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Supporting the Professional
Learning of School Leaders
and Teachers

Supporting Teachers new to Junior Cycle and Leaving Certificate History

Online participation



Please unmute to contribute to the conversation at any stage or use the chat function

If you lose connection...



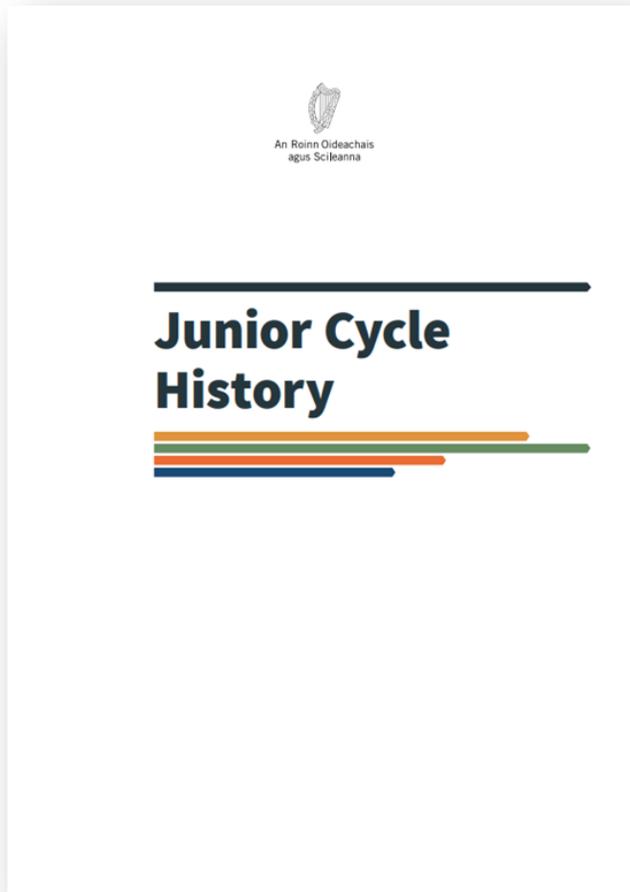
- Use the link used from your email
- You will be admitted from the waiting room as soon as possible

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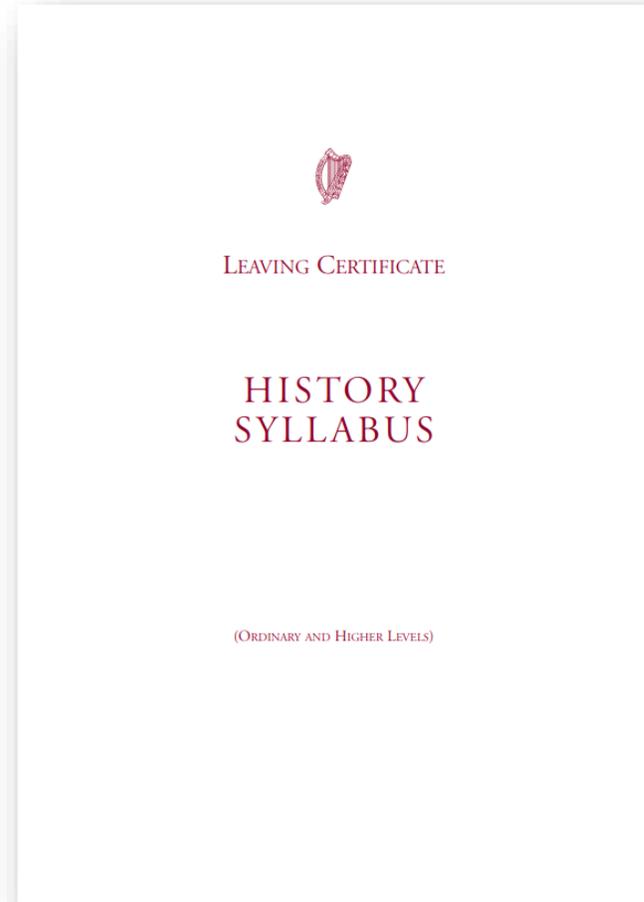
Focus of the Webinar



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Junior Cycle History Overview



Leaving Certificate History Overview

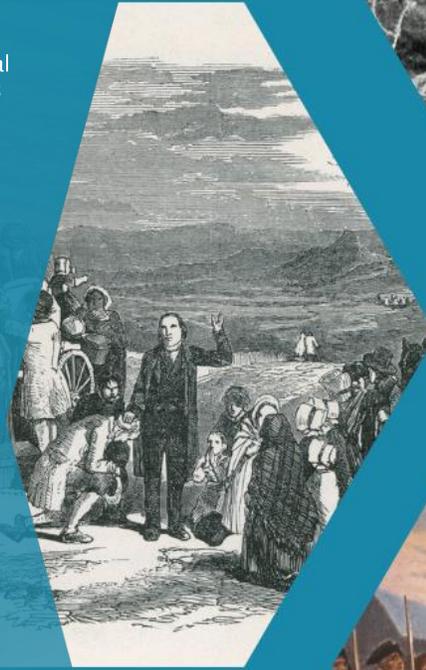


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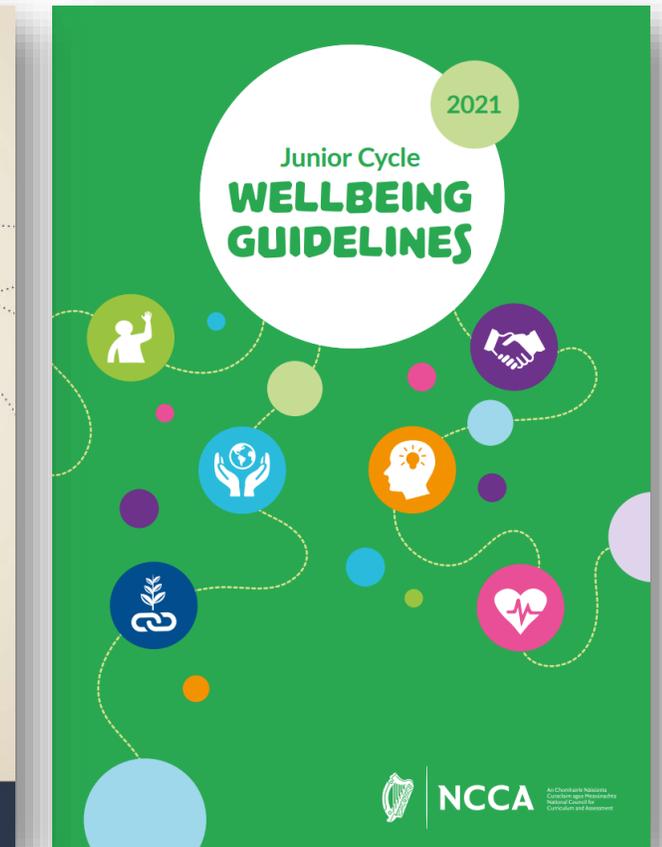
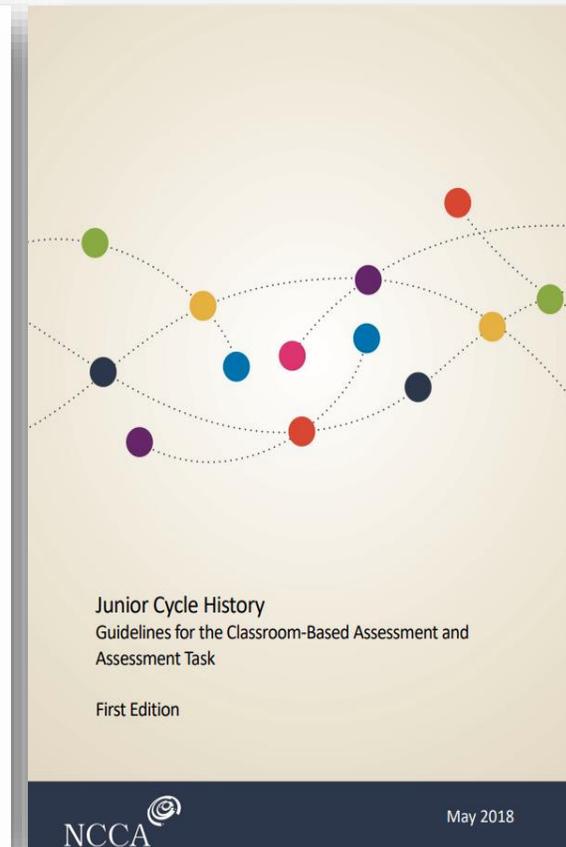
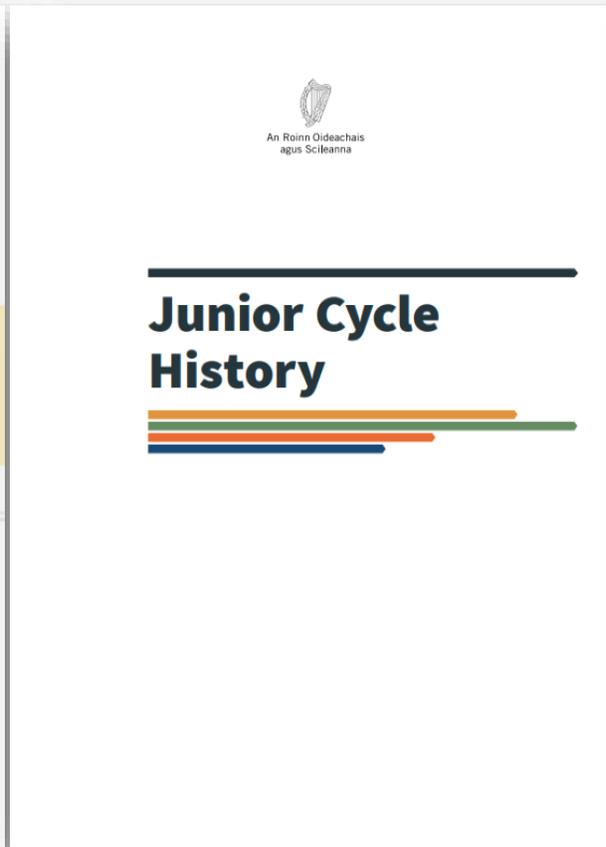
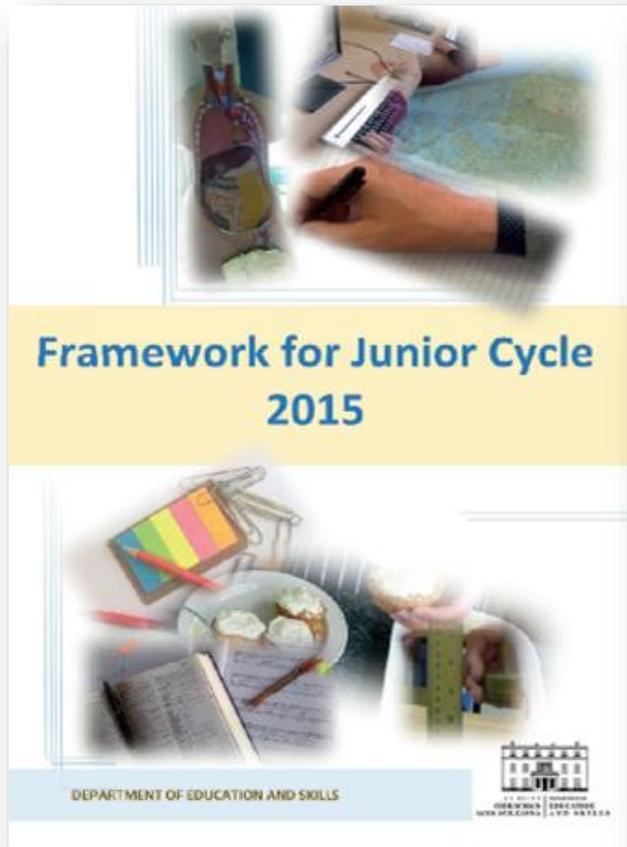
Junior Cycle History



Junior Cycle Key Documents



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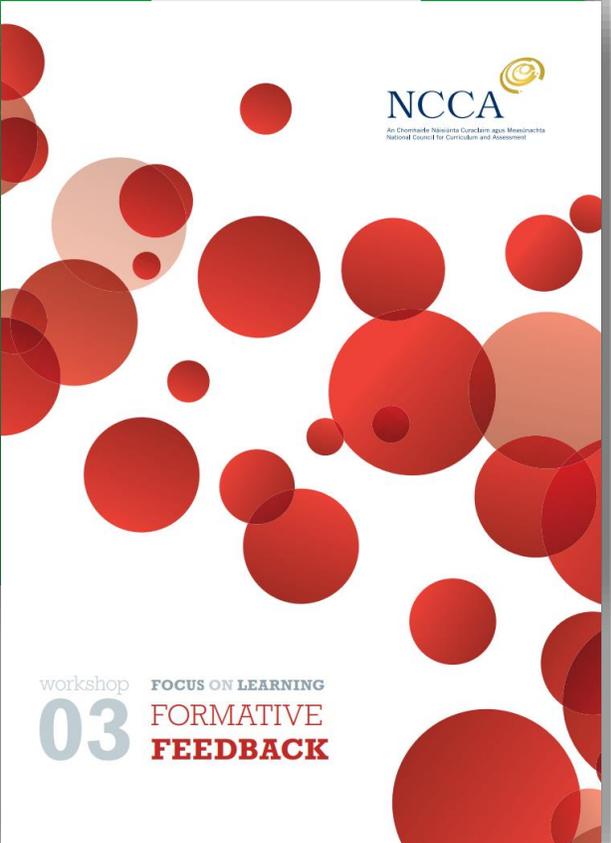
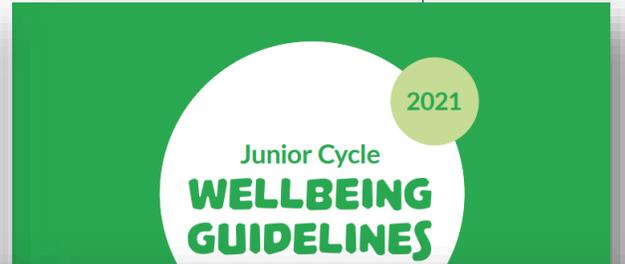
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Junior Cycle Key Documents



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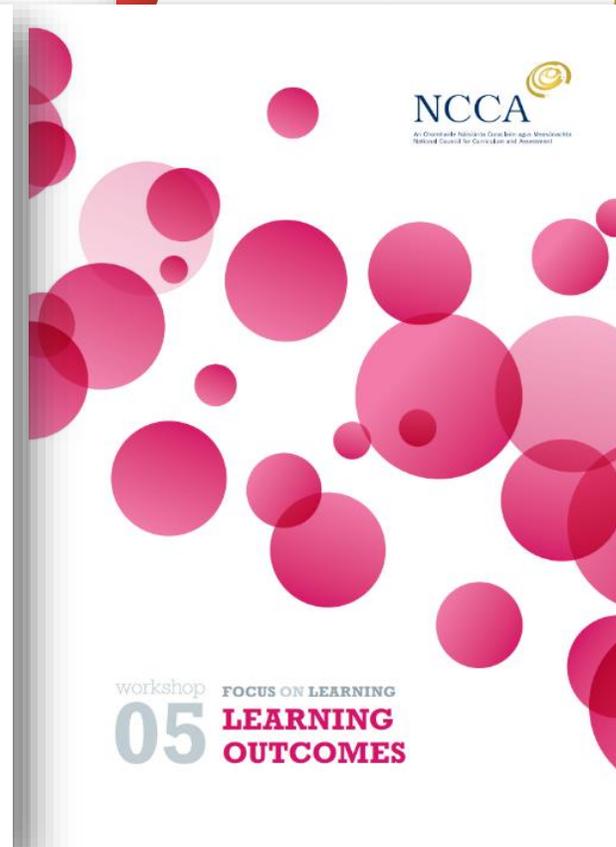
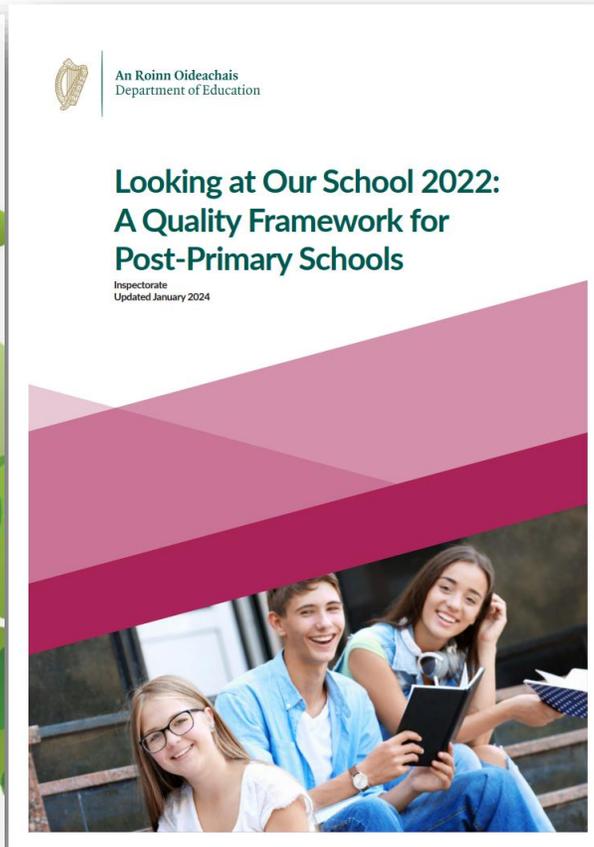


