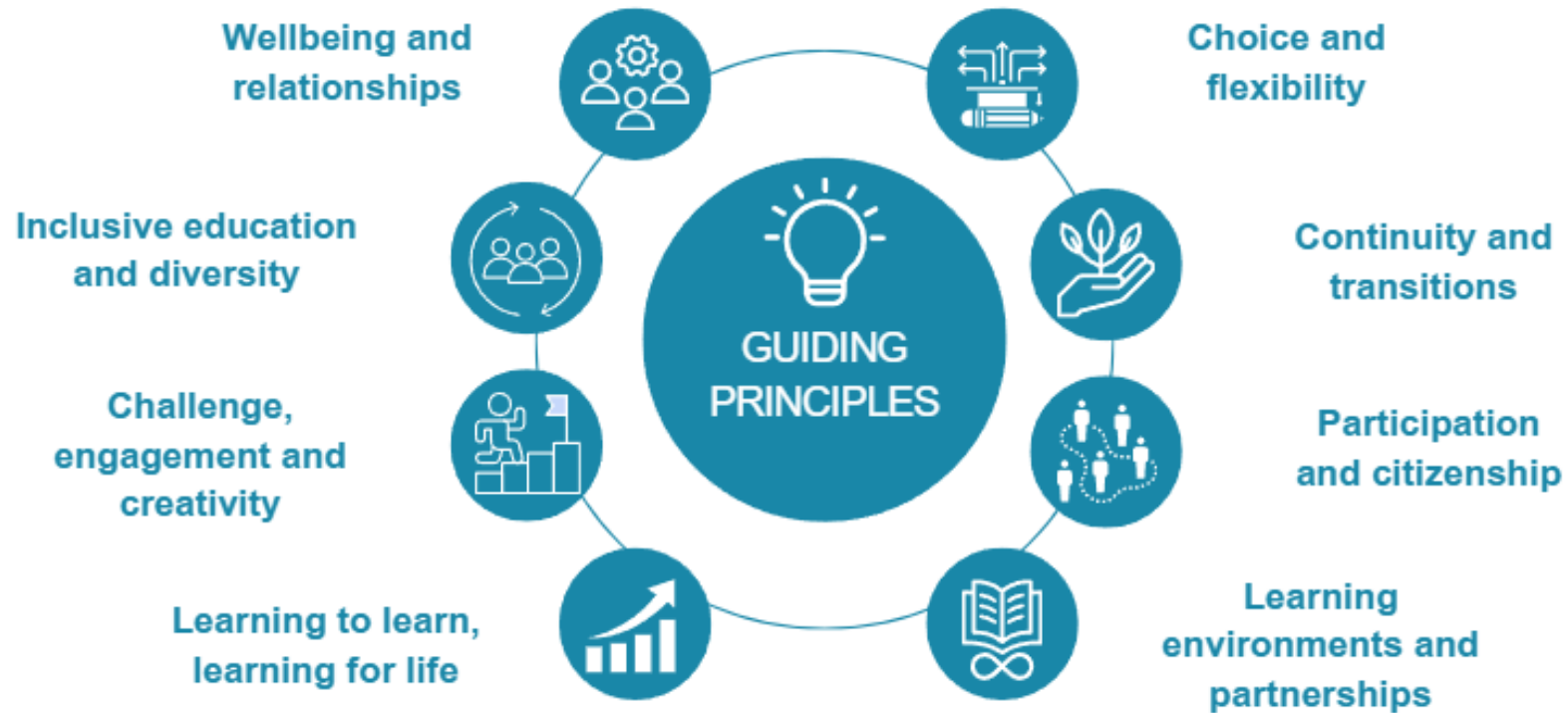


Senior Cycle History Redevelopment



TY Programme Statement in focus

Guiding Principles for a Redeveloped Senior Cycle



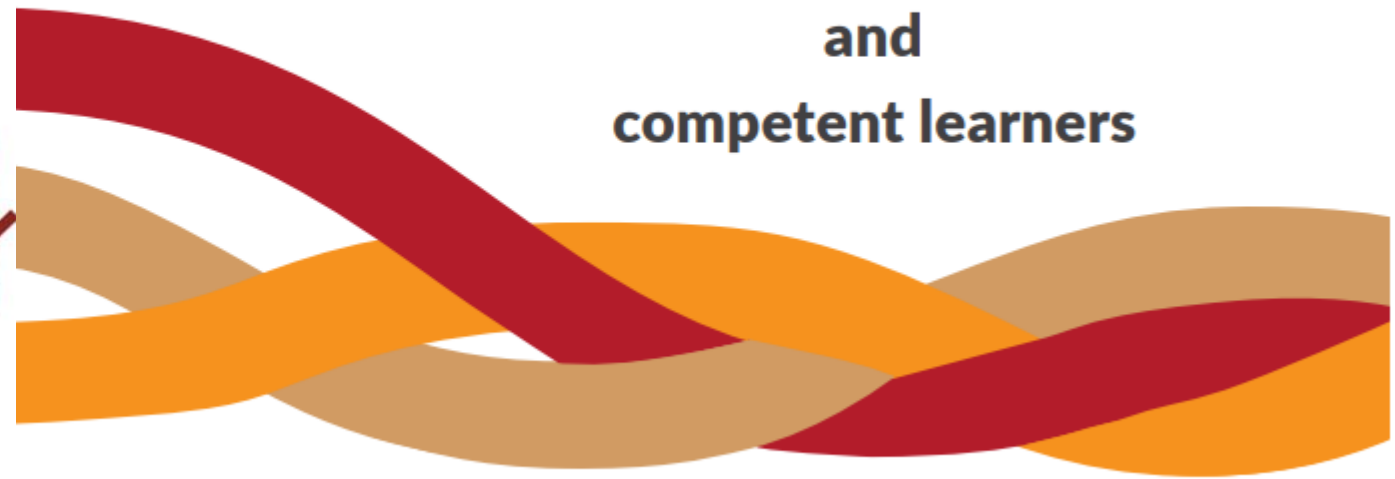
Senior Cycle Key Competencies



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**Enriched, engaged
and
competent learners**



