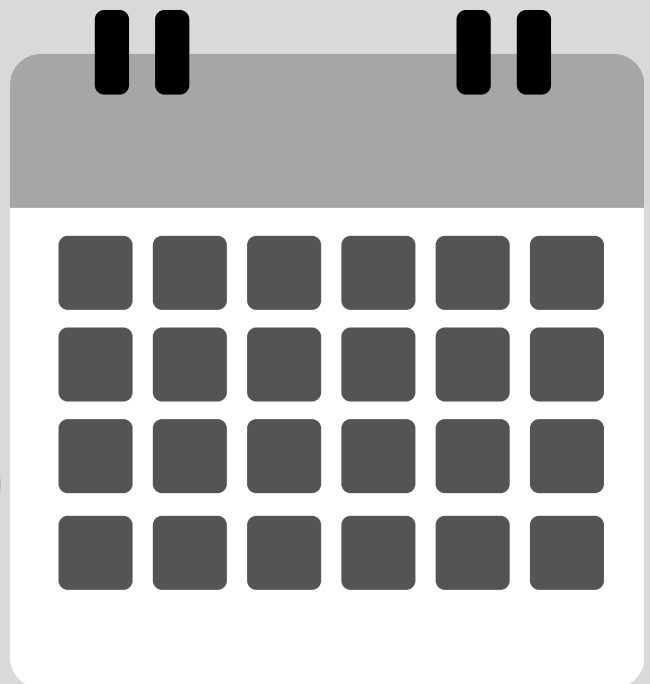
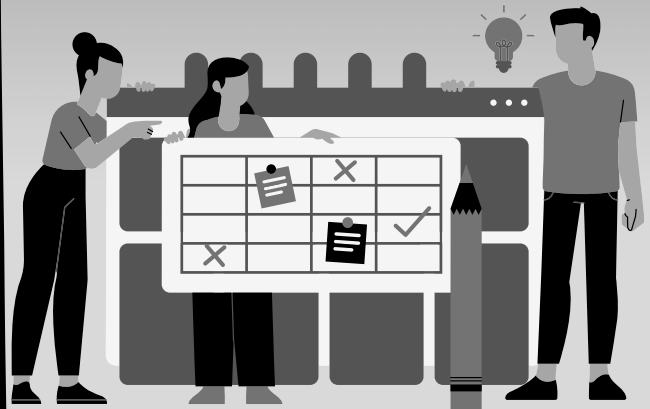


Planning



JC History Planning

Headings	Notes
History Subject Plan	<ul style="list-style-type: none"> The focus of the History Subject Plan is to create a comprehensive, engaging, and inclusive curriculum that nurtures a passion for history among students, fosters their critical thinking skills, and deepens their understanding of the past and its impact on the present and future.
<i>Focus of the History Subject Plan</i>	<ul style="list-style-type: none"> The plan centres on the following key areas, which aims to deliver a well-rounded history education that caters to the diverse needs of the students:
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Curriculum Content and Structure: Ensure that the history curriculum is aligned with national guidelines and encompasses a wide range of historical periods, themes, and perspectives, allowing students to explore and appreciate the complexity and diversity of human history.
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Teaching and Learning Strategies: Employ a variety of innovative and effective pedagogical approaches that cater to different learning styles, engage students, and foster critical thinking and historical inquiry.
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Integration of Technology: Leverage digital tools and resources to enhance the teaching and learning experience in history, promoting digital literacy and encouraging students to use technology for research, collaboration, and analysis.
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Assessment and Feedback: Develop a range of assessment methods, both formative and summative, that accurately measure students' progress and provide constructive feedback to support their ongoing growth and development in history.
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Inclusivity and Differentiation: Create an inclusive learning environment that engage recognises and respects the diverse needs, abilities, and backgrounds of our students, and implement differentiated teaching strategies to ensure that all learners can access and with the history curriculum.
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Professional Development and Collaboration: Encourage and support ongoing professional development for history teachers, fostering a culture of collaboration and knowledge-sharing that contributes to the continuous improvement of history education.
<i>Curriculum Content and Structure</i>	<ul style="list-style-type: none"> The Curriculum Content and Structure for history education is designed to provide a and comprehensive, engaging, and diverse learning experience for students across both Junior Senior Cycle levels. Our aim is to foster a strong foundation in historical knowledge, critical thinking, and analytical skills that enable students to appreciate the complexity and interconnectedness of human history. By carefully aligning our curriculum with national guidelines and incorporating a wide range of historical periods, themes, and perspectives, we strive to inspire curiosity and cultivate a passion for history in our students.
<i>Junior Cycle</i>	<ul style="list-style-type: none"> At the Junior Cycle level, our history curriculum focuses on developing students' core world historical skills and understanding, as well as nurturing their ability to engage with the subject in a meaningful way. The curriculum covers a broad spectrum of historical topics, ranging from local and national history to global events and perspectives. This approach ensures that students develop a well-rounded understanding of historical events and their impact on the today.