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Junior Cycle Key Documents



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Supporting the Professional Learning of School Leaders and Teachers

Structure of the Junior Cycle History Specification



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1

The Nature of History

Developing Historical Consciousness

- 1.1 develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context
- 1.2 consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world
- 1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated
- 1.4 demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space

Working With Evidence

- 1.5 investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence
- 1.6 debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry
- 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance
- 1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition

Acquiring the Big Picture

- 1.9 demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions.
- 1.10 demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras
- 1.11 make connections and comparisons between people, issues and events in different places and historical eras

Junior Cycle History Learning Outcomes

2

The History of Ireland

Recognising Key Changes

- 2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation
- 2.2 investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics
- 2.3 explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion
- 2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923.
- 2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations

Exploring People, Culture & Ideas

- 2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period
- 2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora
- 2.8 describe the impact of war on the lives of Irish people, referring to either World War One or World War Two
- 2.9 explain how the experience of women in Irish society changed during the twentieth century
- 2.10 examine how one sporting, cultural or social movement impacted on Irish life

Applying Historical Thinking

- 2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events
- 2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events
- 2.13 analyse the evolution and development of Ireland's links with Europe

Junior Cycle History Learning Outcomes

3

The History of Europe and the Wider World

Recognising Key Changes

- 3.1 investigate the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world
- 3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration
- 3.3 examine the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world
- 3.4 discuss the general causes and course of World War One or World War Two and the immediate and long-term impact of the war on people and nations
- 3.5 recognise the importance of the Cold War in international relations in the twentieth-century world

Exploring People, Culture & Ideas

- 3.6 explore life and death in medieval times
- 3.7 appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance
- 3.8 consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer
- 3.9 examine life in one fascist country and one communist country in the twentieth century
- 3.10 explore the significance of genocide, including the causes, course and consequences of the Holocaust

Applying Historical Thinking

- 3.11 explore the contribution of technological developments and innovation to historical change
- 3.12 evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international cooperation, justice and human rights
- 3.13 debate the idea that the 1960s was an important decade in Europe and the wider world, referring to relevant personalities, issues and events
- 3.14 illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine)

Junior Cycle History Learning Outcomes



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Working with learning outcomes: taking an integrated approach



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1.10
demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras

2.13
analyse the evolution and development of Ireland's links with Europe

The screenshot shows the 'Junior Cycle History Learning Outcomes' document, organized into three columns corresponding to the learning outcomes 1.10, 2.13, and 3.10. The columns are titled: 1. The Nature of History, 2. The History of Ireland, and 3. The History of Europe and the Wider World. Each column contains a list of specific learning outcomes (e.g., 1.1, 1.2, 1.3, etc.) and is supported by a vertical bar on the left side of the column.

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Working with learning outcomes: taking an integrated approach



Oide

1.3

appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated

2.4

examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923

1 The Nature of History

2 The History of Ireland

3 The History of Europe and the Wider World

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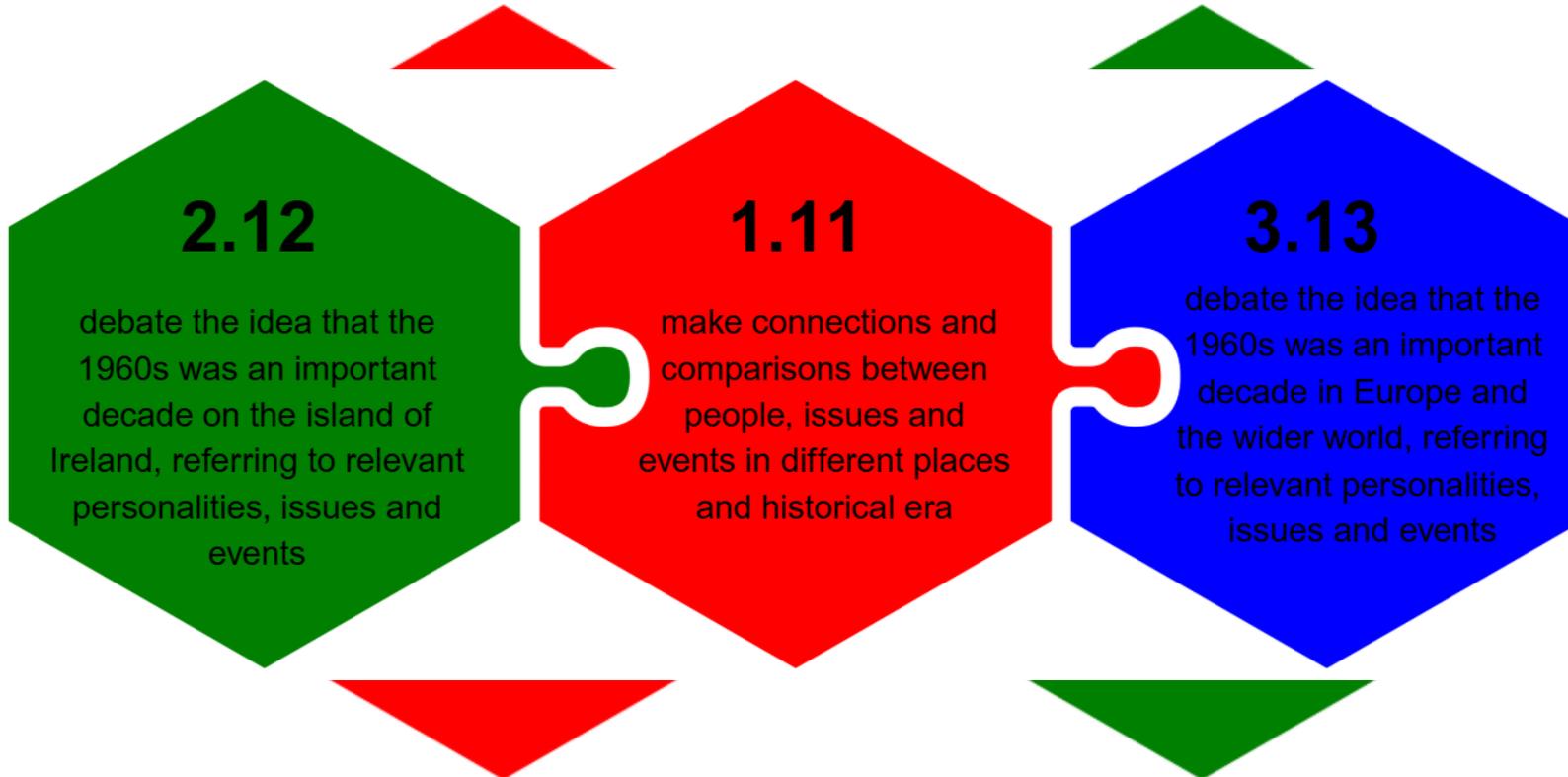
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Supporting the Professional
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Working with learning outcomes: taking an integrated approach



Oide



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Working with taking an interest

2.12

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

Activity 2

Work with a colleague to select two or more complementary learning outcomes from your own subject. In the case of teachers working with PLUs, pick a learning outcome from a PLU that complements a subject learning outcome. Then use the grid below as a starting point for planning a unit of learning.

Learning outcome(s) identified	
How will I assess for students' prior knowledge in this area?	
What do I want students to know?	
What do I want students to understand?	
How will students apply this knowledge and show their understanding?	
How might you develop students' self-reflection skills?	
How will I develop students' key skills?	
How might I make this learning clear and relevant to students?	
How will I know this learning has been successful?	



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1 The Nature of History

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3 The History of Europe and the Wider World

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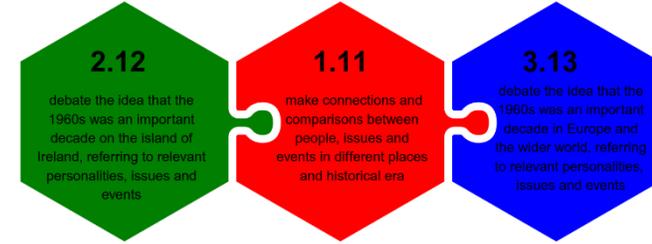
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Working with learning outcomes: taking an integrated approach



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Out of this world: How the first Moon landing thrilled Ireland

Ireland was gripped by Apollomania in July 1969 as men landed on the Moon for the very first time. Streets were named after astronauts, Moon rocks were mobbed, and, for a moment, anything seemed possible. Kim Bielenberg looks back at the giant leap for mankind



Blast off.

'Picking Up Dust' A Fascinating Documentary on Irish Connections To The Moon Landing

<https://www.independent.ie/irish-news/out-of-this-world-how-the-first-moon-landing-thrilled-ireland/38304255.html>

<https://www.goloudplayer.com/episodes/picking-up-some-dust-documentary>



<https://www.youtube.com/watch?v=XXySjkzTqOI>

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Reflect and Consider



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- Select 2 or more learning outcomes that work well together using an integrated approach.
- How can you create rich learning experiences for your students using an integrated approach?

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Junior Cycle History Learning Outcomes

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Supporting the Professional Learning of School Leaders and Teachers

Planning Considerations



What considerations inform planning a unit of learning?

FOCUS ON LEARNING
Learning Outcomes

Activity 2

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How might you develop students' self-reflection skills?	
How will I develop students' key skills?	
How might I make this learning clear and relevant to students?	
How will I know this learning has been successful?	

Planning Considerations



- Learning outcome(s) in focus
- Success criteria aligned with learning intentions
- Students learning experiences
- Reflection opportunities
- Differentiation
- Sources and resources
- Assessment practices
- Feedback



Acquiring ‘the Bigger Picture’



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Acquiring the ‘big pictures’ enables students “to place the historical phenomena they study in a temporal and disciplinary context that aids historical understanding and facilitates orientation in time, linking past and present in ways that strengthen the ability to prepare for the future.”

Dredge, J., Ferris, R. and O’Sullivan, G., (2019) Big Pictures of the Past: Research Project. Dublin: National Council for Curriculum and Assessment, P.12



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Acquiring 'the Bigger Picture'



D: A possible classroom approach to use of the framework (1-3 lessons, depending on duration of lesson and other factors)

- Ask students, in pairs/groups, to note on placemats the most significant people that they know about in the history of the last 2000 years or so.
- When students have completed the task, get a sense of the types of people that they have identified and follow up with questions to generate further discussion, such as:
 - Why did you pick this person? Why do you think this person is significant?
 - Is there anything that some/many of the people chosen have in common?
 - Can you identify patterns in what the people you have chosen did that makes them stand out?
- The suggestions made by students should allow for an initial exploration of the vastness and diversity of the past, in terms of the time and space to which the figures chosen relate. Follow-up questions might include:
 - Which figures chosen are from Ireland? Which are from Europe or the wider world? What parts?
 - Which figures are from the recent past? Which are from the more distant past?
 - Can you say how many years/centuries cover the range of people you have chosen?
- This should lead to an opportunity to look at the challenges historians face in trying to make sense of vast periods of time across vast spaces. In leading this discussion, students might brainstorm the idea of eras and be invited to name some eras they have heard of, e.g Stone Age, Dark Ages, Medieval times, Victorian times etc.
- Show the 'History of the World in Seven Minutes' video from *World History For Us*, available at <https://www.teachertube.com/videos/history-of-the-world-in-7-minutes-123544>
- Invite students to comment on it. Tease out their understanding of the challenges in making sense of a vast range of time and space.
- Using the presentation, introduce the framework, and take students through each era one by one. Try to elicit what students know already about each era, no matter how tenuous their understanding may be. Explore each image and discuss with students why each was chosen. Draw on the 'key points' and 'key questions' provided, as appropriate.

In drawing on key points and key questions, it will be prudent to draw on only one or two in the initial teaching of the framework.

- Introduce the concept of an historical framework as a way in which we can try to make some sense of the past by linking all these eras together. Extend students' thinking further by asking them to explore reasons for the use of the term 'scaffold' and to speculate on how future historians may view the present.

“A rapidly-taught ‘big picture’ of the past can be revisited and developed regularly over the three years of students’ learning in junior cycle.”

Department of Education and Skills (2017), Junior Cycle History. Dublin: Department of Education and Skills, P. 12

Council of Europe, ‘Integrating Multiperspectivity in the History Classroom’



Oide

Dr Robert Stradling defines multiperspectivity as “a way of viewing, and a predisposition to view, historical events, personalities, developments, cultures and societies from different perspectives through drawing on procedures and processes which are fundamental to history as a discipline.”

<https://www.coe.int/en/web/observatory-history-teaching/-/integrating-multiperspectivity-in-the-history-classroom>



**OBSERVATORY
ON HISTORY TEACHING
IN EUROPE**

Multiperspectivity



Oide

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Michael Collins

Strengths	Weaknesses

Oide

The Treaty

Strengths	Weaknesses

REPUBLICAN ELECTION CAMPAIGN.

SPEECH BY DE VALERA.

Mr. De Valera addressed a large open-air meeting in Dublin on Sunday. This is understood to be the commencement of a campaign in view of an Irish election.

Mr. De Valera, in the course of his speech, said a proper treaty was a contract between equal Sovereign States, but this so-called Treaty, this instrument that our Delegation brought back with them from London, almost in every line of it denied the Sovereignty of the Irish people. "We tell Lloyd George and the world to-day," Mr. De Valera declared, "that we Irish Republicans no more regard ourselves bound by that agreement, forced upon our people by the threat of a cruel and outrageous war, than the Nationalists of the past felt themselves bound by the equally infamous Act of Union." (Cheers.) This was not a free contract. The articles of agreement would commit them to exchange their republic for a monarchy. Did they want that? They would commit them to accept as their monarch King George of England. Did they want King George of England? This monarchy was supposed to be the source of all executive authority in Ireland, but there was no sort of authority under God in Ireland except the will of the Irish people. (Cheers.) Mr. De Valera examined the Treaty in some detail, and said if they were going to accept the Treaty the Irish people should make sure they knew what they were accepting. The Treaty was beyond the dreams of Parnell and O'Connell, but neither of them would have dreamt of partition. The man who fixed a boundary between Southern and Northern Ireland did "fix a boundary to the march of a nation." So far as he was concerned, he would much rather take the old Councils Bill for the whole of Ireland without the honour of the nation being compromised than take the fullest measure of Home Rule for twenty-six counties.



Sunday Independent 1906-current, Sunday, January 01, 1922 – P. 1

Northern Standard 1885-2022, Friday, February 17, 1922 – P. 3

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Supporting the Multiperspective Approach



Oide

Oide Digital Technology Droichead Induction Primary Post-Primary Oideachas trí mhéán na Gaeilge Leadership

PLE Workshop 2023/2024

Overview of PLE Workshop 2023/2024:

The overall focus of the workshop is to explore the opportunities that everyday sources we encounter in the history classroom can be enhanced to help the development of students' historical skills.

Support Material:

All audio and video is accessible through the PDFs below by clicking on the relevant images.

Please note that the workshop is divided into its three constituent sessions, each available below.

Links to all relevant documents/material are available below. You can either access the material online, or download PDF versions of the documents.

Oide History PLE 2023-2024 S1
Oide History PLE 2023-2024 S2
Oide History PLE 2023-2024 S3

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Multi-Perspectivity in the History Classroom

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Adopt a Viewpoint

Learning Outcomes in focus:

- 1.7 develop historical judgements based on evidence issues and events in the past, showing awareness of
- 1.2 consider contentious or controversial issues in his one perspective and discuss the historical roots of a controversial issue or theme in the contemporary world
- 2.7 investigate the causes, course and consequences internationally, of the Great Famine, and examine the Irish Diaspora

Preparation:

- Create your character profiles and decisions available
- You may decide to use the examples we have created
- Decide if the class will look at one character across whether different groups may discuss different characters

Activity Steps:

1. Share the character profiles with students in your groups
2. Students consider the decisions available to them and their choices.
3. In groups, students create their arguments to support their choices
4. Students present their arguments to the class and discuss the decisions taken by other groups.
5. After each group presents, students reflect on why they made their decision and how they might change their decision based on the argument presented.

Decision making instructions:

6. Read your character profile and the decisions open to you
7. Place the decisions in order of how you believe you would choose them. Justify your reasons.