Senior Cycle Key Competencies



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Senior Cycle History



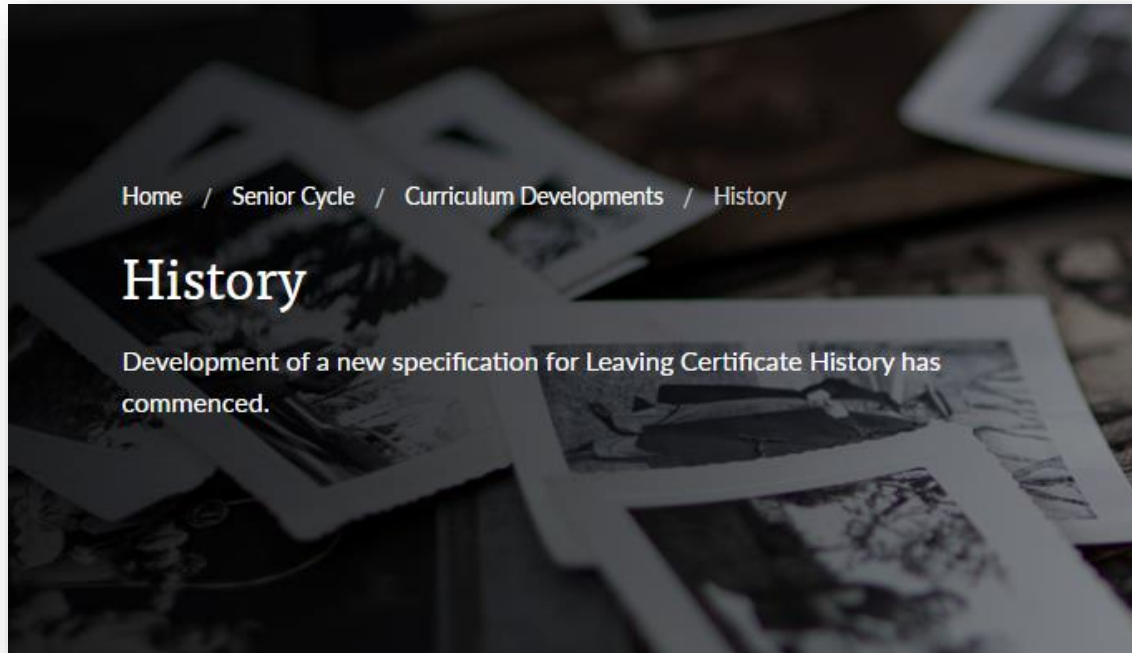
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- Are you currently teaching Senior Cycle History?
- What are the highlights of Senior Cycle History for you and your students?





Senior Cycle Redevelopment



Tranche 1
Starts 2025

Biology, Chemistry, Physics, Arabic, Latin, Ancient Greek, Business, Climate Action and Sustainable Development, Drama Film and Theatre Studies.

Tranche 2
Starts 2026

Accounting*, Construction Studies, Engineering, English*, Geography, LCVP Link Modules, Physical Education.

****The introduction of these subject has been postponed until at least September 2027***

Tranche 3
Starts 2027

Agricultural Science, Computer Science, Design and Communication Graphics, History, Home Economics, Mathematics, Music, Physics and Chemistry.

Tranche 4
Starts 2028

Art, Economics, French, Gaeilge, German, Italian, Politics and Society, Spanish and Technology.

Tranche 5
Starts 2029

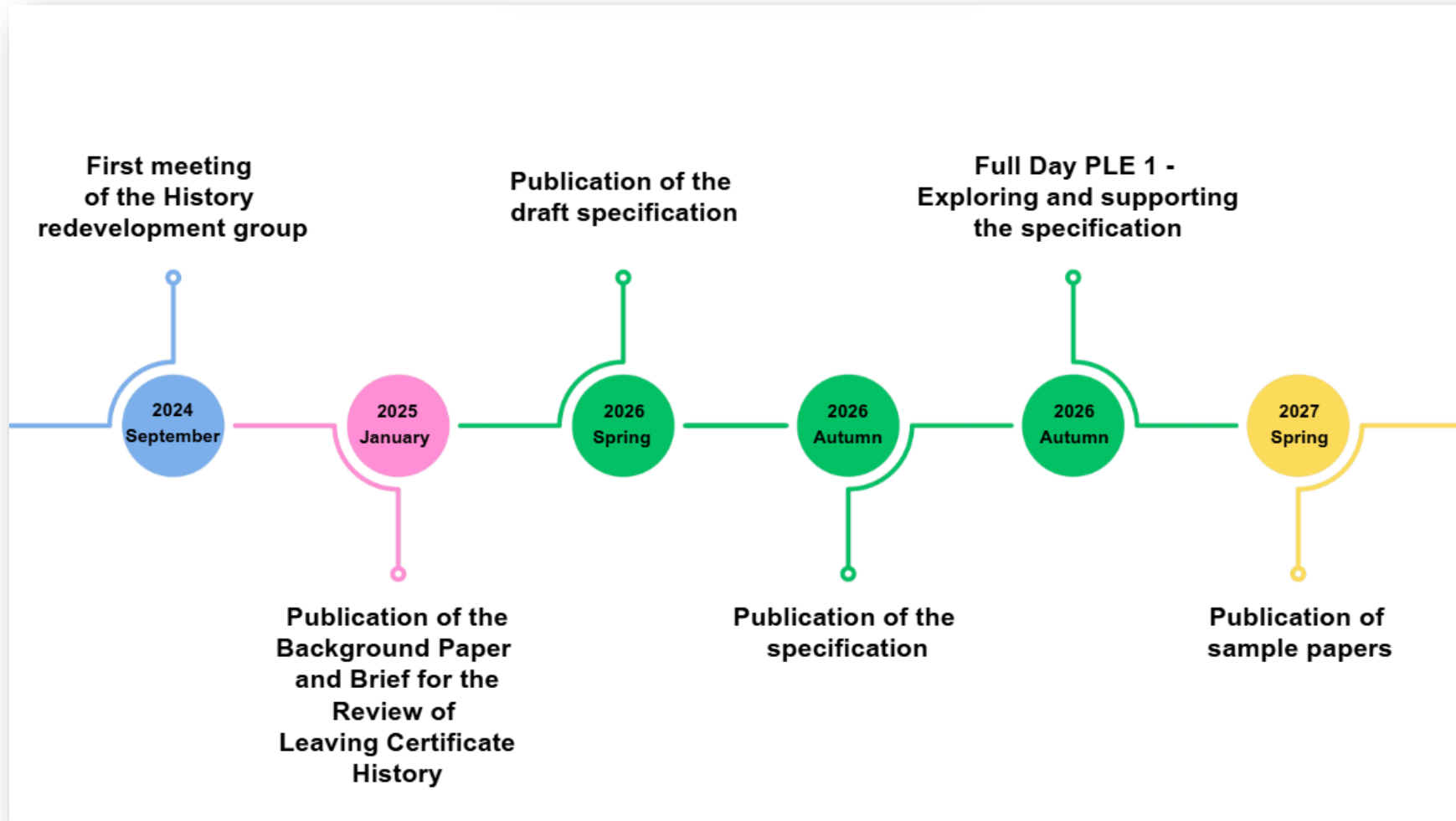
Applied Mathematics, Classical Studies, Japanese, Lithuanian, Mandarin Chinese, Polish, Portuguese, Religious Education and Russian.