JC History Planning

Headings	Notes
Junior Cycle History	<ul style="list-style-type: none"> The Junior Cycle History curriculum is structured around three interconnected strands that provide students with a comprehensive understanding of the subject and the necessary skills to engage with it effectively. Strand 1: The Nature of History focuses on the foundational concepts and methodologies essential for historical inquiry, enabling students to critically examine evidence, assess interpretations, and develop their own well-informed perspectives. Strand 2: The History of Ireland delves into the rich tapestry of Irish history, allowing students to explore the key events, figures, and developments that have shaped the nation's past and present. Strand 3: The History of Europe and the Wider World broadens the scope of the curriculum to encompass a diverse range of global historical events and themes, fostering an appreciation of the interconnectedness and complexities of world history. By engaging with these three strands, students develop a well-rounded understanding of history and its relevance to contemporary society.

Junior Cycle History Learning Outcomes

JUNIOR CYCLE HISTORY

THE NATURE OF HISTORY **THE HISTORY OF IRELAND** **THE HISTORY OF EUROPE AND THE WIDER WORLD**

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.

RECOGNISING KEY CHANGE

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 AND 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.

RECOGNISING KEY CHANGE

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 AND 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 co-operation, 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).






"Those who do not remember the past are condemned to repeat it."
 George Santayana, Spanish-American philosopher (1863-1952)

✕ @ MsDoorley

Structure of Junior Cycle History

- Over the course of the three-year Junior Cycle, students will cover 35 topics in total; 11 topics in first year, 11 in second year and 13 in third year.
- Junior Cycle History students complete two Classroom Based Assignments and one Assessment Task (worth 10%). CBA 1 focuses on 'My Place in the Past' while CBA 2 focuses on 'A Life in Time'. However, Covid adjustments have meant that only one CBA one CBA has needed to be completed while no Assessment task has been completed as of June 2024.