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Perspectives on Historic Personalities

Learning Outcome in focus

1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance

From your learning can you suggest reasons why this historic personality was viewed **negatively** by some people at the time and in our world today?

From your learning can you suggest reasons why this historic personality was viewed **positively** by some people at the time and in our world today?

WANTED

Honour Roll

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Adopt a Viewpoint Activity



1. Landlord
 It's 1848, you are a landlord of a small estate in the west of Ireland, one of the worst-hit regions during the Great Irish Famine. There are 80 families on your estate. Due to successive bad harvests, theft on your lands has increased and some tenants cannot pay the rent. As a result, you are increasingly in debt. What actions do you take?

1. Evict your tenants and destroy their houses as a lesson to others because you cannot afford to help your tenants if they don't pay rent.
2. Subsidise your tenants' emigration to foreign lands.
3. Use the famine as an opportunity to consolidate small pieces of land into bigger farms which will mean more food for those who get to stay.
4. Reduce your rents by ten per cent.
5. Report your tenants to the Irish Constabulary for theft.

2. Tenant
 It's 1846, you are a fourth-class tenant living in a one-bedroom mud hut in the west of Ireland, one of the worst-hit areas during the Famine. You have 5 children aged 1, 4, 7, 11, 14. Your crops have been hit by potato blight and you have no way to pay rent or feed your family. What do you do?

1. Move your family to a workhouse never see one another again.
2. Borrow money to pay for some food.
3. Plead with your landlord to let you stay on your land for one more year.
4. Stay on your land for one more year.
5. Sign up for a public works scheme.

3. British Government
 It is 1845, you are a British government official tasked with deciding what to do about the Great Irish Famine. What do you recommend?

1. Create public works schemes through a Public Works Bill.
2. Import food from abroad to sell to the poor e.g. Indian meal (corn/maize meal).
3. Increase the number of the Irish Constabulary to deal with unrest in the countryside.
4. Advise that nothing further is done, continuing a laissez-faire approach.
5. Increase deportations for those found guilty of crimes, including the theft of food and cattle.

4. Irish Famine Emigrant
 By 1847 your family has either perished or emigrated to either Britain, the USA or Canada. You have just been evicted, what do you decide?

1. Refuse to leave your home and write to family members abroad for financial help knowing that you'll likely be arrested and your home destroyed.
2. Join a workhouse.
3. Convert to Protestantism in the hope that it will give you better access to food but knowing you might be ostracised by your community for doing so.
4. Resort to crime to sustain yourself knowing that the punishments are harsh if you are caught including hard labour and deportation.
5. Give up your native Irish language in favour of English to further your job prospects.

Challenges faced by people during the Great Irish Famine

Rank the challenges you have read about in order from what you consider to be the most challenging to the least. Explain the reasons for your choices.

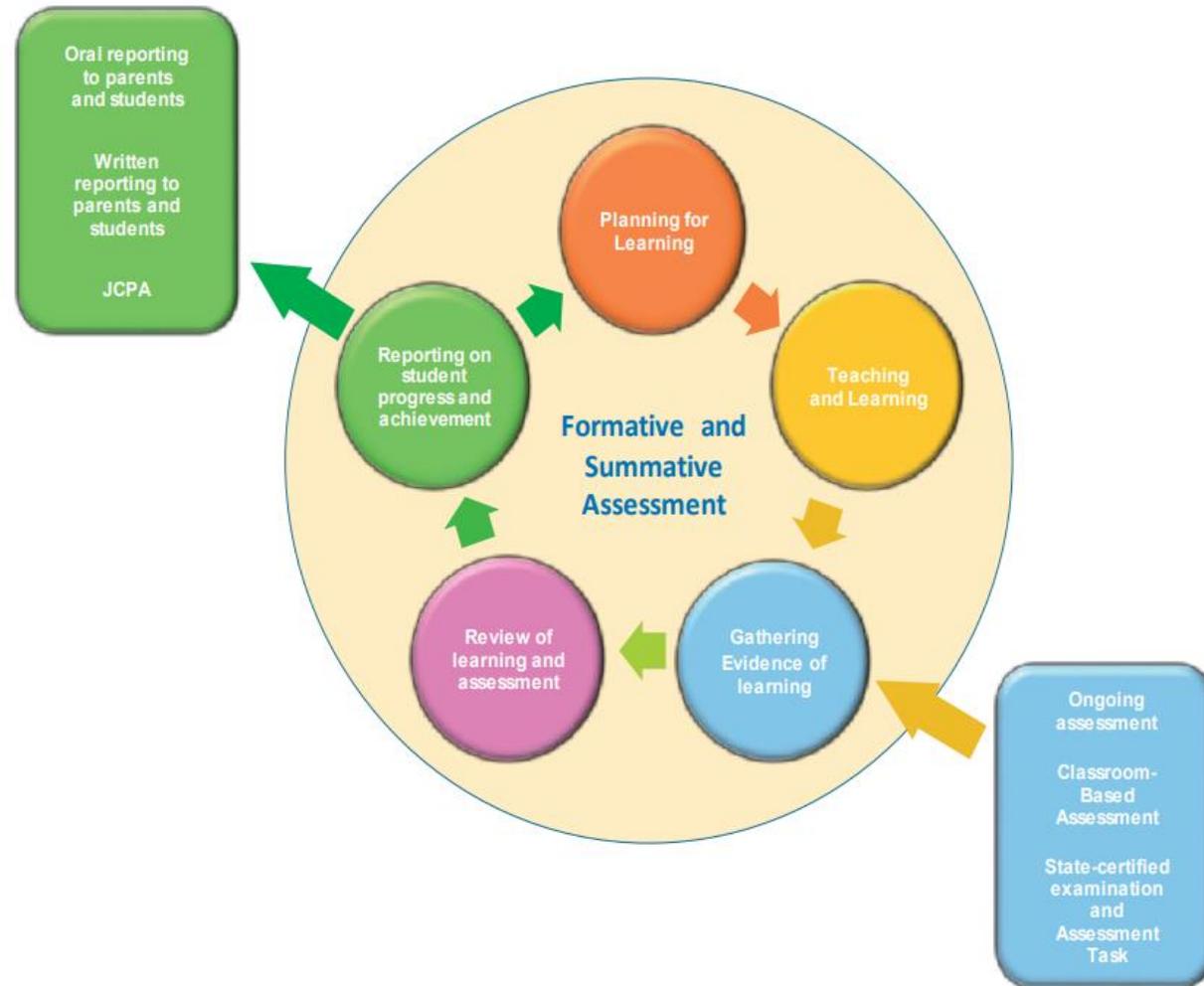
Challenges	Reasons

- Choose one of the character profiles.
- Rank the decisions in order of how you believe your character would choose them. Justify your reasons.

Formative Assessment



Figure 3 Planning for learning, teaching and assessment



The Framework for Junior Cycle P. 36

“All assessment in junior cycle, formative or summative, moment-in-time or ongoing, SEC, NCCA or teacher-designed, should have as its primary purpose, the support of student learning.”

The Framework for Junior Cycle P. 34

Formative Assessment and Feedback Strategies



Oide

What forms of formative assessment strategies can be used in the classroom in order to support and empower students to improve their learning?

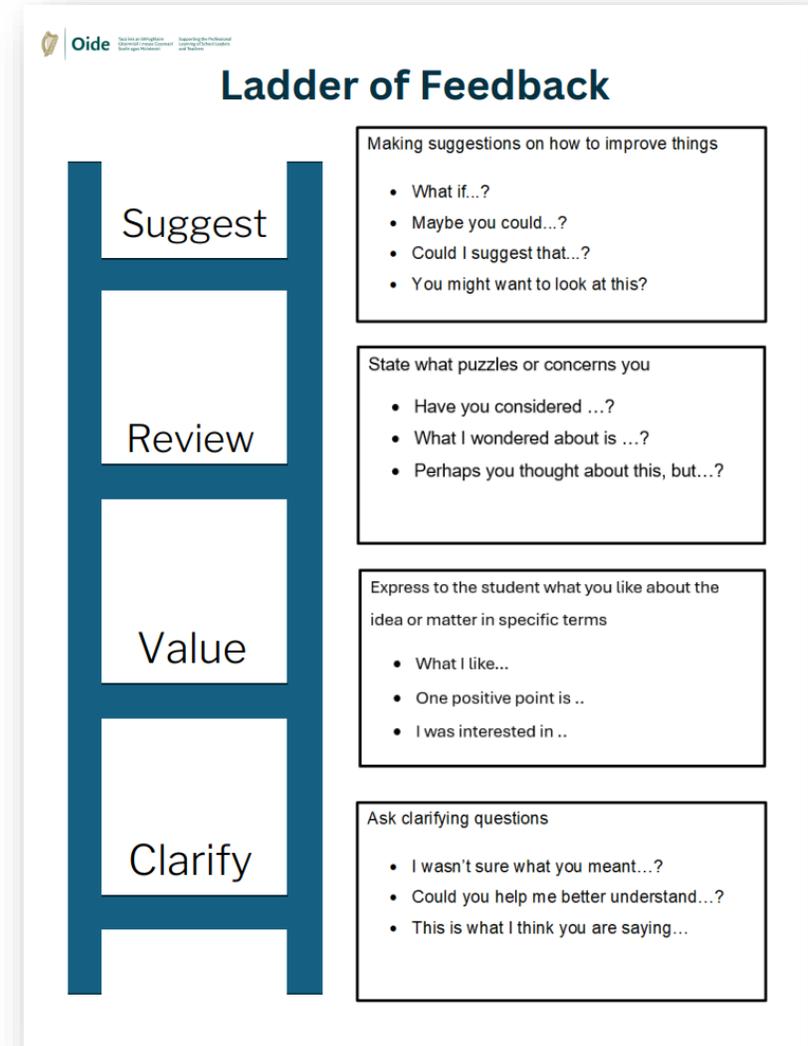


Formative Assessment and Feedback Strategies



Oide

How do you provide formative feedback tailored to the needs of the student to support improvements?



Formative Assessment and Feedback Strategies



Oide

How is this feedback enacted?

How are students taught to take responsibility and for editing and improving their work following feedback?

Student Response:

Following this feedback I will take the following action:

Lined writing area for student response.



Formative Assessment and Feedback Strategies



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How is student agency promoted through formative assessment, self-assessment, peer-assessment and reflection?

 **Oide** Supporting the Professional Learning of School Leaders and Teachers

Editable Peer Review Template

Peer Review	
Review Criteria	Comments
Clarity of the research objectives	
Referencing of sources	
Quality of sources and their perspectives	
What judgements are presented?	
Overall clarity of the presentation/essay/display	
Other recommendations to enhance the research	
Something I can apply to my own research	

Formative Assessment and Feedback Strategies



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How are the formative assessment strategies used in the lesson strategies aligned to the success criteria created for the lesson and the pedagogical methods used for learning?

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How have I done?

Next Steps

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Student Learning Activity



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Considering the Causes

CAUSES OF THE GREAT IRISH FAMINE ?

The Potato Blight

INTRODUCTION OF THE POTATO TO IRELAND

The potato is a native vegetable of Andes Mountain region of South America. It was introduced to Europe by the Spanish and first cultivated in the Canary Islands before spreading across Europe in the mid-1500s. It arrived in Ireland around 1590.

Potatoes are highly nutritious and grew well in Irish soil. A small plot of land was able to produce a large crop of potatoes which would sustain a family.

From 1745-1845 the population of Ireland increased from roughly 2.5 million to over 8.5 million. This population growth was almost exclusively among the poor, who were for the most part totally dependent on the potato.

THE ARRIVAL OF THE BLIGHT IN IRELAND

The blight spread to Europe from America. First appearing around the port city of Antwerp, it arrived in Ireland in 1845 and spread quickly in the cool, damp climate.

The main variety of potato grown in Ireland, the lumper, and it was very susceptible to the blight.

In 1845 about 30-50% of the potato crop was destroyed by blight. When blight struck again in 1846, destroying up to 90% of the potato crop.

With many of Ireland's poor tenant farmers dependent on the potato, the population soon began to struggle with the blight.

Potato Blight

CAUSES OF THE GREAT IRISH FAMINE ?

Population Growth and Subdivision of Land

THE POPULATION BEFORE THE FAMINE

Between 1700 and 1841, Ireland's population had risen from under 3 million people to over 8.5 million.

This rapid increase in population was partly due to the plentiful supply of potatoes which became a staple food of the Irish poor.

Potatoes are highly nutritious and grew well in Irish soil. A small plot of land was able to produce a large crop of potatoes.

LAND SUBDIVISION

Due to the Penal Laws of the 1700s, only about 10% of Catholics owned their land by the 1840s. This meant that the majority of Catholic farmers were tenants on the land.

THE IMPACT OF THE FAMINE ON THE POPULATION

When the blight struck the potato crop, many poor families lost most of their crops and had to eat their seed potatoes. This meant that there were no seed crops for them to plant for the following year.

By 1851, Ireland's population had fallen to 6.5 million people. An estimated 1 million had died and another 1 million had emigrated.

Population and Land Subdivision

CAUSES OF THE GREAT IRISH FAMINE ?

British Administration

THE ACT OF UNION 1801

Following the 1798 Rebellion, the British Government introduced the Act of Union in 1801.

The Act of Union meant that the Irish parliament in Dublin was closed and all Irish MPs moved east in the Westminster parliament in London.

The Act of Union meant that Irish were dealt with from the government in London, rather than directly from Dublin.

EARLY RESPONSE TO THE GREAT IRISH FAMINE

Robert Peel, leader of the Conservative Party, was Prime Minister in 1846.

LAISSEZ FAIRE

Blight struck again in 1846, destroying least 90% of the potato crop. There was also a poor corn harvest, causing food prices to increase.

Following the collapse of Peel's Conservative government in 1846, Prime Minister Lord John Russell's Liberal government followed a policy of laissez faire, meaning he didn't believe it was the government's responsibility to interfere in what was happening.

Therefore, despite the worsening conditions, food continued to be exported from Ireland during the famine.

Charles Trevelyan, Assistant Secretary to the Treasury, was a key figure in the government's response to the famine.

British Administration

CAUSES OF THE GREAT IRISH FAMINE ?

The Social System

THE PENAL LAWS

In 1696 the British introduced the Penal Laws. These laws took many rights away from Catholics, including the right to own land and to practice their religion.

Following the plantations, wealthy English Protestant landlords took ownership of the majority of Irish farmland. Poorer Catholics and Protestants rented the land from landlords.

Landless labourers were even poorer and suffered the hardest during the famine.

HOUSING

Housing was divided into 4 categories:

POOR LAWS

In the 1830s the British government introduced a system of Poor Law Unions with centrally located workhouses in Ireland to assist the poorest in Irish society. Initially 130 were established.

Those people who could no longer afford their rents or to feed themselves were given the option to enter local workhouses.

In the workhouses families were separated and they were expected to work for the food and shelter they were provided with.

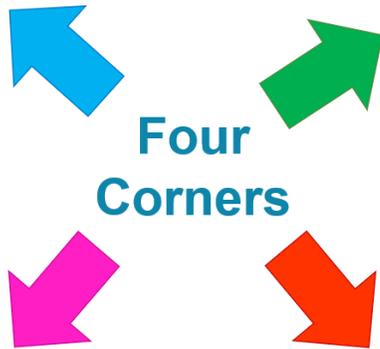
Workhouses were paid for by local landlords.

The Social System

Instructions



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Preparation

- Create statements about a topic and answer options for students to choose from.
- Colour-code the corners of your classroom to the options/arrows on your PowerPoint.

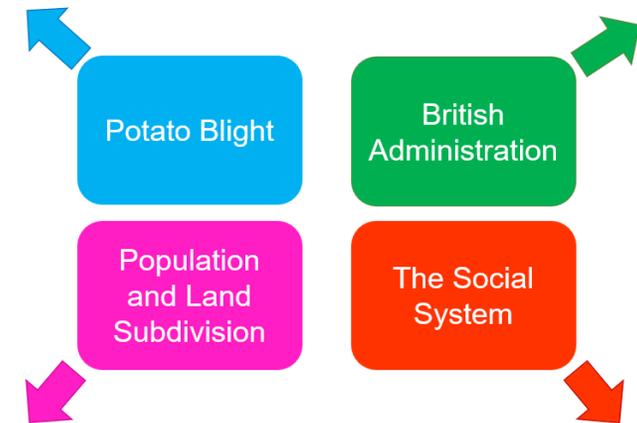
Activity

- Share statements with your class.
- Students move to the corner that they agree with.
- In groups, students research and create their arguments for their chosen statement.
- Students present their arguments to the class.
- After each group presents, students move (or stay) with the corner they agree with the most and state their reasons for moving or staying.