<https://ncca.ie/en/senior-cycle/senior-cycle-redevelopment/schedule-of-senior-cycle-subjects-for-redevelopment/>

Timeline of supports for Senior Cycle History Redevelopment



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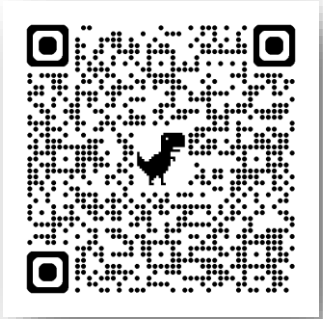
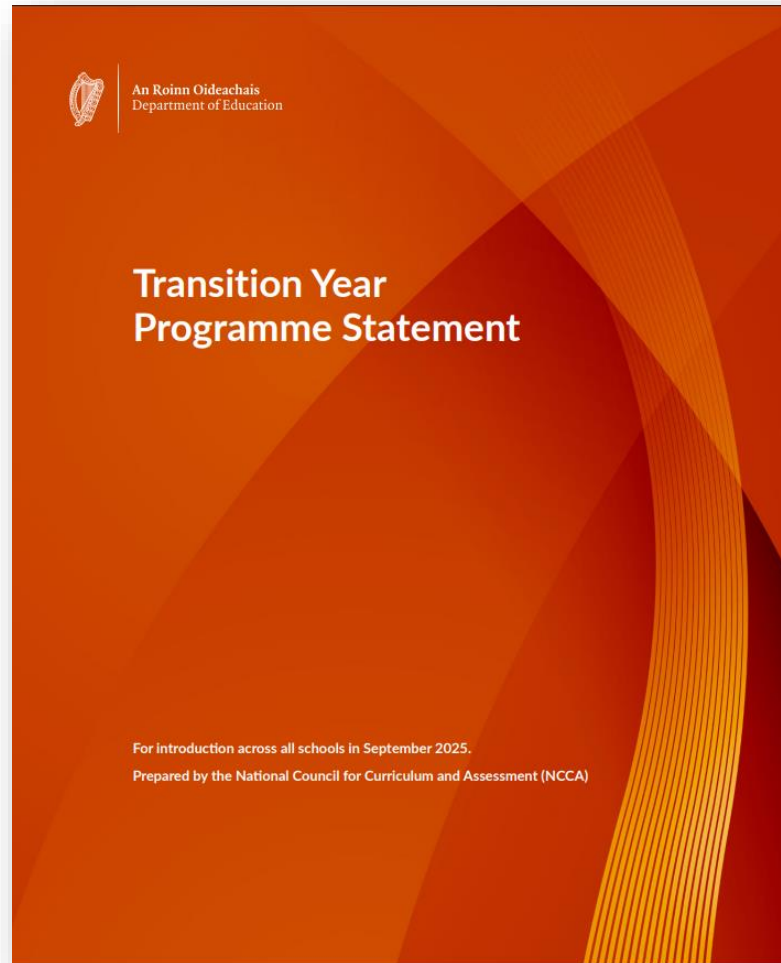
TY Programme Statement



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“TY offers time, space and autonomy to create enjoyable and meaningful educational experiences that support students in senior cycle. It can be a bridge to opening up a broader range of possibilities and pathways. The programme enables young people to develop a greater capacity to respond to uncertainty, manage complexity, nurture personal interests and become agents of positive, ethical change in society.”

p. 7



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History in your TY Programme



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**What did you enjoy about
TY History?**

- What does History in TY look like in your school?
- What would you like to see?
- How do you promote History in Senior Cycle in your school?

Students from Presentation de la Salle,
Bagenalstown,
Co. Carlow



Click the image to play

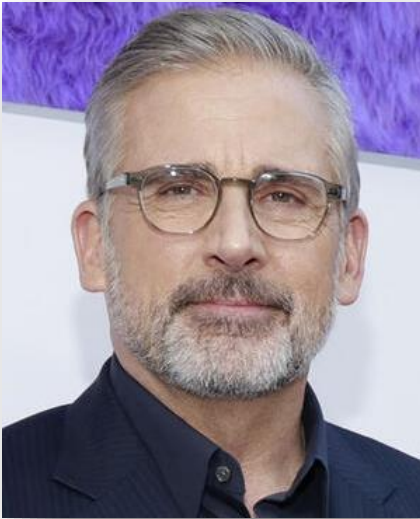
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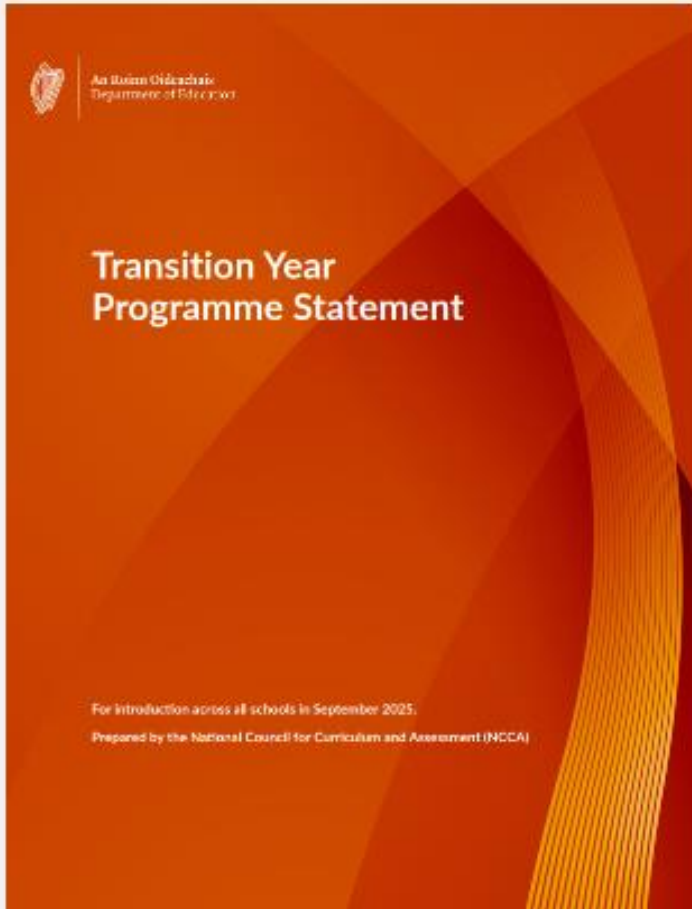
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Learning of School Leaders
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Notable figures who studied history