JC History Planning

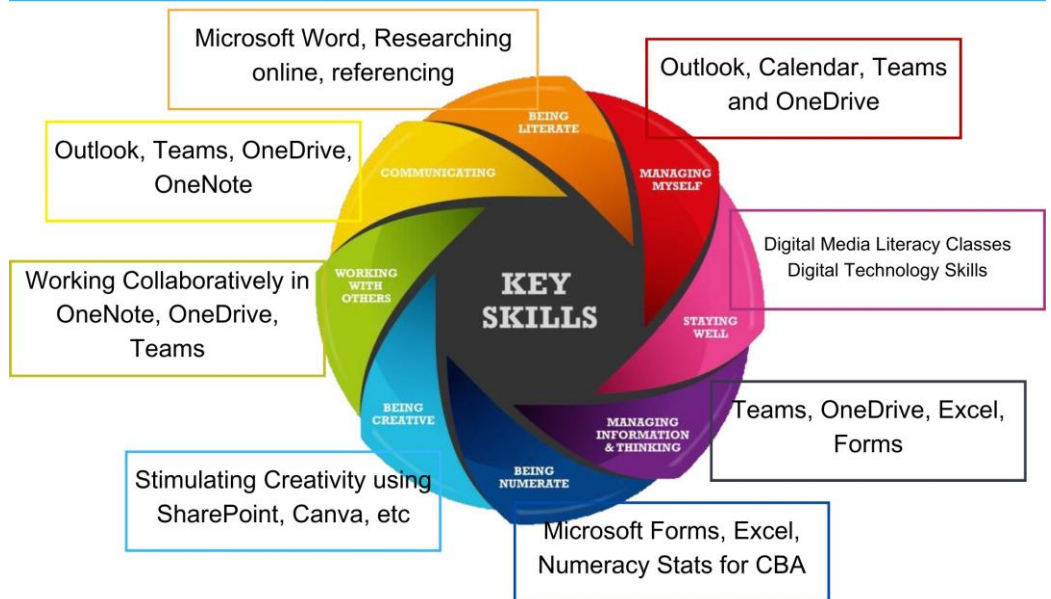
Headings	Notes						
<p>Structure of Junior Cycle History</p>	<div style="text-align: center;">   <h2 data-bbox="719 275 1219 320">JUNIOR CYCLE HISTORY</h2>   </div> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="background-color: red; color: white;">FIRST YEAR</th> <th style="background-color: green; color: white;">SECOND YEAR</th> <th style="background-color: blue; color: white;">THIRD YEAR</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;"> <p>Ch. 1 - The Historian Ch. 2 - The Archaeologist Ch. 3 - Ancient Ireland Ch. 4 - Ancient Rome Ch. 5 - Early Christian Ireland Ch. 6 - The Middle Ages in Norman England Ch. 7 - The Middle Ages in Norman Ireland Ch. 8 - The Renaissance Ch. 9 - The Age of Exploration and Conquest Ch. 10 - The Reformation Ch. 11 - The Irish Plantations</p> </td> <td style="vertical-align: top; padding: 5px;"> <p>Ch. 12 - The American Revolution Ch. 13 - The French Revolution Ch. 14 - The 1798 United Irishmen Rebellion Ch. 15 - Ireland in the 1800s Ch. 16 - The Industrial Revolution Ch. 17 - The Great Irish Famine Ch. 18 - Sporting, Cultural and Social Movements in 20th Century Ireland Ch. 19 - The Rise of Nationalism and Unionism in Ireland Ch. 20 - The Struggle for Irish Independence Ch. 21 - World War I Ch. 22 - Life in Communist Russia</p> </td> <td style="vertical-align: top; padding: 5px;"> <p>Ch. 23 - Life in Fascist Italy Ch. 24 - Life in Nazi Germany Ch. 25 - World War II Ch. 26 - The Holocaust Ch. 27 - The Cold War Ch. 28.1 - Ireland in the 1960s Ch. 28.2 - The US in the 1960s Ch. 29 - Women in 20th Century Ireland Ch. 30 - The Troubles in Northern Ireland Ch. 31 - The European Union Ch. 32 - Patterns of Change in Medicine Ch. 33 - Patterns of Change in Technology Ch. 34 - Patterns of Change in Crime and Punishment Ch. 35 - The United Nations</p> </td> </tr> </tbody> </table> <div style="text-align: center; margin-top: 20px;">  </div>	FIRST YEAR	SECOND YEAR	THIRD YEAR	<p>Ch. 1 - The Historian Ch. 2 - The Archaeologist Ch. 3 - Ancient Ireland Ch. 4 - Ancient Rome Ch. 5 - Early Christian Ireland Ch. 6 - The Middle Ages in Norman England Ch. 7 - The Middle Ages in Norman Ireland Ch. 8 - The Renaissance Ch. 9 - The Age of Exploration and Conquest Ch. 10 - The Reformation Ch. 11 - The Irish Plantations</p>	<p>Ch. 12 - The American Revolution Ch. 13 - The French Revolution Ch. 14 - The 1798 United Irishmen Rebellion Ch. 15 - Ireland in the 1800s Ch. 16 - The Industrial Revolution Ch. 17 - The Great Irish Famine Ch. 18 - Sporting, Cultural and Social Movements in 20th Century Ireland Ch. 19 - The Rise of Nationalism and Unionism in Ireland Ch. 20 - The Struggle for Irish Independence Ch. 21 - World War I Ch. 22 - Life in Communist Russia</p>	<p>Ch. 23 - Life in Fascist Italy Ch. 24 - Life in Nazi Germany Ch. 25 - World War II Ch. 26 - The Holocaust Ch. 27 - The Cold War Ch. 28.1 - Ireland in the 1960s Ch. 28.2 - The US in the 1960s Ch. 29 - Women in 20th Century Ireland Ch. 30 - The Troubles in Northern Ireland Ch. 31 - The European Union Ch. 32 - Patterns of Change in Medicine Ch. 33 - Patterns of Change in Technology Ch. 34 - Patterns of Change in Crime and Punishment Ch. 35 - The United Nations</p>
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<p>Teaching and Learning Strategies</p>	<ul style="list-style-type: none"> • Teaching and Learning Strategies for the History Department are designed to engage students, facilitate their understanding of historical events, and develop critical thinking skills. The school utilises Microsoft Teams for each year group, providing a digital platform for communication, collaboration, and sharing of resources. • For the 35 Junior Cycle Topics, the History Department has created a comprehensive set of resources to support teaching and learning. These resources include: <ul style="list-style-type: none"> • PowerPoints: Visually engaging presentations to guide students through each topic, providing key information and prompting classroom discussions. • Timelines: Chronological visual aids to help students understand the sequence of events and their historical context. • Cornell Notes: Structured note-taking templates that encourage students to actively engage with the material and organize their thoughts. • Keyword Booklets: Collections of essential terms and definitions related to each topic, serving as a reference for students and aiding their understanding of historical concepts. • Knowledge Organisers: Concise summaries of the most important information from each topic, enabling students to review and consolidate their learning. • Summary Questions: Sets of 10 short and 5 long questions for each topic, designed to help students practice their written communication skills and reinforce their understanding. • Exam Style Questions: Exam style questions for each topic, designed to help students practice the style of questions they will face • Quizlets: Interactive digital flashcards that allow students to review and test their knowledge of key terms and concepts. • YouTube Playlists: Curated collections of relevant videos, providing supplementary information and engaging visual content to enhance learning. 						