The main cause of the Great Irish Famine was:



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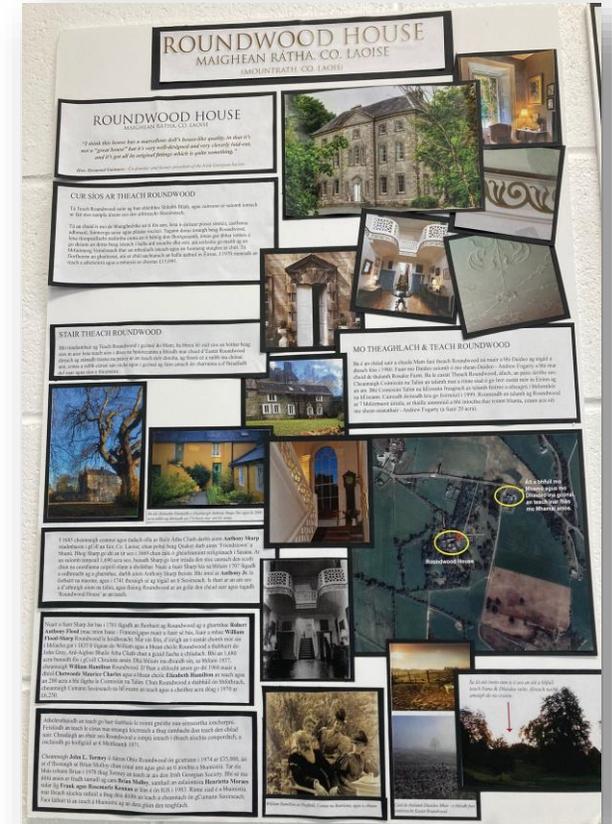
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Classroom-Based Assessments



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CBA 1 and CBA 2



Classroom-Based Assessments	Format	Student preparation	Completed
The Past in My Place	Display Group, pair or individual	During a maximum of 3 weeks with support/guidance from teacher	Towards the end of Year 2
A Life in Time	Written record Individual	During a maximum of 3 weeks, with support/guidance from teacher	Term 2 of Year 3

Table 1: Classroom-Based Assessments for History

Junior Cycle History Specification, P.21

Assessment Task and Revised arrangements



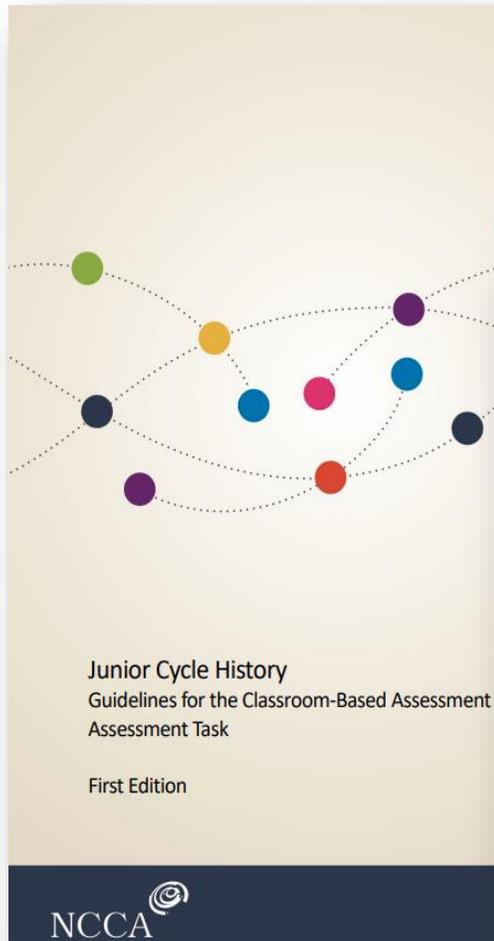
	Current 2 nd year students to be examined in 2026
CBA 1	At least one
CBA 2	
Assessment Task	No
SEC exam	Yes

	Format	Student preparation	Completed
The Assessment Task (AT)	Students complete a specified written task which is sent to the SEC for marking	The Assessment Task will link to <i>A Life in Time</i> (CBA 2)	Following completion of the second Classroom-Based Assessment in Year 3

Table 2: Assessment Task for Classroom-Based Assessment 2, *A Life in Time*

Junior Cycle History Specification, P.20

Applying the Features of Quality



Features of Quality: History- <i>The Past in my Place</i>	
Exceptional A piece of work that reflects these Features to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.	The display reveals a highly developed sense of historical consciousness and is shaped to a very clear purpose The display shows exceptional understanding of the role of evidence in making historical judgements The display is compelling in connecting the local with a 'big picture' of the past, showing some originality.
Above expectations A piece of work that reflects these Features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention or polishing, but, on the whole the work is of a high standard.	The display reveals a strong sense of historical consciousness and is shaped to a clear purpose The display shows very good understanding of the role of evidence in making historical judgements The display clearly connects the local with a 'big picture' of the past in a very interesting way.
In line with expectations A piece of work that reflects most of these Features well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.	The display shows some sense of historical consciousness and is shaped to a purpose, though this purpose is not always clear The display shows some understanding of the role of evidence in making historical judgements The display makes some connections between the local and a 'big picture' of the past.
Yet to meet expectations A piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental errors that need to be addressed.	The display shows little to no sense of historical consciousness and is not shaped in a purposeful way The display shows little or no understanding of the role of evidence in making historical judgements The display makes little or no connection between the local and a 'big picture' of the past.

Features of Quality

Teachers use the Features of Quality to decide the level of achievement in each Classroom-Based Assessment. There are four level descriptors of achievement in each Classroom-Based Assessment:

- Exceptional
- Above expectations
- In line with expectations
- Yet to meet expectations

Junior Cycle History Guidelines for the Classroom-Based Assessment and Assessment Task P. 6



Appendix C: Subject Learning and Assessment Review Meeting:
Facilitator's Report

Subject:	Date/time:
Attendance	
Key decisions taken	
Points of note for future review meetings	
Any further comment?	
Facilitator	
Date	

Subject Learning Assessment and Review Meeting

“Shared understanding of standards within Junior Cycle will arise through professional discussion in Subject Learning and Assessment Review meetings. This process over time will help develop a greater understanding of standards and ensure consistency of judgement about student performance.”

Junior Cycle History Guidelines for the Classroom-Based Assessment and Assessment Task P. 20

Junior Cycle Grading



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Grade Descriptor	Current Grade Bands	New Grade Bands
Distinction	≥ 90 to 100	≥ 85 to 100
Higher Merit	≥ 75 and < 90	≥ 70 and < 85
Merit	≥ 55 and < 75	≥ 55 and < 70
Achieved	≥ 40 and < 55	≥ 40 and < 55
Partially Achieved	≥ 20 and < 40	≥ 20 and < 40
Not Graded	≥ 0 and < 20	≥ 0 and < 20

Appendix 4 – Sample JCPAs
 SAMPLE Level 3 JCPA

JUNIOR CYCLE PROFILE OF ACHIEVEMENT JANE DOE 2024

State Certified Final Examination	Classroom-Based Assessments - Subjects
Irish L2 (H) Achieved	Irish L2 Language Proficiency Not Reported
English (H) Achieved	English Communication Not Reported
Mathematics (H) Achieved	English Digital Communication In Line with Expectations
History (C) Achieved	Mathematics The Collection of the Student Texts Not Reported
Geography (C) Achieved	Mathematics Mathematical Investigation Not Reported
Engineering (C) Achieved	History The Past in My Time In Line with Expectations
Business Studies (C) Merit	Geography Geography in the News In Line with Expectations
Science (C) Merit	Geography The Geography of My Country Not Reported
Wood Technology (C) Achieved	Engineering Engineering in Action Not Reported
Religious Education (C) Achieved	Engineering Research and Development Not Reported
	Business Studies Business Studies In Line with Expectations
	Business Studies Presentation Not Reported
	Science Extended Experimental Investigation In Line with Expectations
	Science Science in Society Investigation Not Reported
	Wood Technology Wood Science in our Environment In Line with Expectations
	Wood Technology Model of a Project or Innovation Not Reported
	Religious Education A Reason of Conviction In Line with Expectations
	Religious Education The Human Search for Meaning Not Reported

Other Areas of Learning

Classroom-Based Assessments - Short Courses

Wellbeing

Physical Education **Not Reported**

SPHE (Social, Personal, Health Education) **Not Reported**

CEP (Civic, Social, Public Life Education) **Not Reported**

Other Areas of Wellbeing

Principal: Mr. John Smith, Year Head: Testing, Roll Number: 10000K

My School: Community, Ballymahon New Road, Athlone, Co. Wick, N37 T823

This JCPA recognizes and records achievements in Junior Cycle.

Page 25

<https://www.gov.ie/en/department-of-education/press-releases/minister-mcentee-announces-changes-to-junior-cycle-grade-bands/>

Junior Cycle Profile of Achievement (JCPA) Handbook for Schools 2024 P. 25

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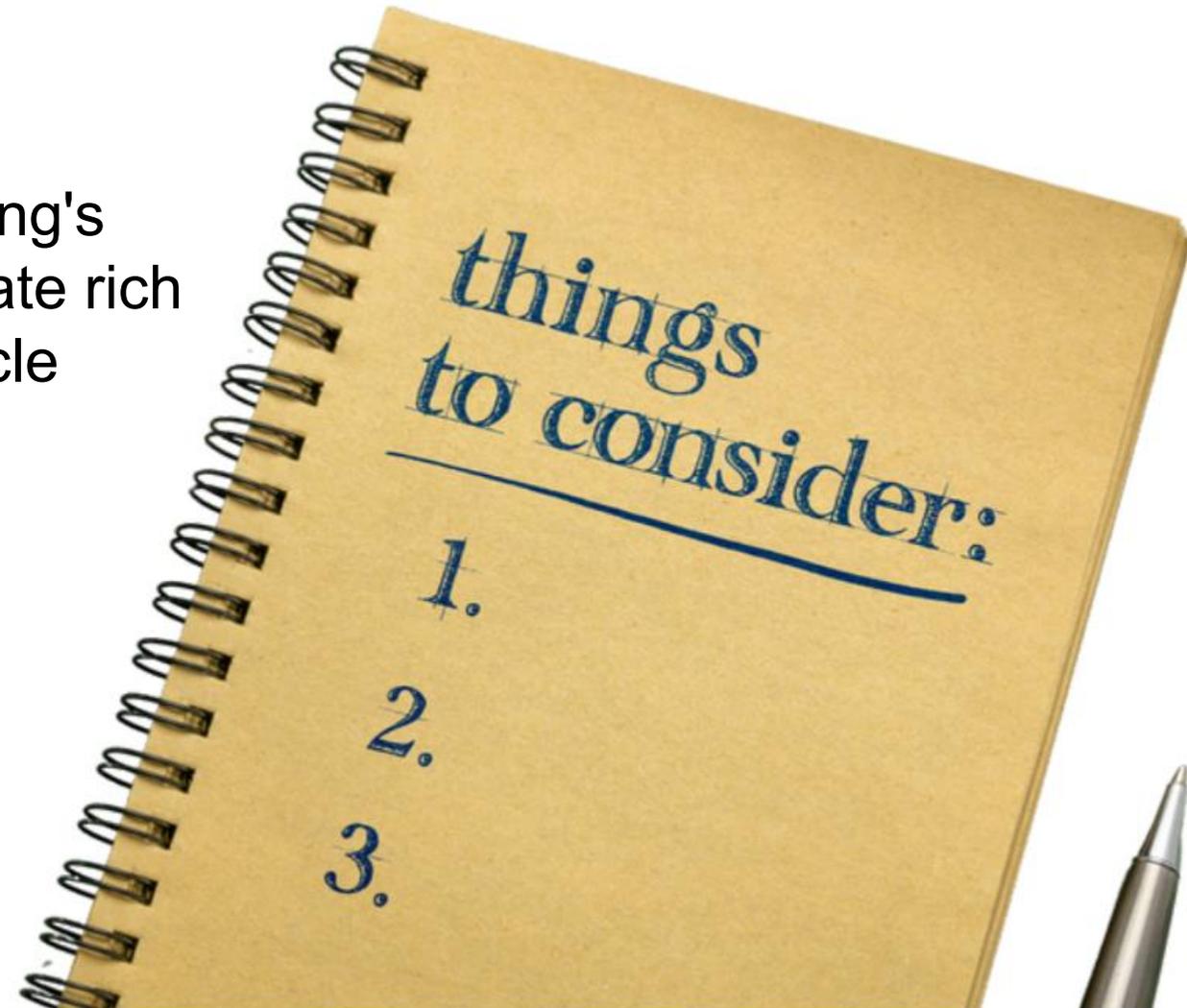
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Reflect and Consider



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- What can you take away from this evening's session thus far that will help you to create rich learning experiences for your Junior Cycle History students?
- What questions are you left with?



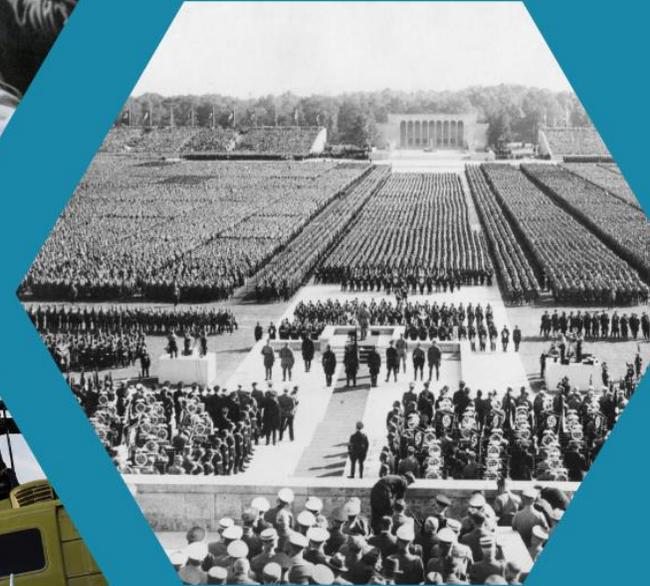


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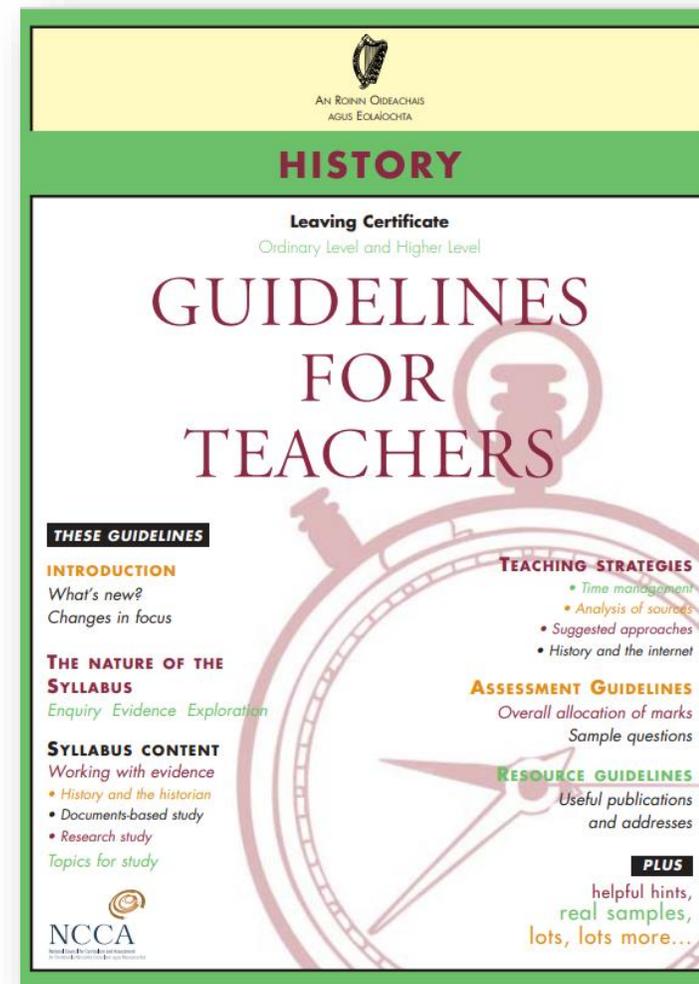
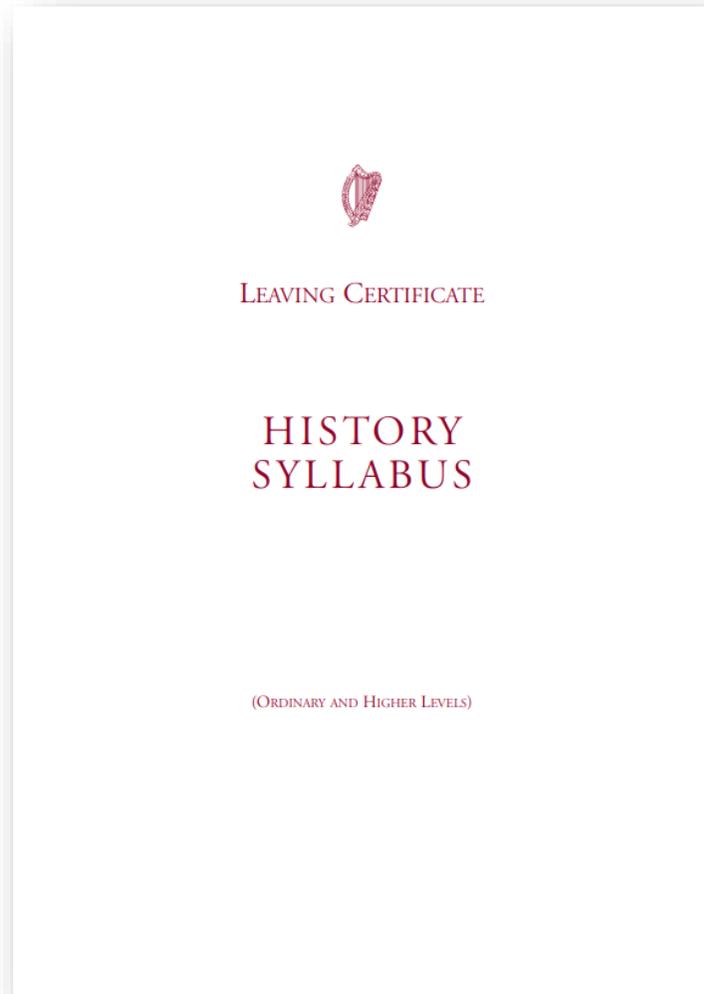
Leaving Certificate History