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Click image to open

Activity 1

Step 1: Take 10 minutes to examine the TY Programme Statement.

Step 2: In your groups, discuss the following questions. Please nominate one person to provide feedback to the main room.

1. What possible opportunities does it allow for in the TY History classroom?
2. How might your current provision of TY History be further developed based on the TY Programme Statement?





1. Nurture the development of the student as a whole person by building on their previous experiences, through a curriculum designed by the school that is aligned to the TY Programme Statement

2. Create space and opportunities for meaningful, enjoyable learning experiences through which the key competencies of the student can be developed in the classroom and school, in the home and in their role as local, national and global citizens

3. Expand the student's experience and awareness of diverse future pathways and nurture the student's capacity to sustain their growth and development through a process of lifelong learning

4. Evolve continuously to support the learning and development of the student through a reflection and renewal process involving students, teachers, school leaders, parents and community partners.

Aims of the TY Programme Statement

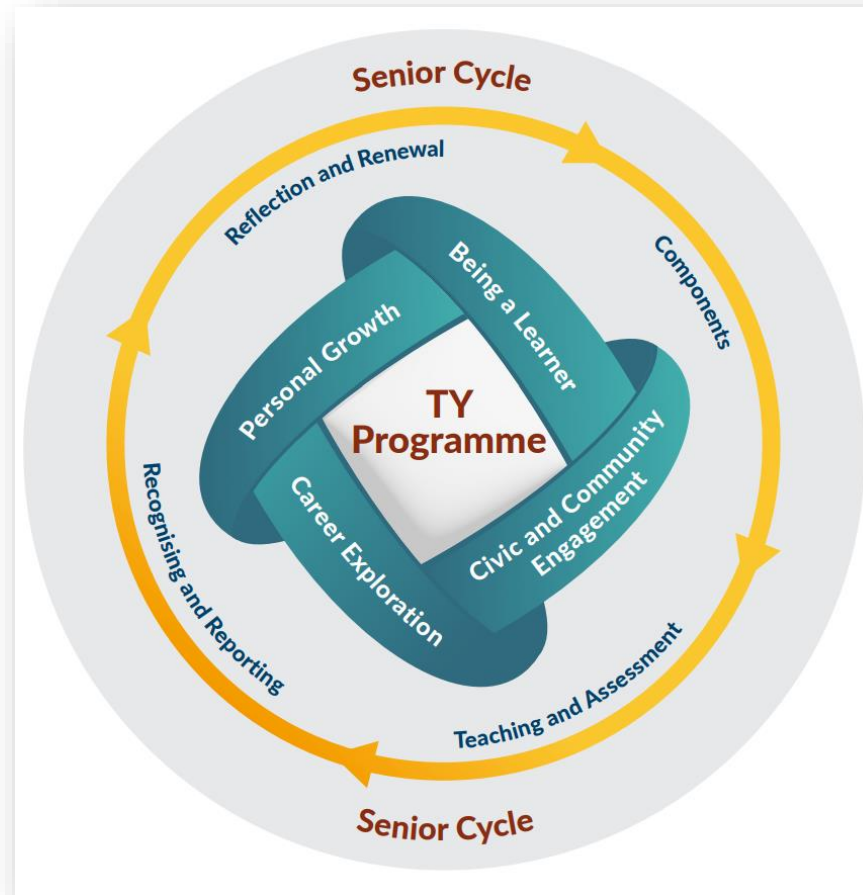
TY Programme Statement



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Student Dimensions:

1. Personal Growth
2. Being a Learner
3. Civic and Community Engagement
4. Career Exploration



Curriculum Dimensions:

1. Components
2. Teaching and Assessment
3. Recognising and Reporting
4. Reflection and Renewal

TY Programme Statement



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Student Dimensions:

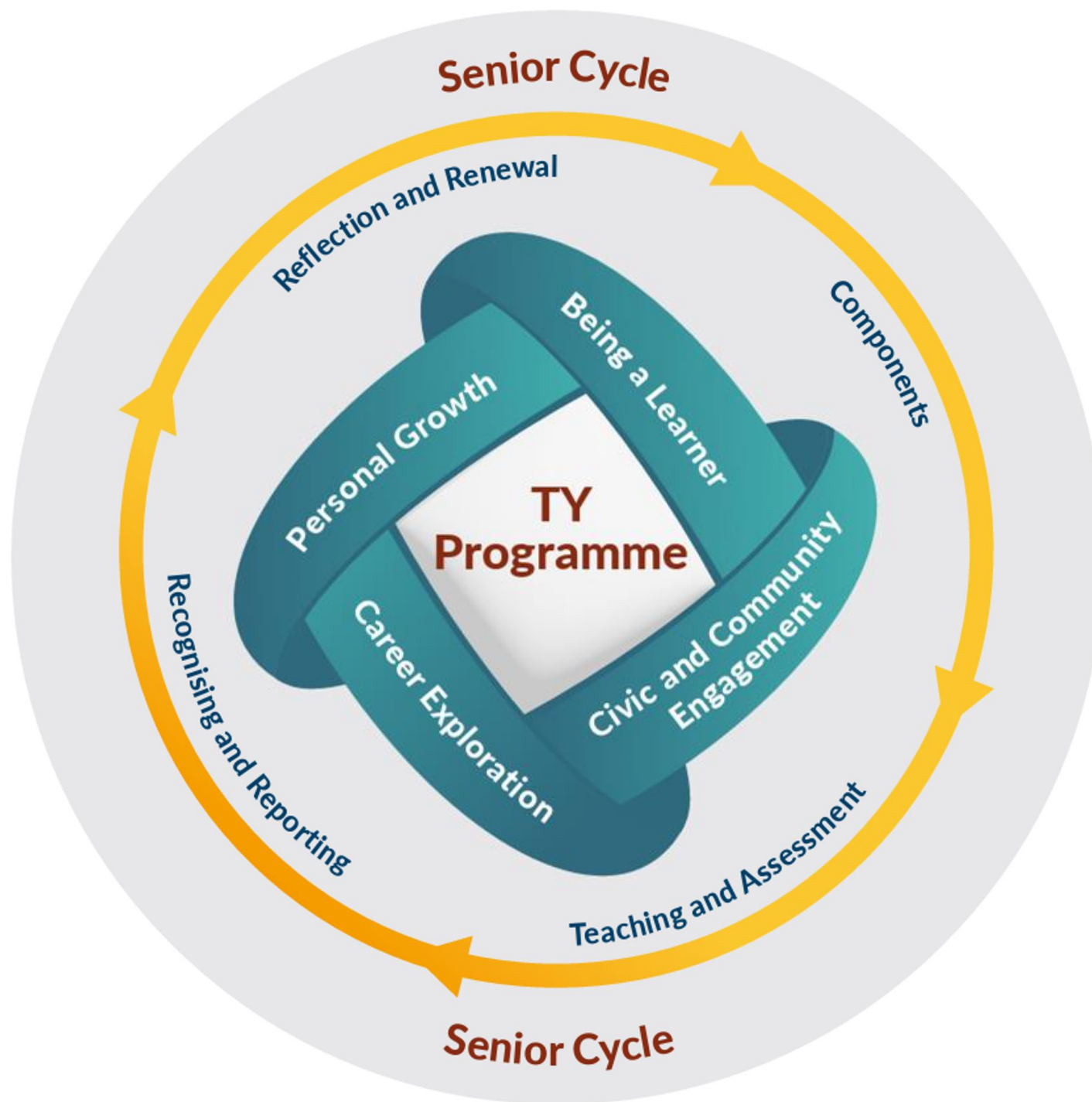
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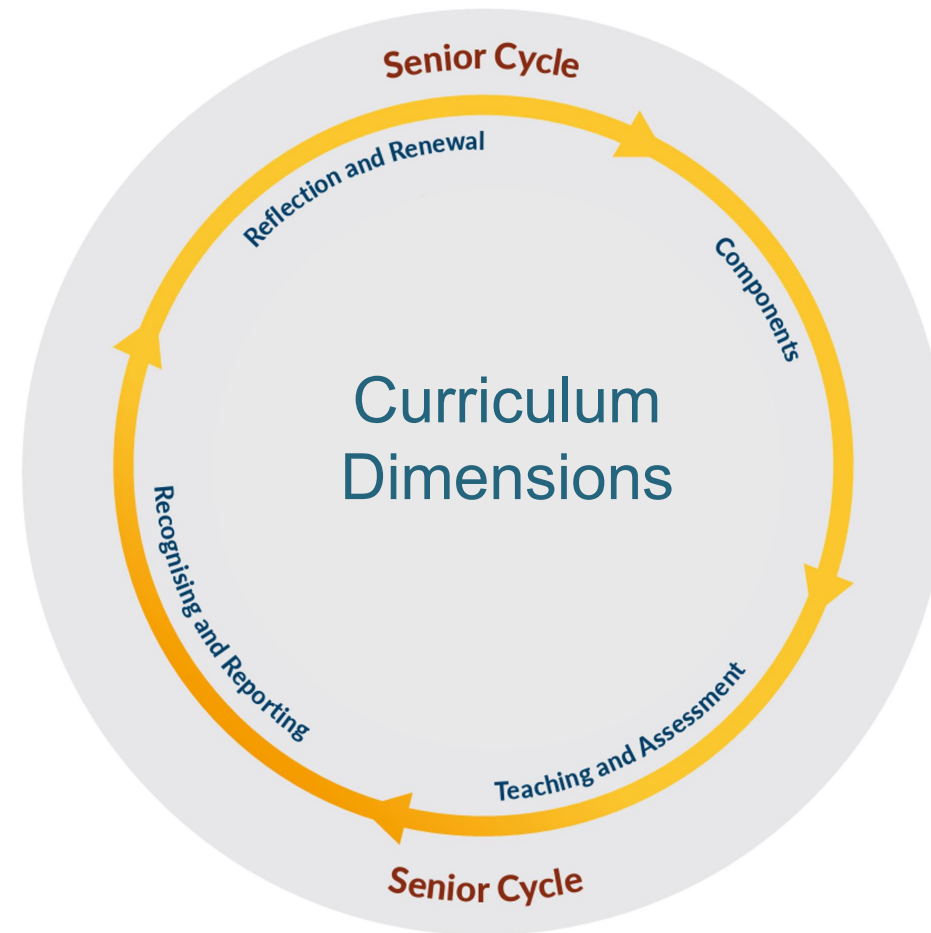
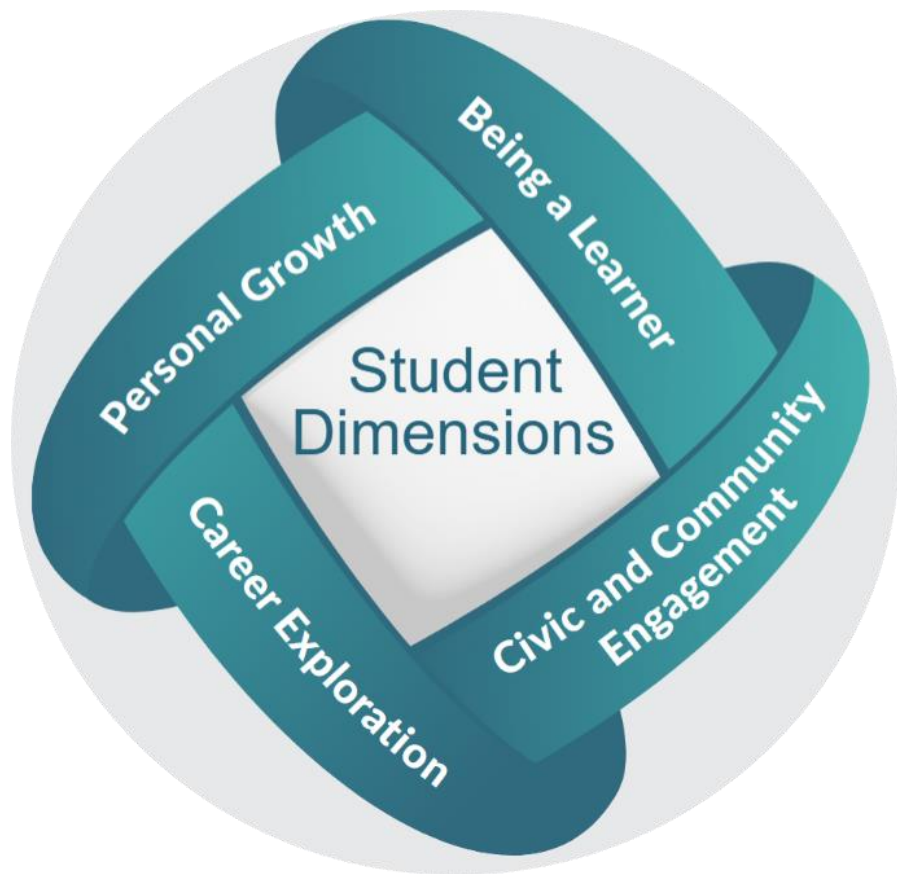
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Curriculum Dimensions:

1. Components
2. Teaching and Assessment
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Student Dimensions



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Student Dimension

Description

Personal Growth

Students mature socially and emotionally over the course of the year, developing in areas that include health and wellbeing, autonomy, identity, empathy and leadership.

Being a Learner

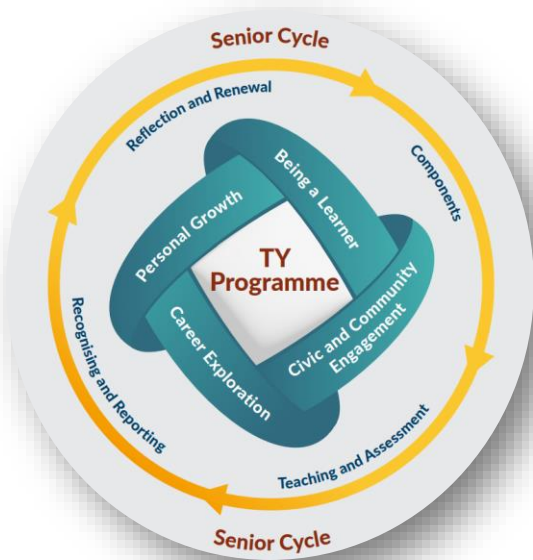
Building on their previous experiences, students begin to develop as senior cycle students, embracing opportunities and strategies for learning that work best for the student now and into the future.

Civic and Community Engagement

Students make a positive difference in their schools, communities and society. They learn to act on their responsibilities and exercise their rights as local, national and global citizens in ethical and sustainable ways.

Career Exploration

Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career-related competencies.



Student Dimensions



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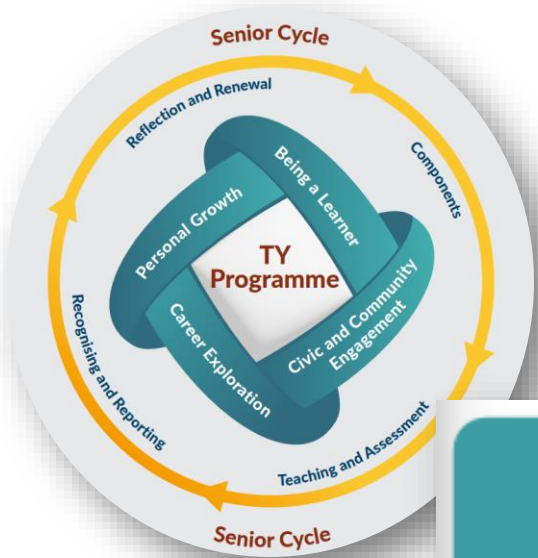
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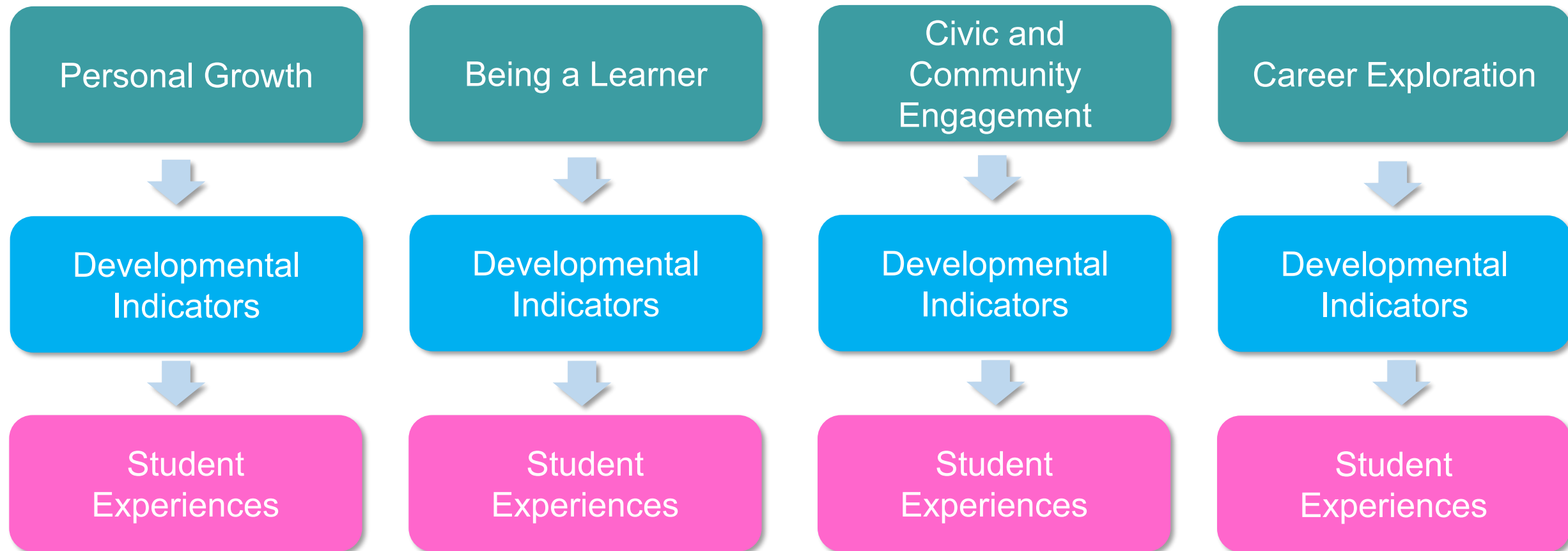
Career Exploration

Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career-related competencies.





Student Dimensions



“The four Student Dimensions are the key foundations upon which TY programmes are designed. They describe how students can develop in TY and the experiences that can support this development.”

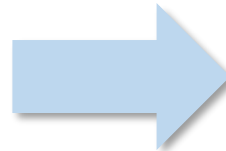
Civic and Community Engagement



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Developmental Indicators

- Sustaining more caring and respectful relationships with people, place and nature.
- Having a greater appreciation and respect for human dignity and diversity.
- Deepening their awareness and sense of empathy, identity and belonging.
- Recognising and engaging with complexity and uncertainty.
- Taking actions to live more sustainably.
- Showing more initiative in their schools, communities, and society.
- Setting and reviewing goals for being an active citizen.
- Working more co-operatively with others and in teams.
- Becoming more involved with creative and cultural activities.
- Wanting to contribute to a more just world.
- Understanding better the interconnections of local, national and global communities.



Student Experiences

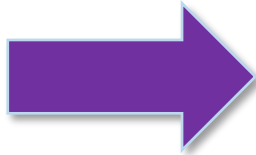
- Working with local or national organisations and businesses over the year.
- Opportunities to volunteer through community work and social placement.
- Education on sustainable development, including a meaningful action for a more sustainable world.
- Sharing of knowledge and skills within the school community and among community stakeholders.
- Guided creation of a portfolio that captures their civic and community engagement.
- Projects, competitions, activities in the classroom, in school, at home, in local communities and in society.
- Meaningful involvement with shaping school culture.
- Learning opportunities around empathy, diversity and inclusion.



Civic and Community Engagement

Developmental Indicators

- Showing more initiative in their schools, communities, and society.
- Understanding better the interconnections of local, national and global communities.



Student Experiences

- Opportunities to volunteer through community work and social placement.
- Projects, competitions, activities in the classroom, in school, at home, in local communities and in society

TY History ideas



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Personal Growth

Being a Learner

Civic and Community
Engagement

Career Exploration

Conflict and resolution

Historical research
skills

Monument restoration

Archaeology
workshop

Memory & identity

Digital archive

Volunteering in a local
museum

Class trips

Reflection

History book club

Collate local oral
histories

Create your own
museum

Multiperspectivity

History blog

Photographic timeline
of your local area

Careers workshop

Ethical dilemmas
through history

Propaganda and
censorship

Local heritage

Create a history
documentary



TY History ideas

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Create a history documentary

What is Heritage?



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Source: The Heritage Council.

Available at: <https://www.youtube.com/watch?v=nf8DyjCz8UE>

 Click the image to play

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Our Heritage

Our heritage is what we have inherited from the past, to value and enjoy in the present, and to preserve and pass on to future generations.

Our heritage comprises of:

Tangible

Historical sites, buildings, monuments, objects in museums, artefacts and archives.

Natural

Waterways, landscapes, woodlands, bogs, uplands, native wildlife, insects, plants, trees, birds and animals.

Intangible

Customs, sports, music, dance, folklore, crafts, skills, and traditions.

<https://www.heritagecouncil.ie/about/what-is-heritage>



Heritage in my Locality



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Tangible

Historical sites, buildings, monuments, objects in museums, artefacts and archives

- Interview the oldest person you know for an oral history project
- Restoration project for local historical sites or memorials
- Visit your local library, museum, archive, history association or OPW site
- Create a photographic timeline of your area

Natural

Waterways, landscapes, woodlands, bogs, uplands, native wildlife, insects, plants, trees, birds and animals

- Interview a member of Waterways Ireland
- Volunteer with your local Tidy Towns committee
- Visit a local bog, wildlife reserve/trust or sanctuary, Coillte site or biodiversity organisation
- Audit the native flora and fauna in your area and create an action plan for conservation

Intangible

Customs, sports, music, dance, folklore, crafts, skills, and traditions

- Interview local craft organisations and create videos of their work
- Plan a walking tour of your area
- Create a repository of local folklore stories, customs and traditions
- Record local musicians and create a playlist for your local community

Using maps in the History classroom



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- How do you use maps in the History classroom?
- What types of maps do you use? Where do you source them?

One of the great benefits of my students having iPads in class is that they can use Google

William O'Brien, Rockbrook Park School, Rathfarnham, Co. Dublin

Peter Cahill, Phobailscoil Iosolde, Palmerstown, Co. Dublin

Mary McGrath, Presentation de la Salle, Bagenalstown, Co. Carlow

 Click the image to play

Plan a walking tour of your area



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Creating a Walking Tour



STEP 1. Scoping the local area

START HERE

- Identifying areas of interest.
- Choose people of significance.
- Consider the nature of the tour. Will it focus on build heritage? Cultural aspects?

STEP 2. Conducting research

- Research the sites for the tour.
- Look for local websites related to the history and heritage of the area.
- Contact the local library or heritage centre.
- An excellent starting point is HeritageMaps.ie.



STEP 3. Designing the tour

- Decide if the tour going to be online or outdoors.
- If outdoors, consider starting/finishing points and route.
- If online, consider what platform you will use.
- Decide on how many stops and how long the tour should be.
- Consider the target audience when it comes to designing the tour, e.g., the use of language and level of detail.



STEP 4. Craft of story telling

FINISH HERE

- Grab interest and attention right from the start.
- Entertain and inform by using anecdotes, fun and legends.
- Highlight people, actions and relationships rather than just dates and factual details.
- Link past and present through your story telling.
- Practice makes perfect.



Have you created walking tours of your local area with your History students?