Key Documents



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Leaving Certificate Topics



Later Modern Ireland Topics

Topic 1: Ireland and the Union, 1815-1870

Case Studies:

- Private responses to Famine, 1845-1849
- The campaign for Catholic Emancipation, 1823-1829
- The Synod of Thurles, 1850, and the Romanisation of the Catholic Church

Key Personalities:

Daniel O'Connell; Thomas Davis; Charles Trevelyan; Charles Kickham; James Stephens; Asenath Nicholson; Mother Mary Aikenhead; Cardinal Paul Cullen; William Carleton; William Dargan

Key Concepts:

The Union; sectarianism; Catholic Emancipation; physical force republicanism; laissez-faire; economic depression; dowry; landlordism; famine; nation; ultramontanist; evangelicalism

Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

Case Studies:

- The Treaty negotiations, October-December, 1921
- Belfast During World War II
- The Eucharistic Congress, 1932

Key Personalities:

Patrick Pearse; Eamon de Valera; Arthur Griffith; Michael Collins; Countess Markievicz; W. T. Cosgrave; James J. McElligott; James Craig; Richard Dawson Bates; Evie Hone

Key Concepts:

Sovereignty; partition; Ulster Unionism; allegiance; physical force; IRB/IRA; "blood sacrifice"; dominion status; republic; free trade; protectionism; neutrality; discrimination; conformity/censorship

Topic 5: Politics and society in Northern Ireland, 1949-1993

Case Studies:

- The Sunningdale Agreement and the power-sharing executive, 1973-1974
- The Coleraine University controversy
- The Apprentice Boys of Derry

Key Personalities:

Terence O'Neill; Conn and Patricia McCluskey; Bernadette Devlin; Ian Paisley; Brian Faulkner; John Hume; James Molyneux; Margaret Thatcher; Gerry Adams; Seamus Heaney

Key Concepts:

Civil Rights; gerrymandering; terrorism; power sharing; sectarianism; bigotry; tolerance and intolerance; cultural traditions; cultural identity; ecumenism; propaganda

Topic 1: Nationalism and state formation in Europe, 1815-1871

Case Studies:

- The 1848 Revolution in Germany
- Robert Owen's model village at New Lanark
- Haussmann's Paris

Key Personalities:

Clemens Metternich; Giuseppe Mazzini; Karl Marx; Mikhail Bakunin; Feargus O'Connor; Napoleon III; Victor Hugo; Charles Darwin; Otto von Bismarck; Robert Peel

Key Concepts:

Nationalism; autocracy; democracy; liberalism; serfdom; industrialisation / "Industrial Revolution"; laissez-faire; Chartism; socialism; romanticism

Topic 3: Dictatorship and democracy in Europe, 1920-1945

Case Studies:

- Stalin's show trials
- The Jarrow March, October 1936
- The Nuremberg Rallies

Key Personalities:

J. M. Keynes; Adolf Hitler; Benito Mussolini; Vladimir Ilyich Lenin; Josef Stalin; Winston Churchill; Joseph Goebbels; Leni Riefenstahl; Bing Crosby; Charlie Chaplin

Key Concepts:

Inflation; the Depression; protectionism; collectivisation; communism; fascism; dictatorship; personality cult; totalitarianism; democracy; propaganda; anti-Semitism; herrenvolk; Reichskirche; the Holocaust; collaboration; resistance; lebensraum; blitzkrieg

Topic 5: European retreat from empire and the aftermath, 1945-1990

Case Studies:

- British withdrawal from India, 1945-1947
- The secession of Katanga, 1960-1965
- Race relations in France in the 1980s

Key Personalities:

Mohandas Gandhi; Ho Chi Minh; Achmad Sukarno; David Ben-Gurion; Gamal Abdul Nasser; Charles de Gaulle; Sese Seko Mbofuta; a development worker in Africa; Nadine Gordimer; Chinua Achebe

Key Concepts:

Colonial rule; assimilation; de-colonisation; Zionism; terrorism; tribalism; racism; (British) Commonwealth; (French) Union and Community; IMF; World Bank; transnational economy; NGO (non-governmental organisation); cultural diversity; identity

Topic 2: Movements for political and social reform, 1870-1914

Case Studies:

- The elections of 1885 and 1886: issues and outcomes
- Dublin 1913 – strike and lockout
- The GAA to 1891

Key Personalities:

Charles Stewart Parnell; John Redmond; Edward Carson; Isabella Tod; Hanna Sheehy-Skeffington; James Connolly; Michael Davitt; James Larkin; Douglas Hyde; W.B. Yeats

Key Concepts:

Democracy; Home Rule; separatism; militarism; socialism; feminism; political agitation; anglicisation/de-anglicisation; Irish Ireland; Anglo-Irish; suffragette

Topic 4: The Irish diaspora, 1840-1966

Case Studies:

- Grosse Isle
- De Valera in America, June 1919-December 1920
- The Holy Ghost mission to Nigeria 1945-1966

Key Personalities:

John Devoy; Andrew Bonar Law; Joe Kennedy; Boss Croker; Archbishop Mannix; Domhnall Mac Amhlaigh; Paul O'Dwyer; Bishop Edward Galvin; Maureen O'Hara; Mother Mary Martin

Key Concepts:

Pre-paid passages; chain-emigration; emigrants' remittances; discrimination; assimilation; "Ireland's spiritual empire"

Topic 6: Government, economy and society in the Republic of Ireland, 1949-1989

Case Studies:

- The First Programme for Economic Expansion, 1958-1963
- Impact of the EEC on the fisheries
- The impact of RTÉ 1962-1972

Key Personalities:

T.K. Whitaker; Seán Lemass; Archbishop J. C. McQuaid; Jack Lynch; Charles Haughey; Garret FitzGerald; Sylvia Meehan; Mary Robinson; Breandán Ó hEithir; Gay Byrne

Key Concepts:

Economic planning; free trade; common market; equality of opportunity; ecumenism; secularisation; balance of payments; discrimination; censorship; pluralism; liberalisation

Topic 2: Nation states and international tensions, 1871-1920

Case Studies:

- The naval policy of Wilhelm II
- Women in the workforce during World War I
- The invention and early history of the motor car

Key Personalities:

Otto von Bismarck; Wilhelm II; Douglas Haig; Woodrow Wilson; the Krupp family; Rosa Luxemburg; Wilfred Owen; Leo XIII; Marie Curie; Karl Benz

Key Concepts:

Balance of power; nationalism; the New Imperialism; world war; war of attrition; conscription; self-determination; war guilt; anti-Semitism

Topic 4: Division and realignment in Europe, 1945-1992

Case Studies:

- The Hungarian Uprising, 1956
- The Oil Crisis, 1973
- The Second Vatican Council

Key Personalities:

Imre Nagy; Nikita Khrushchev; Pope John Paul II; Mikhail Gorbachev; Jean Monnet; Jacques Delors; Margaret Thatcher; Alexander Solzhenitsyn; Simone de Beauvoir; John Lennon

Key Concepts:

Capitalism; communism; Sovietisation; Cold War; Iron Curtain; nuclear deterrence; détente; satellite state; glasnost; common market; federal Europe; welfare state; feminism; dissident writer; ecumenical movement; mass media; information technology; pop star; teenager

Topic 6: The United States and the world, 1945-1989

Case Studies:

- The Montgomery bus boycott, 1956
- Lyndon Johnson and Vietnam, 1963-1968
- The Moon landing, 1969

Key Personalities:

Harry Truman; Joe McCarthy; Martin Luther King; Lyndon Johnson; the "Organization Man"; Betty Friedan; Norman Mailer; Muhammad Ali; Billy Graham; Marilyn Monroe

Key Concepts:

Corporate capitalism; globalisation; internationalism; imperialism; consumerism; technological development; the military-industrial complex; discrimination; liberalism; presidential bureaucracy; mass media; public opinion; fundamentalism; moral majority; feminism

Leaving Certificate Topics



LEAVING CERTIFICATE HISTORY SYLLABUS

Topic 3: Dictatorship and democracy in Europe, 1920-1945

Perspective	Elements	Case studies
Politics and administration	Origins and growth of the fascist regimes in Europe; the Nazi state in peace and war; Communism in Russia: the regimes of Lenin and Stalin; the Stalinist state in peace and war; France: the Third Republic, 1920-1940, and the Vichy state. Wartime alliances, 1939-1945.	Stalin's show trials
Society and economy	Economic and social problems of the inter-war years, with particular reference to Britain and Germany. The Soviet alternative. Society during World War II: the Home Front; rationing/evacuees; refugees; collaboration/resistance. Anti-Semitism and the Holocaust.	The Jarrow March, October 1936
Culture, religion and science	Nazi propaganda – State control and use of mass media. Church-state relations under Mussolini and Hitler. Anglo-American popular culture in peace and war: radio and cinema. The technology of warfare.	The Nuremberg Rallies

In their study of the topic, students should become aware of the role of certain key personalities.

Another "key" to developing understanding will be learning to identify the main issues through a familiarity with certain key concepts

Key personalities

Students should be aware of the contribution of the following to the developments listed under the elements above:

J. M. Keynes; Adolf Hitler; Benito Mussolini; Vladimir Ilyich Lenin; Josef Stalin; Winston Churchill; Joseph Goebbels; Leni Riefenstahl; Bing Crosby; Charlie Chaplin.

Key concepts

Inflation; the Depression; protectionism; collectivisation; communism; fascism; dictatorship; personality cult; totalitarianism; democracy; propaganda; anti-Semitism; herrenvolk; Reichskirche; the Holocaust; collaboration; resistance; lebensraum; blitzkrieg.

Later Modern

Topic 1: Ireland and the Union, 1815-1870

Case Studies:

- Private responses to Famine, 1845-1849
- The campaign for Catholic Emancipation, 1823-1829
- The Synod of Thurles, 1850, and the Romanisation of the Catholic Church

Key Personalities:

Daniel O'Connell; Thomas Davis; Charles Trevelyan; Charles Kickham; James Stephens; Asenath Nicholson; Mother Mary Aikenhead; Cardinal Paul Cullen; William Carleton; William Dargan

Key Concepts:

The Union; sectarianism; Catholic Emancipation; physical force republicanism; laissez-faire; economic depression; dowry; landlordism; famine; nation; ultramontanist; evangelicalism

Topic 3: sovereignty partition

Case Studies:

- The Treaty of October-December 1918
- Belfast Duesbury
- The Eucharistic Congress, 1932

Key Personalities:

Patrick Pearse; Arthur Griffith; Michael Collins; Countess Markievicz; James Connolly; James Craig; Robert Emmet; Evie Hone

Key Concepts:

Sovereignty; partition; Unionism; alleged IRA; "blood status"; republicanism; protectionism; discrimination;

Topic 2: Movements for political and social reform, 1870-1914

Case Studies:

- The elections of 1885 and 1886: issues and outcomes
- Dublin 1913 – strike and lockout
- The GAA to 1891

Key Personalities:

Charles Stewart Parnell; John Redmond; Edward Carson; Isabella Tod; Hanna Sheehy-Skeffington; James Connolly; Michael Davitt; James Larkin; Douglas Hyde; W.B. Yeats

Key Concepts:

Democracy; Home Rule; separatism; militarism; socialism; feminism; political agitation; anglicisation/de-anglicisation; Irish Ireland; Anglo-Irish; suffragette

Topic 4: The

Case Studies:

- Grosse Ile 1919-December 1919
- The Holy Ghost 1914

Key Personalities:

John Devoy; Arthur Griffith; James Connolly; Mannix; Domhnall Mac Donncha; Paul O'Dwyer; Michael Galvin; Maureen O'Sullivan; Mary Martin

Key Concepts:

Pre-paid passage; emigration; emigration; discrimination; spiritual empire

Wider World Topics

Topic 4: Dictatorship and democracy in Europe, 1920-1945

October 1936

Benito Mussolini; Joseph Stalin; Joseph Goebbels; Bing Crosby

Stalin's show trials; The Jarrow March, October 1936; The Nuremberg Rallies

Topic 5: European retreat from empire and the aftermath, 1945-1990

1956

Council of Ministers

Stalin; Mao Zedong; Pope John XXIII; Robert Kennedy; Lyndon Johnson; the "Organization Man"; Betty Friedan; Norman Mailer; Muhammad Ali; Billy Graham; Marilyn Monroe

Key Concepts:

Corporate capitalism; globalisation; internationalism; imperialism; consumerism; technological development; the military-industrial complex; discrimination; liberalism; presidential bureaucracy; mass media; public opinion; fundamentalism; moral majority; feminism

Topic 5: European retreat from empire and the aftermath, 1945-1990

Case Studies:

- British withdrawal from India, 1945-1947
- The secession of Katanga, 1960-1965
- Race relations in France in the 1980s

Key Personalities:

Mohandas Gandhi; Ho Chi Minh; Achmad Sukarno; David Ben-Gurion; Gamal Abdul Nasser; Charles de Gaulle; Sese Seko Mbofuta; a development worker in Africa; Nadine Gordimer; Chinua Achebe

Key Concepts:

Colonial rule; assimilation; decolonisation; Zionism; terrorism; tribalism; racism; (British) Commonwealth; (French) Union and Community; IMF; World Bank; transnational economy; NGO (non-governmental organisation); cultural diversity; identity

Topic 6: The United States and the world, 1945-1989

Case Studies:

- The Montgomery bus boycott, 1956
- Lyndon Johnson and Vietnam, 1963-1968
- The Moon landing, 1969

Key Personalities:

Harry Truman; Joe McCarthy; Martin Luther King; Lyndon Johnson; the "Organization Man"; Betty Friedan; Norman Mailer; Muhammad Ali; Billy Graham; Marilyn Monroe

Key Concepts:

Corporate capitalism; globalisation; internationalism; imperialism; consumerism; technological development; the military-industrial complex; discrimination; liberalism; presidential bureaucracy; mass media; public opinion; fundamentalism; moral majority; feminism

Reflect and Consider



Oide

What considerations do you need to be mindful of when choosing what topics to teach?

Later Modern Ireland Topics		Later Modern Europe and the Wider World Topics			
<p>Topic 1: Ireland and the Union, 1815-1870</p> <p>Case Studies:</p> <ul style="list-style-type: none"> Private responses to Famine, 1845-1849 The campaign for Catholic Emancipation, 1823-1829 The Synod of Thurles, 1850, and the Romanisation of the Catholic Church <p>Key Personalities: Daniel O'Connell; Thomas Davis; Charles Trevelyan; Charles Kickham; James Stephens; Asenath Nicholson; Mother Mary Aikenhead; Cardinal Paul Cullen; William Carleton; William Dargan</p> <p>Key Concepts: The Union; sectarianism; Catholic Emancipation; physical force republicanism; laissez-faire; economic depression; dowry; landlordism; famine; nation; ultramontanism; evangelicalism</p>	<p>Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949</p> <p>Case Studies:</p> <ul style="list-style-type: none"> The Treaty negotiations, October-December, 1921 Belfast During World War II The Eucharistic Congress, 1932 <p>Key Personalities: Patrick Pearse; Éamon de Valera; Arthur Griffith; Michael Collins; Countess Markievicz; W. T. Cosgrave; James J. McElligott; James Craig; Richard Dawson Bates; Evie Hone</p> <p>Key Concepts: Sovereignty; partition; Ulster Unionism; allegiance; physical force; IRB/IRA; "blood sacrifice"; dominion status; republic; free trade; protectionism; neutrality; discrimination; conformity/censorship</p>	<p>Topic 5: Politics and society in Northern Ireland, 1949-1993</p> <p>Case Studies:</p> <ul style="list-style-type: none"> The Sunningdale Agreement and the power-sharing executive, 1973-1974 The Coleraine University controversy The Apprentice Boys of Derry <p>Key Personalities: Terence O'Neill; Conn and Patricia McCluskey; Bernadette Devlin; Ian Paisley; Brian Faulkner; John Hume; James Molyneux; Margaret Thatcher; Gerry Adams; Seamus Heaney</p> <p>Key Concepts: Civil Rights; gerrymandering; terrorism; power sharing; sectarianism; bigotry; tolerance and intolerance; cultural traditions; cultural identity; ecumenism; propaganda</p>	<p>Topic 1: Nationalism and state formation in Europe, 1815-1871</p> <p>Case Studies:</p> <ul style="list-style-type: none"> The 1848 Revolution in Germany Robert Owen's model village at New Lanark Haussmann's Paris <p>Key Personalities: Clemens Metternich; Giuseppe Mazzini; Karl Marx; Mikhail Bakunin; Fergus O'Connor; Napoleon III; Victor Hugo; Charles Darwin; Otto von Bismarck; Robert Peel</p> <p>Key Concepts: Nationalism; autocracy; democracy; liberalism; serfdom; industrialisation / "Industrial Revolution"; laissez-faire; Chartism; socialism; romanticism</p>	<p>Topic 3: Topic 3: Dictatorship and democracy in Europe, 1920-1945</p> <p>Case Studies:</p> <ul style="list-style-type: none"> Stalin's show trials The Jarrov March, October 1936 The Nuremberg Rallies <p>Key Personalities: J. M. Keynes; Adolf Hitler; Benito Mussolini; Vladimir Ilyich Lenin; Josef Stalin; Winston Churchill; Joseph Goebbels; Leni Riefenstahl; Bing Crosby; Charlie Chaplin</p> <p>Key Concepts: Inflation; the Depression; protectionism; collectivisation; communism; fascism; dictatorship; personality cult; totalitarianism; democracy; propaganda; anti-Semitism; herrenvolk; Reichskirche; the Holocaust; collaboration; resistance; lebensraum; blitzkrieg</p>	<p>Topic 5: European retreat from empire and the aftermath, 1945-1990</p> <p>Case Studies:</p> <ul style="list-style-type: none"> British withdrawal from India, 1945-1947 The secession of Katanga, 1960-1965 Race relations in France in the 1980s <p>Key Personalities: Mohandas Gandhi; Ho Chi Minh; Achmad Sukarno; David Ben-Gurion; Gamal Abdul Nasser; Charles de Gaulle; Sese Seko Mbobutu; a development worker in Africa; Nadine Gordimer; Chinua Achebe</p> <p>Key Concepts: Colonial rule; assimilation; decolonisation; Zionism; terrorism; tribalism; racism; (British) Commonwealth; (French) Union and Community; IMF; World Bank; transnational economy; NGO (non-governmental organisation); cultural diversity; identity</p>
<p>Topic 2: Movements for political and social reform, 1870-1914</p> <p>Case Studies:</p> <ul style="list-style-type: none"> The elections of 1885 and 1886: issues and outcomes Dublin 1913 – strike and lockout The GAA to 1891 <p>Key Personalities: Charles Stewart Parnell; John Redmond; Edward Carson; Isabella Tod; Hanna Sheehy-Skeffington; James Connolly; Michael Davitt; James Larkin; Douglas Hyde; W.B. Yeats</p> <p>Key Concepts: Democracy; Home Rule; separatism; militarism; socialism; feminism; political agitation; anglicisation/de-anglicisation; Irish Ireland; Anglo-Irish; suffragette</p>	<p>Topic 4: The Irish diaspora, 1840-1966</p> <p>Case Studies:</p> <ul style="list-style-type: none"> Grosse Isle De Valera in America, June 1919-December 1920 The Holy Ghost mission to Nigeria 1945-1966 <p>Key Personalities: John Devoy; Andrew Bonar Law; Joe Kennedy; Boss Croker; Archbishop Mannix; Dominick Mac Amhlaigh; Paul O'Dwyer; Bishop Edward Galvin; Maureen O'Hara; Mother Mary Martin</p> <p>Key Concepts: Pre-paid passages; chain-emigration; emigrants' remittances; discrimination; assimilation; "Ireland's spiritual empire"</p>	<p>Topic 6: Government, economy and society in the Republic of Ireland, 1949-1989</p> <p>Case Studies:</p> <ul style="list-style-type: none"> The First Programme for Economic Expansion, 1958-1963 Impact of the EEC on the fisheries The impact of RTÉ 1962-1972 <p>Key Personalities: T.K. Whitaker; Seán Lemass; Archbishop J. C. McQuaid; Jack Lynch; Charles Haughey; Garret FitzGerald; Sylvia Meehan; Mary Robinson; Brendan Ó hEithir; Gay Byrne</p> <p>Key Concepts: Economic planning; free trade; common market; equality of opportunity; ecumenism; secularisation; balance of payments; discrimination; censorship; pluralism; liberalisation</p>	<p>Topic 2: Nation states and international tensions, 1871-1920</p> <p>Case Studies:</p> <ul style="list-style-type: none"> The naval policy of Wilhelm II Women in the workforce during World War I The invention and early history of the motor car <p>Key Personalities: Otto von Bismarck; Wilhelm II; Douglas Haig; Woodrow Wilson; the Krupp family; Rosa Luxemburg; Wilfred Owen; Leo XIII; Marie Curie; Karl Benz</p> <p>Key Concepts: Balance of power; nationalism; the New Imperialism; world war; war of attrition; conscription; self-determination; war guilt; anti-Semitism</p>	<p>Topic 4: Division and realignment in Europe, 1945-1992</p> <p>Case Studies:</p> <ul style="list-style-type: none"> The Hungarian Uprising, 1956 The Oil Crisis, 1973 The Second Vatican Council <p>Key Personalities: Imre Nagy; Nikita Khrushchev; Pope John Paul II; Mikhail Gorbachev; Jean Monnet; Jacques Delors; Margaret Thatcher; Alexander Solzhenitsyn; Simone de Beauvoir; John Lennon</p> <p>Key Concepts: Capitalism; communism; Sovietisation; Cold War; Iron Curtain; nuclear deterrence; détente; satellite state; glasnost; common market; federal Europe; welfare state; feminism; dissident writer; ecumenical movement; mass media; information technology; pop star; teenager</p>	<p>Topic 6: The United States and the world, 1945-1989</p> <p>Case Studies:</p> <ul style="list-style-type: none"> The Montgomery bus boycott, 1956 Lyndon Johnson and Vietnam, 1963-1968 The Moon landing, 1969 <p>Key Personalities: Harry Truman; Joe McCarthy; Martin Luther King; Lyndon Johnson; the "Organization Man"; Betty Friedan; Norman Mailer; Muhammad Ali; Billy Graham; Marilyn Monroe</p> <p>Key Concepts: Corporate capitalism; globalisation; internationalism; imperialism; consumerism; technological development; the military-industrial complex; discrimination; liberalism; presidential bureaucracy; mass media; public opinion; fundamentalism; moral majority; feminism</p>



Approaches to Teaching the Topics

HISTORY

RECOMMENDED APPROACHES TO THE TEACHING OF THE TOPICS

The teaching approaches outlined below are not intended as discrete and opposing strategies. (There are, indeed, significant areas of overlap between the five approaches.) Rather, it is hoped that teachers will tailor different elements of the approaches described to suit their own personal circumstances, the abilities of their students and the particular demands of each specific topic that they are teaching.

A: AN ENQUIRY-FOCUSED APPROACH – RATIONALE

There are sound educational and historical reasons why one should structure one's teaching around a set of questions that relate to the major themes and issues of a topic. Carefully framed questions can arouse the curiosity of students and focus attention on matters of key importance. They should also serve to highlight the syllabus emphasis on enquiry as the basis of all historical learning. In attempting to provide answers to enquiry questions, the importance of supporting evidence also becomes apparent to students.

FORMULATING QUESTIONS

Let us take as an example Topic 1 in Irish history from the Later Modern field of study: **Ireland and the Union, 1815-1870**. The topic might be introduced by posing an overarching question or a series of questions that introduces students to the central concerns of a topic. An obvious, overarching question here might be framed along the following lines:

- *Between 1815 and 1870 how significant a factor in Irish affairs was the political union?*

or

- *What was the impact on Irish life of the political union between 1815 and 1870?*

A number of visual overheads or videotaped extracts can be used in an introductory class to introduce such aspects as the flying of the Union Jack over public buildings, the social scene at Dublin Castle, the Irish presence at Westminster and the reception given to royal visitors. What students see in the pictures may be used to provoke a set of ancillary questions that will help to frame the approach to the topic, e.g.

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B: A MULTI-PERSPECTIVE APPROACH

RATIONALE

A multi-perspective approach can help students to grasp some of the key points that underlie the syllabus objectives, e.g.

- that there is not necessarily one correct version of a particular historical event
- that the same historical event can be described and explained in different ways depending on the standpoint of (for example) the eye-witness or historian
- that the same piece of evidence may be interpreted differently by different historians
- that few historical sources of evidence can be deemed to be totally impartial and that the context in which they were produced must always be taken into consideration.

TEACHING IMPLICATIONS

Firstly, the teacher will need a range of texts or other sources that display different perspectives on the historical phenomena under investigation. Secondly, the teacher will need to direct students in identifying similarities and differences in the accounts. If students are to understand particular viewpoints on an historical episode, they will need to be provided with a context i.e. where the holders of a particular viewpoint are 'coming from'; what their political, economic, social or cultural circumstances are and what are their specific objectives and priorities. Thirdly, the teacher will need to assist students in relating one perspective to another so that a more rounded and complete picture emerges. While the approach involves exposure to different perspectives, it also involves the development of analytical skills and a way of thinking historically that is always conscious of alternative viewpoints.

EXEMPLAR

Let us take as an example Topic 5 in the history of Europe and the wider world from the Later Modern field of study: **European retreat from Empire and the aftermath, 1945-1990**. Here, there are clearly two broad perspectives or viewpoints that permeate the whole topic viz. that of the coloniser and the colonised. In the case of a number of elements, a broader range of perspectives applies e.g. in the element, 'British withdrawal from Palestine and origins of Arab-Israeli conflict', the British,

Arab and Israeli perspectives are obviously of key importance. Indeed, 'Arab' here is plural in that one is referring not only to the Palestinian Arabs but also to those surrounding Arab states which were drawn into the conflict. The perspectives of France and the USA are also relevant.

The main focus of the topic from the political and administrative perspective is the withdrawal of European powers from an imperial role in Asia (with a particular focus on India, Indochina and the East Indies), Palestine and Africa (with a particular focus on Algeria, Nigeria, the Congo, Tanzania and Angola) and their subsequent relations with their former colony or mandate. The two European powers that feature most prominently are Britain and France.

The first set of elements refers to European retreat from empire in Asia and subsequent relations between the formerly colonising and colonised powers. The related case study examines 'British withdrawal from India, 1945-1947'. While students will need to be made aware of the parallels and dissimilarities between the situation in the Indian sub-continent and that in Indochina and the East Indies, the multi-perspective approach applied to India can be applied to the other areas, albeit in a less detailed way. The following are examples of source extracts that could be used in dealing with British withdrawal from India and the consequent establishment, as independent states, of India and Pakistan:

BRITISH PERSPECTIVE

The Indian Independence Bill ... received the royal assent on the 18th [July]. The effect on India was magical; confronted for the first time with real responsibility, realizing that Parliament meant what it said and that the future of the country lay in their own hands, political India came to rapid conclusions. The inevitability of partition was accepted by the Indian National Congress; the ... regrettable consequence, the division of Bengal and the Punjab, was agreed to ... Regrets there must be at the passing of the miracle of British rule in India...

Sir Stanley Reed, (1952) *The India I Knew, 1897-1947* Oxfords Press.

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C: THE TEACHING FOR UNDERSTANDING APPROACH

RATIONALE

The 'teaching for understanding' approach makes understanding the key focus for all classroom activities. It provides a framework for the preparation of lesson plans and an evaluation mechanism for the assessment of student performance. It involves the application of five main aspects which are formulated to enhance teacher focus and student understanding. These aspects are as follows:

- *Understanding goals* – The teacher identifies what she/he want students to understand at the end of the lesson or series of lessons.
- *Images and examples* – The teacher uses a range of images, stimulus materials, examples and case studies to assist the students' understanding of particular topics.
- *Prior experience* – The teacher tries to find examples from the students' experiences or past learning which may help to illuminate the topic.

- *New information* – The teacher presents new information in the classroom or the student researches new information, usually outside of the classroom. Where the teacher is presenting new information, an imaginative approach is required to rouse curiosity and sharpen motivation.

- *Understanding performances* – Students are required, by a variety of mechanisms, to express their understanding of the topic. These performances will also help to reinforce student learning and understanding. Typical understanding performances would include the ability to

- explain in own words
- identify key issues
- explain role of key personalities
- debate or argue from different points of view
- use evidence evaluation skills on previously unseen sources

Equally, it is not intended that the key concepts be studied in isolation. The identification and discussion of a concept should arise from an exploration of the elements and, in many cases, the role in those elements of one or more key personalities. Many of the key concepts are 'gateway' concepts that open the way to an understanding of a set of elements for students, and for Ordinary level students in particular. For Higher level students, their ability to place specific events and trends studied within a contextual framework will be an important indicator of their historical understanding.

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D: APPROACHING A TOPIC THROUGH THE KEY PERSONALITIES AND KEY CONCEPTS

The key personalities and key concepts have a crucial role to play in assisting students to engage with the main issues and events that are covered in the topic. The integration of these two 'keys' can greatly enhance the student's overall understanding and help to elucidate the teacher's presentation of the elements of a topic. To illustrate this, let us take as an example Topic 4 in the history of Europe and the wider world from the Later Modern field of study, **Division and realignment in Europe, 1945-1992**.

KEY PERSONALITIES AND KEY CONCEPTS

It is important to stress at the outset that the approach to the key personalities should not be equated with the traditional notion of 'biography'. Biographies of well-known figures are generally presented in a particular manner – date and circumstances of birth, childhood, education, adult life, with reference to national and/or international events and an assessment of the person's importance. The presentation of key personalities does not require this degree of comprehensive coverage. Indeed, the view of the historian Lewis Namier may be of relevance here: 'What matters in history is the great outline and the significant detail, what must be avoided is the deadly mass of irrelevant detail.' The 'significant detail' here is contained in the elements. The key personalities are not to be studied in isolation but, rather, in the context of their contribution as participants in and/or witnesses to the events outlined in the elements.

Equally, it is not intended that the key concepts be studied in isolation. The identification and discussion of a concept should arise from an exploration of the elements and, in many cases, the role in those elements of one or more key personalities. Many of the key concepts are 'gateway' concepts that open the way to an understanding of a set of elements for students, and for Ordinary level students in particular. For Higher level students, their ability to place specific events and trends studied within a contextual framework will be an important indicator of their historical understanding.

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E: A BALANCED APPROACH TO GROUP AND INDIVIDUAL WORK

There is a widespread consensus that students learn better where teachers use a range of teaching and learning styles combining whole class teaching, small group work and individual work. Group work has a crucial role to play in helping students to achieve the syllabus learning outcomes. Students' ability to 'be able to look at a contentious or controversial issue from more than one point of view' can be greatly enhanced through carefully-structured group work. The research study requires that students undertake individual work in a structured manner which is limited in to the general principles and many of the key objectives of the history syllabus. The ability to undertake such work will be honed through group and individual work on the documents-based study and on the other topics for study.

To illustrate some of the aspects that need to be considered in attempting to balance group and individual work, let us take as an example Topic 1 in the history of Europe and the wider world from the Early Modern field of study: **Europe from Renaissance to Reformation, 1492-1567**.

CLASSROOM READING

Since written sources play such a key role in the work of the historian, reading is an important and integral part of the study of history. All students should be engaged in the classroom reading of texts as a shared activity and here, as elsewhere, the teacher should be leader and facilitator. It is important that students be exposed to a reasonable variety of historical materials if they are to understand the relationship between primary sources and secondary works produced by historians. In the case of this topic, a wide variety of primary sources is available. For example, most of the writings of Martin Luther are in print and many are available on the internet. Many of these writings are published in convenient booklets with explanatory notes and/or questions suitable for Senior Cycle students. Examples include the *Cambridge Topics in History: Documents and Commentary* series and Hodder and Stoughton's *History at Source* series. Some series include extracts from secondary works. Where a textbook is the main resource being used in the teaching of a topic, it is important that students have some understanding of the basis on which the narrative has been framed. Questions such as the following could usefully be explored with students: *Do we know anything about the author? What are the author's credentials for writing this book? Does it acknowledge its main sources? Does it present different perspectives? Does it contain any statement on the nature*

of history? Does it contain a good range of documentary extracts? Are these used to assist students' understanding of the nature of history and/or to develop students' confidence and competence in working with evidence?