Digital platforms for creating maps

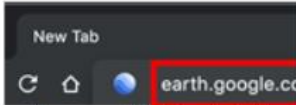


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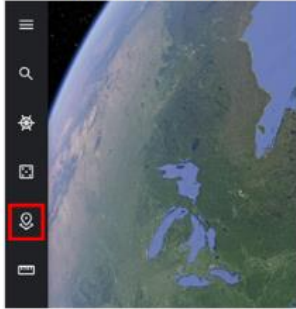
USING GOOGLE EARTH

STEP 1
To get started with Google Earth go to earth.google.com

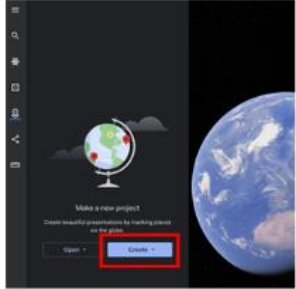


You can watch a Google Earth tutorial video [here](#)

STEP 2
Click on the Projects icon in the left-hand navigation.




STEP 3
Select the 'Create' button to create a new project. You may be prompted to sign in with your Google account, if you are not already signed in. If you don't have a Google account, you can save and download your project as a KML file.



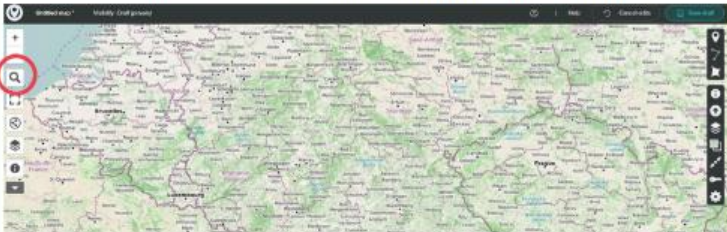
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A beginner's guide to uMap


Step 1. Visit <https://umap.openstreetmap.fr/en/>, and click 'Create Map'. You do not need to set-up an account.



Step 2. Open the interactive Map face and zoom-in to area you're focusing on, or use the 'search location' icon on the layer legend on the left of the screen.



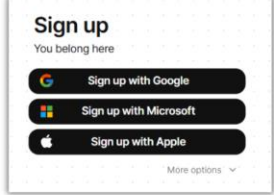
Step 3. Name your map. You can also add a description and credits.



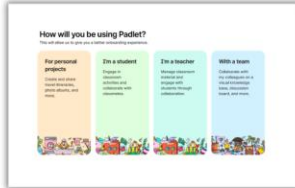
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Create a Map using Padlet


Step 1: sign up




Step 2: choose an account



Step 3: select a plan



Step 4: click make a Padlet and choose 'Map of historical events'



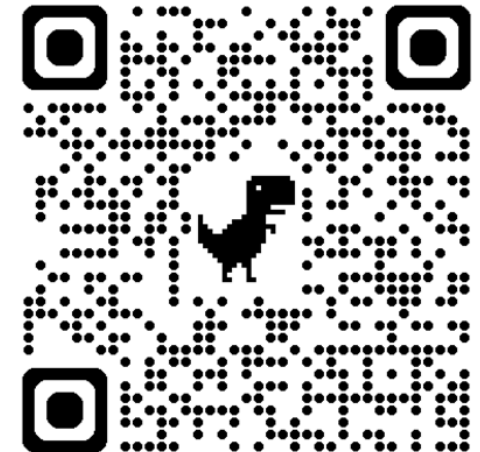
Padlet maps for the History classroom



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The Padlet board is titled "Digital maps" and is organized into six columns:

- Instructions:** Contains three cards: "Instructions" (explaining how to create and upload a map), "Link for Padlet" (with a padlet.com sign-up link), and "Link for Google Maps" (with a uMap link).
- Junior Cycle History: Ireland:** Features a "Map of Mother and Baby homes in Ireland" with a color-coded legend (Blue for Mother and Baby Home Institutions, Green for County Homes, Purple for Mother and baby Home in Northern Ireland).
- Junior Cycle History: Europe and the Wider World:** Includes an "Interactive Map: The Journey of Civil Rights in America - From Slavery to Freedom".
- TY:** Contains a "Repositories and research on the Great Famine by county" map made using ThingLink.
- Leaving Certificate History: Ireland:** Features a "Topic 2: Dublin 1913" map with a "Worldwide Context" section.
- Leaving Certificate History: Europe and the Wider World:** Includes an "Interactive Map: The Journey of Civil Rights in America - From Slavery to Freedom".
- Websites to access Irish maps:** Lists "Heritage Maps Ireland" (experience.arcgis.com) and "Foreign Aircraft Crashes/Landings In Ireland 1939-45" (ww2irishaviation.com).



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How do you promote Senior Cycle History?



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Being a Learner

Personal Growth

Civic and Community Engagement

Career Exploration

History debate club

History journals

Make links with your local OPW

Work experience

Displays

Self-reflection

Liaise with local History group

Class trips

Reeling in the Years

Culture appreciation days

Reenactments of local history events

Guest speakers

Time capsule

Personal History projects

School museum

Visits to universities

Cross-curricular links

Peer teaching

Walking tour of your local area

Careers day

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What guest speakers have you brought in or could you bring in to speak with your students?

Dr. Sarah-Anne Buckley, History Lecturer, University of Galway
Dr. Oran Finegan, Director of Forensic Action International
Daniel Mac Sweeney, Director of the Authorised Intervention Tuam
Commandant Daniel Ayiotis, Military Archives, Cathal Brugha Barracks, Dublin



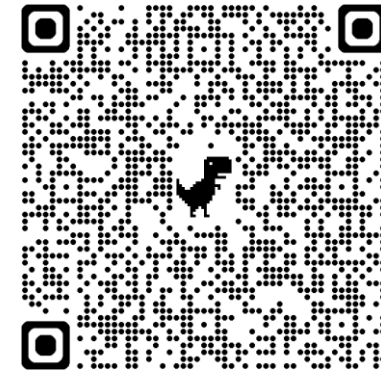
Click the image to play

Lunch

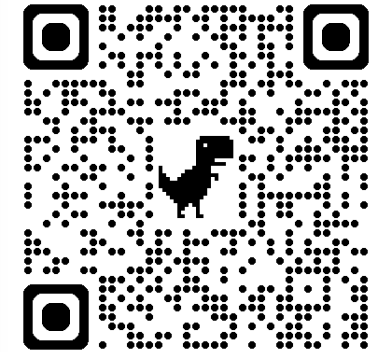


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SCAN ME



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