All classroom reading should be accompanied by questions. Where a source is being read for the first time, the appropriate questions from the scheme outlined on page 24 can be used. Much source-based work lends itself to small group discussion since answers need to be teased out and are rarely black or white in nature. Groups may vary in size depending on a variety of factors such as classroom configuration, familiarity with small group work, and extent of involvement in source-based work; however, a figure between four and six is probably preferable.

NOTE-TAKING

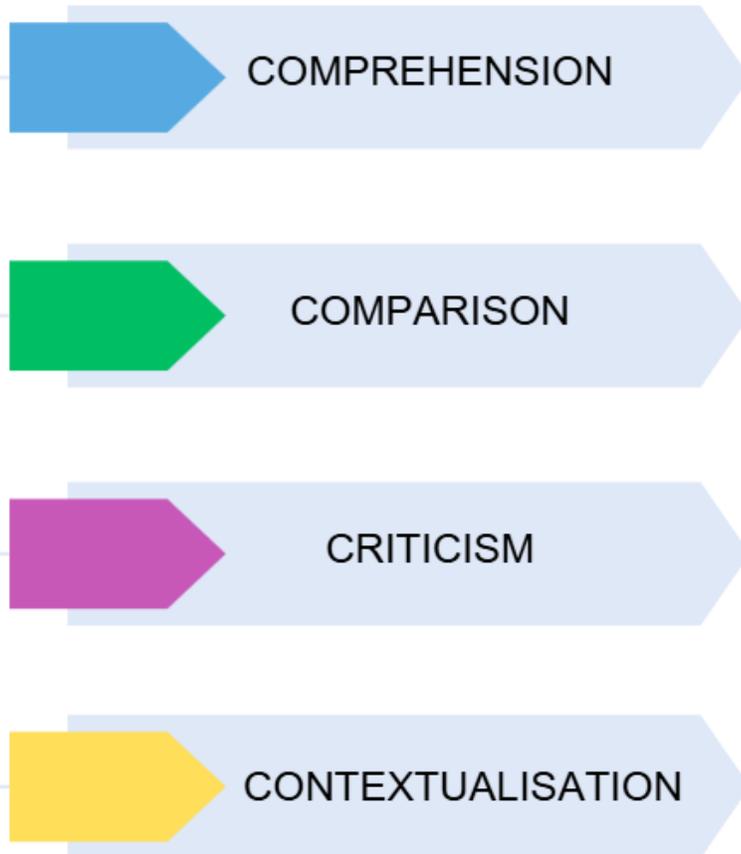
The syllabus objectives list a number of research skills that students are expected to develop in the course of their study. These include the ability to 'select and record relevant data'. For the individual student this is a key part of her/his work in history: learning to identify the 'significant detail' and recording it in his/her own words. It is a fundamental part of the preparation for the research study, where the student gets the opportunity to demonstrate her/his competence as an independent learner.

While note-taking may come naturally to some students, for others support and assistance will be required. Initially, it may be useful to take a narrative extract – say, a chapter or part of a chapter from a textbook – and, having set a task or identified a theme, explore with the class how one might draft notes that would be relevant to the issues raised. In some cases, this work could be best conducted through the use of small groups where the end results could be compared and students encouraged to engage in constructive criticism of their own and other groups' work.

Among the note-taking skills that students need to acquire are: how to identify the 'significant detail', how to record such information or evidence in their own words, how to organise their points in a meaningful way, how to keep references about their sources and how to organise their notes for easy reference. An indexed folder is a good option for most students, where teacher hand-outs, students' own notes, worksheets, articles downloaded from the internet and other material can be filed according to topic and perspective. Each case study here, 'The divorce of Henry VIII and Catherine of Aragon', 'Seville, the port

51

The Documents-Based Study



The study of one of the topics will involve the structured use of historical documents. This will allow the student to develop expertise in the evaluation of evidence and the capacity to make reasoned judgements.

Leaving Certificate History Syllabus, p. 2

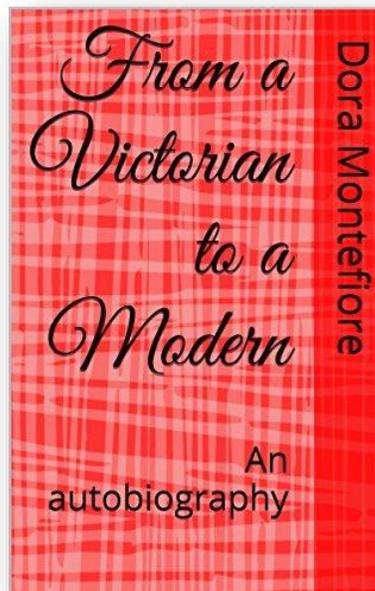
Sources in the Documents-Based Study



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Political
Cartoons



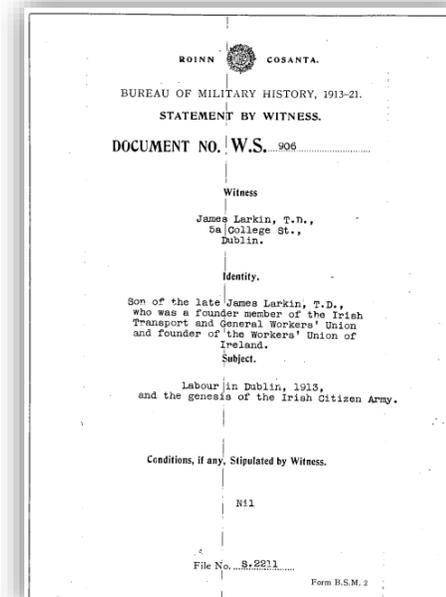
Biographies and
autobiographies



Newspapers, diaries
and reports



Photographs



Transcripts of
radio or T.V.
interviews or
Oral testimony

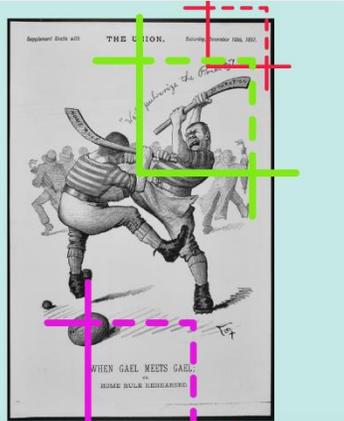
Analysing Sources



Step 1:

1

- When was the source made and by who? Does this reveal any issues?
- Who was the source made for? What does this tell us about the potential bias?
- Are there details in the source that can be compared with other sources to help verify its authenticity or accuracy? Are there names, dates, places etc. that I can use to investigate this source?
- Separate claims from opinion. Some opinion can't be checked, but claims can.



Source: *The Union*, 10th October, 1887

Step 2:

2

- Identify reputable sources that can be used to cross check the information from my source?
- Compare the details identified in Step 1 with the information gathered from the reputable sources. What matches? Are there differences?

For each question, write your response to both documents

Questions	Source A Responses	Source B Responses
What is the format of each source?		
Who is the intended audience?		
Which source appears more informative?		
Which source more clearly communicates its message and why?		
What language/imagery is used in these sources?		
What perspectives/viewpoints are presented in each source?		
Which source provides greater factual detail? Give reasons for your answer.		

Step 3:

3

- Having cross checked your information, evaluate the accuracy of your original source. Present the information you have gathered to support your claim.
- Are there parts of the source that remain difficult to verify?

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Movements for Political and Social Reform, 1870-1914

Case Study
The GAA to 1891

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Movements for Political and Social Reform, 1870-1914

Case Study
Dublin 1913: strike & lockout

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Movements for Political and Social Reform, 1870-1914

Case Study
The elections of 1885 and 1886: issues and outcomes

An Enquiry-Focused Approach



Oide

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and Skills Supporting the Professional
Learning of School Leaders
and Teachers

Sentence Supports for Creating a Historical Enquiry Question

Cause and Consequence:

- What led ...?
- To what extent did ... influence?
- Why did ... happen?
- What role did ... play in ...?

Continuity and change over time:

- In what ways do the views of ... show continuity /change in ...?
- How does ... event show continuity/change in ...?
- How and why was there change/continuity between ... and ...?

Comparison:

- Why are ... and ... similar/different?
- In what ways are ... similar/different?
- What factors are responsible for the similarities/difference between ... and ...?
- What were the different views held by ... about ...?
- Why were perspectives on ... the same/different?

Significance:

- Why was ... significant?
- What do the sources tell us about ...?
- What can we learn from ...?
- In what ways is this important to ...?

Evaluate your questions:

- Is the question clear? Does it make sense?
- Is it related to my topic?
- Does my question have multiple possible answers?
- Is it an important topic from a period in history or for today?
- Do I know where I can access sources that might help me answer my question?

‘Carefully framed questions can arouse the curiosity of students and focus attention on matters of key importance.’

Leaving Certificate Guidelines for Teachers, p. 37

Using a source as a hook for the enquiry-based approach



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https://www.irishamerica.com/wp-content/uploads/2023/04/Devlin_a-e1681761679291.jpg

What questions would you ask students about this source?

What questions might students have about it?

Student-Led Enquiry



 **Oide** Supporting the Professional Learning of School Leaders and Teachers

Crafting a Historical Enquiry Question

Topic/area of research:

Circle/highlight what you are hoping to learn from your research.

- Causes of your topic.
- Consequences of your topic?
- Why it was important at the time?
- How/why things stayed the same.
- How/why things changed?
- Comparing two things?
- Other

Write your first draft of the question:

Write your second draft of the question:

- o The question is clear and makes sense.
- o It is related to the topic.
- o There are multiple ways of answering the questions.
- o It is interesting and important.

Final research question:

- Formulating questions and students' understanding
- Exploration and analysing of sources
- Drawing conclusions

An Enquiry-Focused Activity



Oide

Crafting a Historical Enquiry Question

Topic/area of research:

Circle/highlight what you want to focus on:

- Causes of your topic
- Consequences of your topic
- Why it was important
- How/why things started

Write your first draft of the question:

- o The question is clear and specific
- o It is related to the topic
- o There are multiple ways to answer it
- o It is interesting and important

Final research question:

Sentence Supports for Creating a Historical Enquiry Question

Cause and Consequence:

- What led ...?
- To what extent did ... influence?
- Why did ... happen?
- What role did ... play in ...?

Continuity and change over time:

- In what ways do the views of ... show continuity /change in ...?
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- In what ways is this important to ...?

Evaluate your questions:

- Is the question clear? Does it make sense?
- Is it related to my topic?
- Does my question have multiple possible answers?
- Is it an important topic from a period in history or for today?
- Do I know where I can access sources that might help me answer my question?

- Choose 1 of the current document-based case studies
- Using the support on screen create your own enquiry question
- What hook or stimulus piece could you use to get students interested and raise questions about the topic?
- What sources and supports could you use?

Research Study Report (RSR)



Oide

[SEC Code]



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination 2025

History

Research Study Report

Higher and Ordinary Level

100 marks

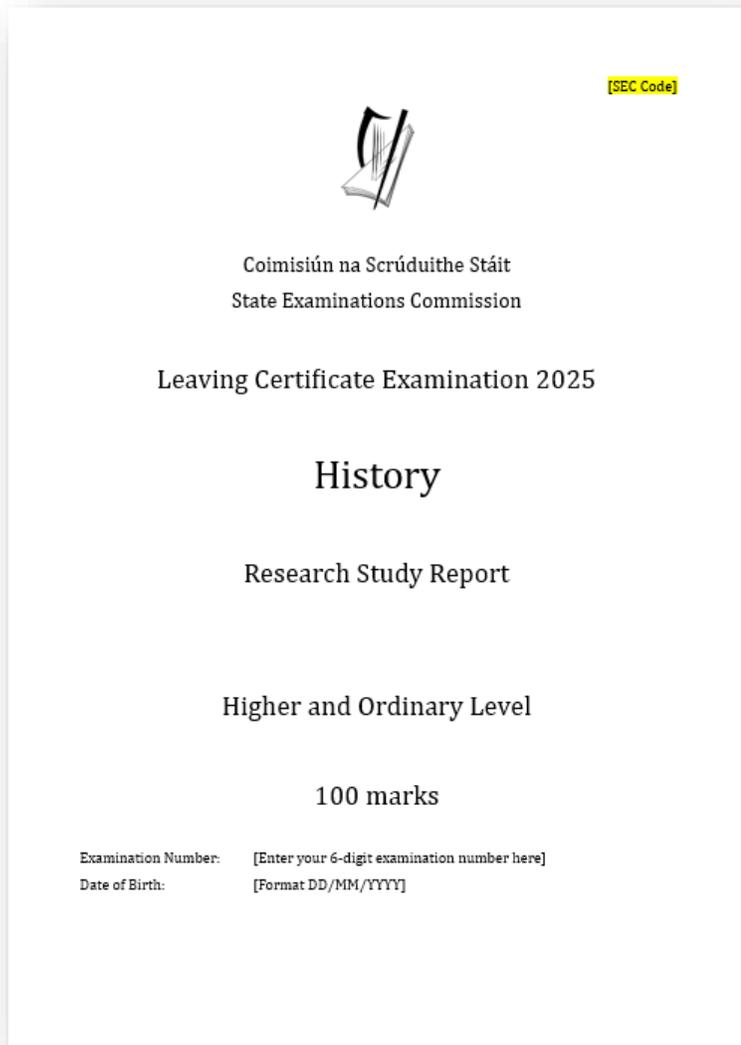
Examination Number: [Enter your 6-digit examination number here]
Date of Birth: [Format DD/MM/YYYY]

“Purpose of the study

The research study aims to develop in students a spirit of inquiry about the past and a range of skills that will facilitate the conduct of the inquiry. It allows students to engage in a measure of self-directed learning that is grounded in the procedural values of the historian.”

Leaving Certificate History Syllabus, P.8

Research Study Report (RSR)



The research study is worth 100 marks (20%) broken down as follows:

Outline plan	3%
Evaluation of sources	5%
Extended essay	12%

Material used	Before 1993 in the case of Ireland Before 1992 in the case of Europe and the wider world
Sources	Higher Level: 3 sources minimum Ordinary Level: 2 sources minimum One of which should be a published work by a historian where available
Length of Extended Essay	Higher Level: 1200-1500 words Ordinary Level: 600-800 words

Leaving Certificate Examination



Oide

2024.M99 2024L004A1EL

 **Coimisiún na Scrúduithe Stáit**
State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2024

HISTORY - HIGHER LEVEL

FIELD OF STUDY: LATER MODERN, 1815-1993

Written examination: 400 marks
Pre-submitted Research Study Report: 100 marks

WEDNESDAY, 12 JUNE - AFTERNOON, 2.00-4.50

Use **ONE** of the following sets of instructions:

<p>1. Usual instructions:</p> <ul style="list-style-type: none">• Section 1 (100 marks) Documents-based question (Europe and the wider world: Topic 3) Answer all parts of this section.• Section 2 (200 marks) Ireland: Topics 1, 2, 3, 4, 5, 6. Answer one question from each of two topics.• Section 3 (100 marks) Europe and the wider world: Topics 1, 2, 4, 5, 6. Answer one question from one topic.	<p>OR</p> <p>2. Alternative instructions for 2024 only:</p> <ul style="list-style-type: none">• Section 1 (100 marks) Documents-based question (Europe and the wider world: Topic 3) Answer all parts of this section.• Sections 2 & 3 (300 marks) Ireland: Topics 1, 2, 3, 4, 5, 6 and Europe and the wider world: Topics 1, 2, 4, 5, 6. Answer three questions from any two topics in Sections 2 & 3.
---	--

The 2024 examination papers were adjusted to compensate for disruptions to learning due to COVID-19. This examination paper does not necessarily reflect the same structure and format as the examination papers of past or subsequent years.

- The percentage of the total marks to be allocated to this component will be 80%.
- Higher and ordinary level.
- 2 hours and 50 minutes long.

- Candidates will answer Section 1 DBQ and 3 other questions, one on each of the three other topics studied.
- All four questions will be of equal value (100 marks/20%).
- Each topic has a choice of 4 essay questions of which students do one.
- In the case of each topic, at least two of the three perspectives will be examined each year.

Leaving Certificate History Syllabus, P. 14

Leaving Certificate Examination



Oide

2024.M98 2024L004G1EL

 **Coimisiún na Scrúduithe Stáit**
State Examinations Commission

LEAVING CERTIFICATE EXAMINATION, 2024

HISTORY – ORDINARY LEVEL

FIELD OF STUDY: LATER MODERN, 1815-1993

Written examination: 400 marks
Pre-submitted Research Study Report: 100 marks

WEDNESDAY, 12 JUNE – AFTERNOON, 2.00-4.50

Use **ONE** of the following sets of instructions:

<p>1. Usual instructions:</p> <p>Answer Sections 1, 2 and 3 inside.</p> <ul style="list-style-type: none">• Section 1 (100 marks) Documents-based question (Europe and the wider world: Topic 3) Answer all parts of this section.• Section 2 (200 marks) Ireland: Topics 1, 2, 3, 4, 5, 6. Answer on each of two topics from this section.• Section 3 (100 marks) Europe and the wider world: Topics 1, 2, 4, 5, 6. Answer on one topic from this section.	OR	<p>2. Alternative instructions for 2024 only:</p> <ul style="list-style-type: none">• Section 1 (100 marks) Documents-based question (Europe and the wider world: Topic 3) Answer all parts of this section.• Sections 2 & 3 (300 marks) Ireland: Topics 1, 2, 3, 4, 5, 6, <i>and</i> Europe and the wider world: Topics 1, 2, 4, 5, 6.<ul style="list-style-type: none">○ Answer parts A, B, and C from two topics in Sections 2 and 3.○ Answer an extra part B and an extra part C from one of your two chosen topics.○ Answer the part A questions on page 15.
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The 2024 examination papers were adjusted to compensate for disruptions to learning due to COVID-19. This examination paper does not necessarily reflect the same structure and format as the examination papers of past or subsequent years.

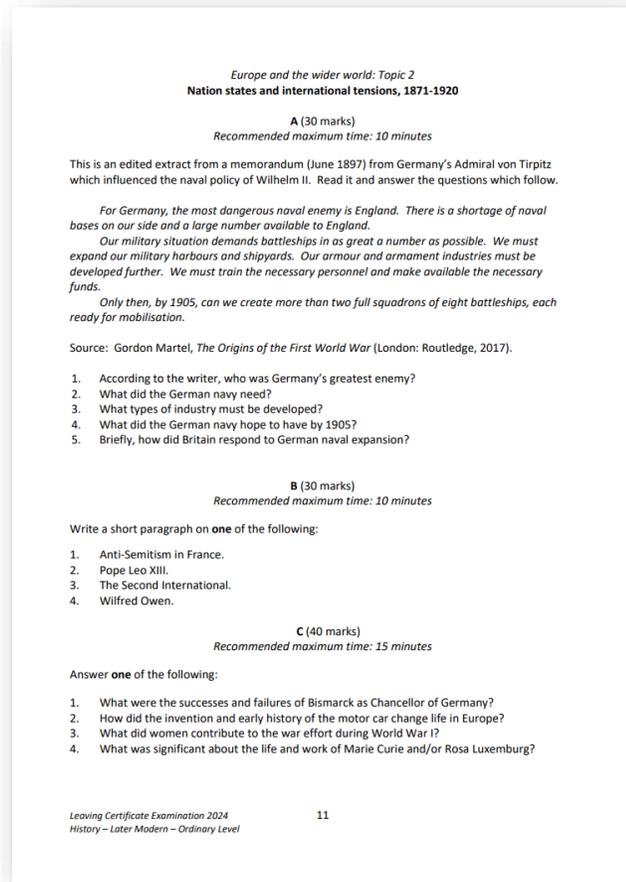
- The percentage of the total marks to be allocated to this component will be 80%.
- Higher and ordinary level.
- 2 hours and 50 minutes long.
- Candidates will answer Section 1 DBQ and 3 general questions, one on each of the three other topics studied.
- All four questions will be of equal value (100 marks/20%).
- An element of choice will be "built in" to each of the general questions.
- A common format will apply to each of the general questions, and each will include stimulus-driven questions (testing comprehension and/or identification) and paragraphs or short essays linked to the key personalities and case studies.

Leaving Certificate History Syllabus, P. 14

Leaving Certificate Examination



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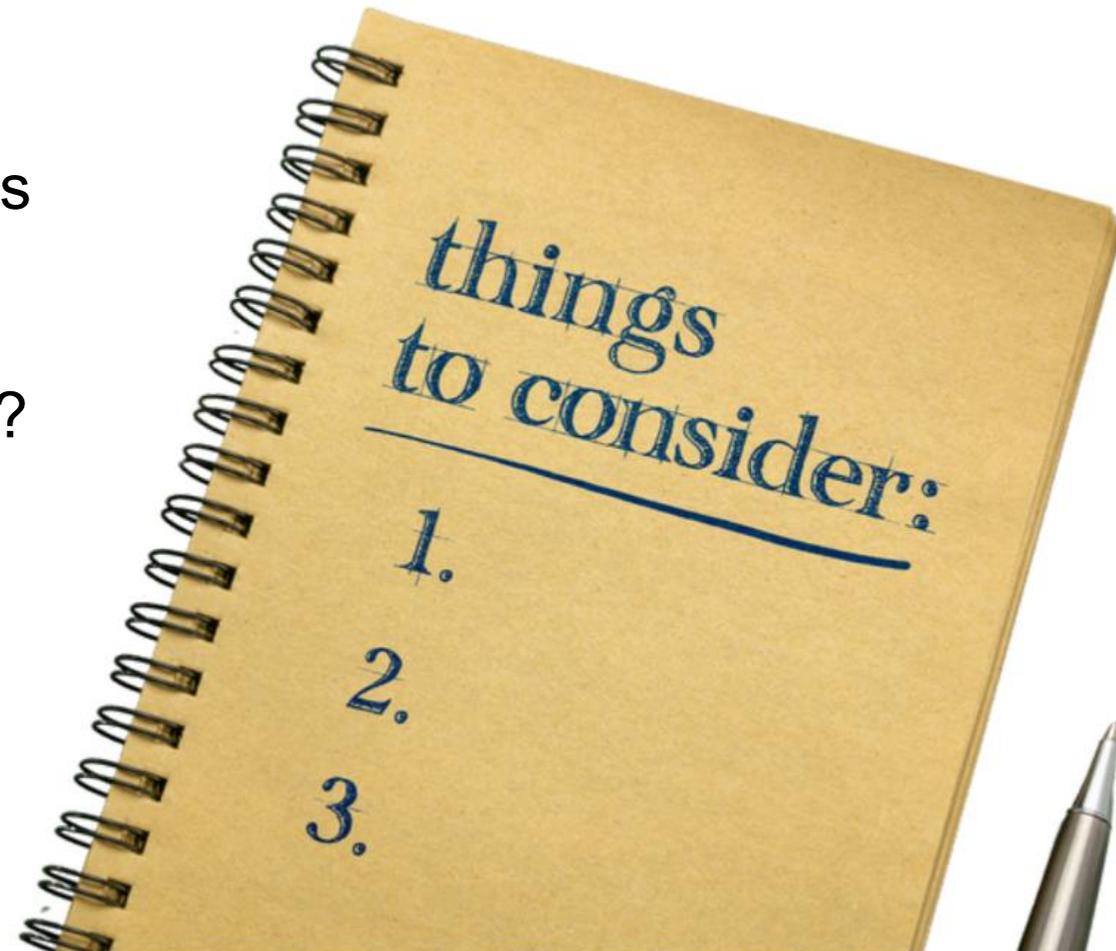
Leaving Certificate History Syllabus, P. 14

Reflect and Consider



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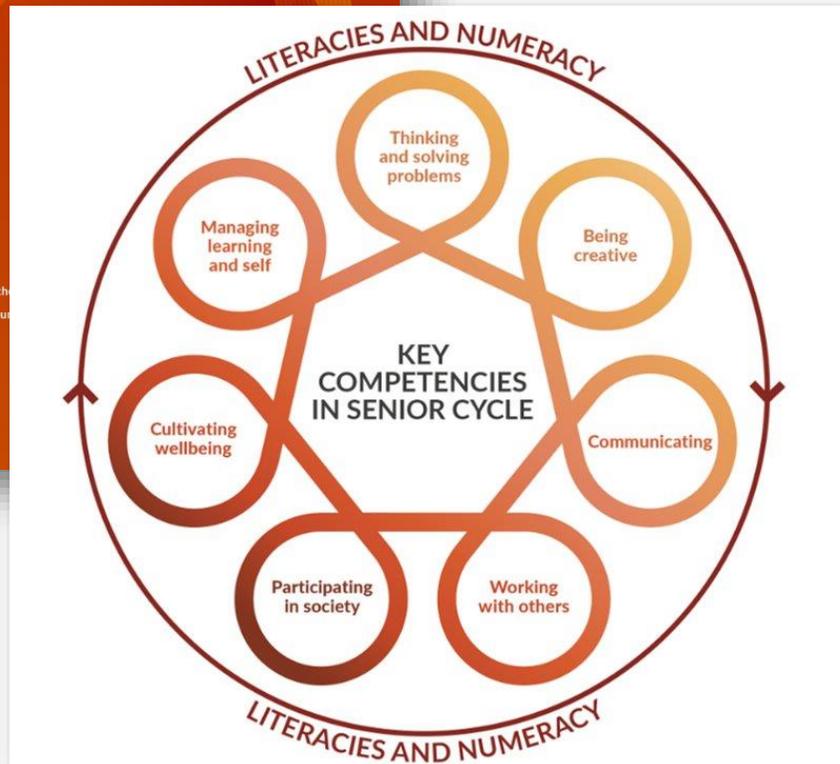
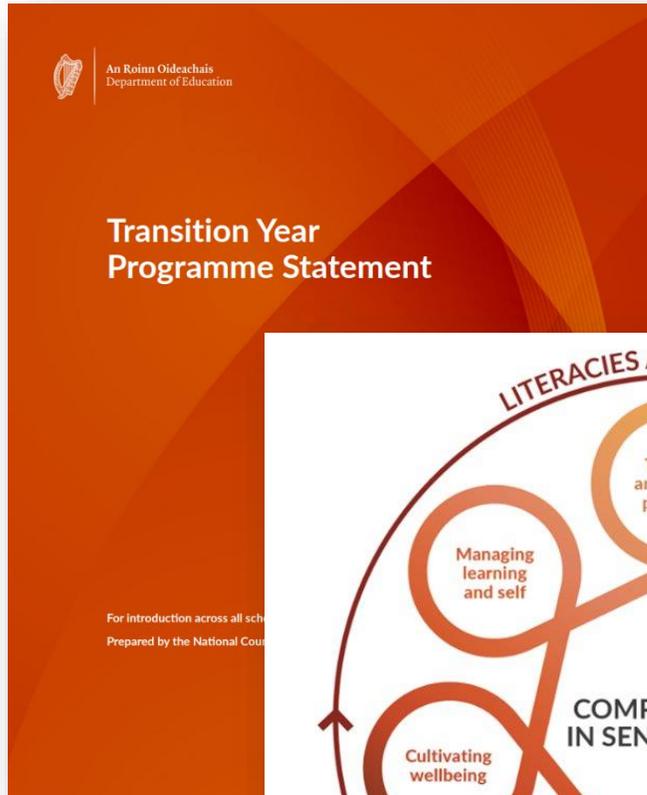
- What can you take away from this evening's session that will help you to create rich learning experiences for your Junior Cycle and/or Leaving Certificate History students?
- What questions are you left with?



New Programme Statement for Transition Year



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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”

Transition Year Programme Statement, P.7



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 Modules, Physical Education
Tranche 3 starts 2027	Agricultural Science, Computer Science, Design and Communications, Graphic, History, Home Economics, Mathematics, Music, Physics and Chemistry
Tranche 4 starts 2028	Art, Economics, French, Gaeilge, German, Italian, Politics and Society, Spanish, Technology.
Tranche 5 starts 2029	Applied Mathematics, Classical Studies, Japanese, Lithuanian, Mandarin Chinese, Polish, Portuguese, Religious Education, Russian.

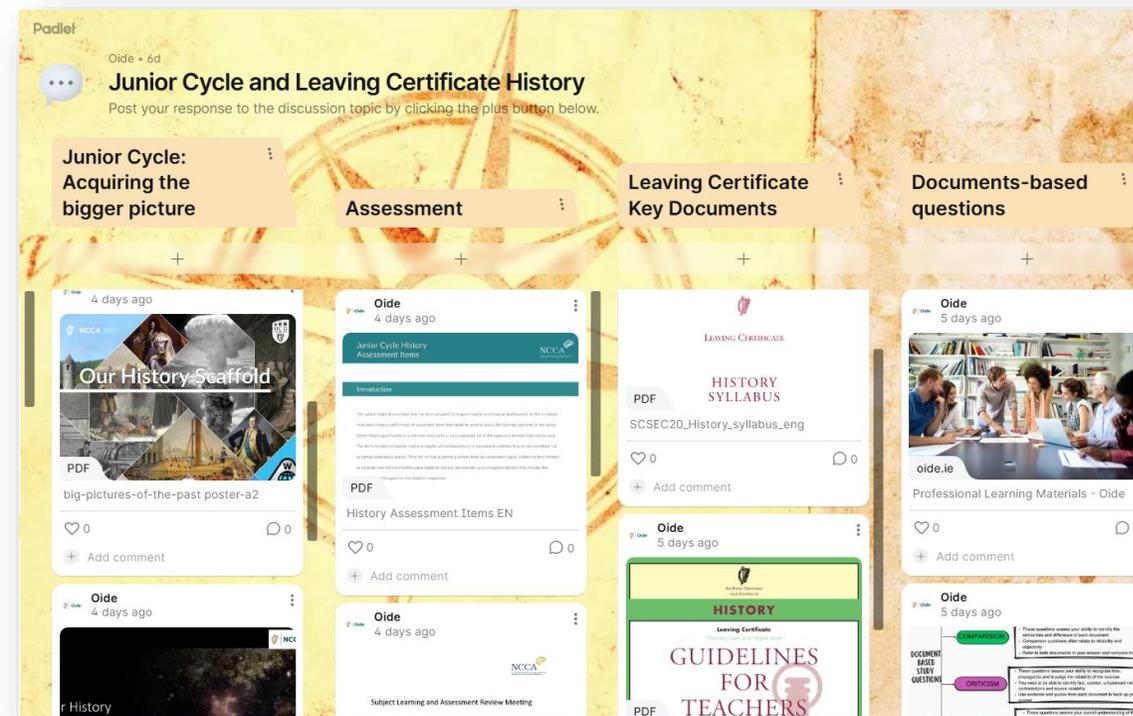
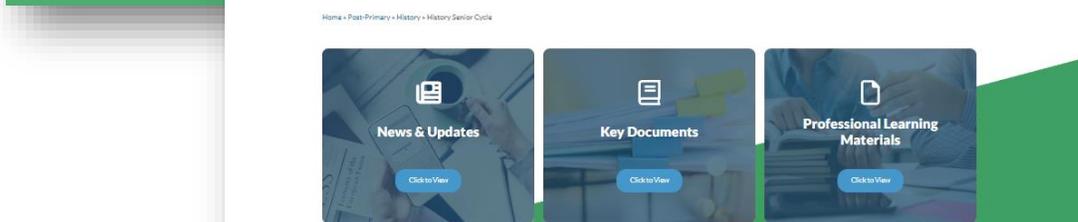
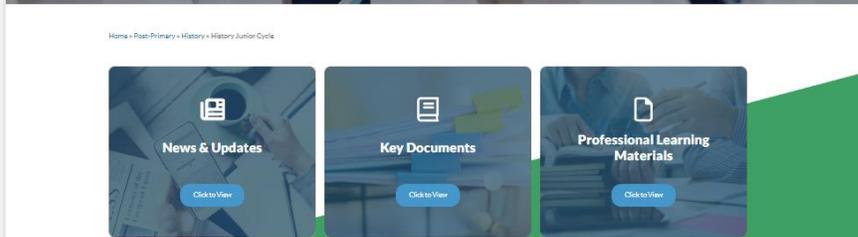
- History Development Group – first meeting 30th September 2024
- First draft specification – January 2026
- Each subject will have an Additional Assessment Component (AAC) worth at least 40% of the available marks
- Sample papers and sample briefs will be released the year prior to teaching the specification

Senior Cycle Redevelopment Schools Information Note,
May 2024, Issue 5

History Supports



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Supporting the Professional Learning of School Leaders and Teachers



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Additional Supports



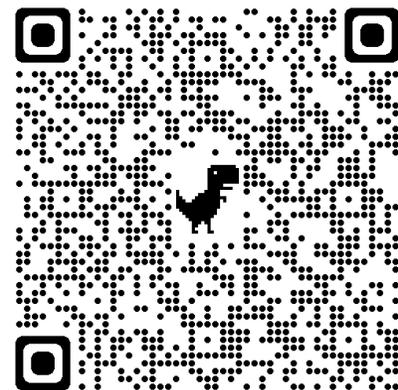
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