JC History Planning

Headings	Notes
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Integration of Technology

Activating the Digital Element of the 8 Key Skills Using Microsoft365



Resources

- Textbook resources that supplement the resources of the History Department:
- *Artefact* by Eimear Jenkinson and Gregg O'Neill (educate.ie)
- *ACE History* by Eimear Jenkinson and Gregg O'Neill (educate.ie)
- *Making History* by Stacy Stout and Dermot Lucey (Gill Education)
- *Skills for Exam Success - History* by Stacy Stout (Gill Education)
- *Chronicles* by Jennifer Brown and Christian O'Connor (Edco)
- *Junior Cycle Success: History* by Tim Kennedy and Stephen Fallon (4schools)
- *Revise Wise Junior Cycle History* by Neill Lenehen (Edco)
- *Eduate.ie JC History Exam Papers* (educate.ie)
- *Edco JC History Exam Papers* (Edco)

Final Assessment at Junior Cycle

- For Junior Cycle history, the final assessment comprises two Classroom-Based Assessments (CBAs), an Assessment Task, and a final examination. CBA 1 focuses on "My Past in the Place," and CBA 2 explores "A Life in Time." These assessments provide students with opportunities to engage in research, develop critical thinking skills, and apply historical knowledge in real-world contexts. The Assessment Task, worth 10% of the final grade, is based on the CBAs, while the final examination, worth 90%, evaluates students' understanding of the curriculum.

Inclusivity and Differentiation

- The History Department is committed to fostering an inclusive learning environment that
- caters to the diverse needs and abilities of all students. Recognizing that each learner is
- unique, our approach to teaching history incorporates differentiation strategies to ensure
- that every student can access and engage with the curriculum effectively.

JC History Planning

Headings	Notes
<p>Inclusivity and Differentiation</p>	<ul style="list-style-type: none"> • To achieve this goal, our history teachers employ a range of teaching methods and resources, accommodating different learning styles and preferences. By utilizing varied instructional strategies, such as direct instruction, group work, and project-based learning, we aim to create dynamic and engaging lessons that reach all learners. • In addition to varied teaching methods, the History Department provides differentiated learning materials, such as modified texts, visual aids, and graphic organizers, to support students with diverse learning needs. This approach ensures that each student has access to appropriate resources, enabling them to develop a deep understanding of historical concepts and events. • Furthermore, our teachers closely monitor student progress and adjust instruction accordingly, providing targeted support and guidance when needed. This may include additional scaffolding, modified assignments, or one-on-one support, to ensure that every student can succeed in the study of history. • Where necessary, students have been given folders which holds the collection of timelines, Cornell Notes, keyword booklets, knowledge organisers, and summary questions. • By embracing inclusivity and differentiation in our teaching practices, the History Department is dedicated to promoting educational equity and enabling all students to reach their full potential in the study of history.
<p>Differentiation Strategies for Students With SEN</p>	<ul style="list-style-type: none"> • It is our aim to maximise the learning potential of all our students. We also work closely with our colleagues in the Resource department as they provide valuable assistance and insight on the needs of our students. • It is also important to recognise the role of <u>parents</u> in working with our students with additional educational needs.
<p>Some examples of what we do to enhance learning in our classrooms are:</p>	<ul style="list-style-type: none"> • Key words/concepts written on the board • "Say Hi" Translation App • Speech to text typing • On screen captions • Differentiated homework including <ul style="list-style-type: none"> • Project work • Oral/written exercises • Word searches/crosswords • Internet research • An emphasis on Formative Assessment • Setting meaningful and achievable learning targets. • Working with and taking advice from SNA • Working with and taking advice from student's guardian • We meet once a year at parent-teacher meetings. (Other meetings can be organized) • We encourage parents to read over notes etc and of course we get advice from them on how to work best with their children, when it comes to teaching and learning

JC History Planning

Headings

Notes

Differentiation Strategies for Students With EAL

- Use technology e.g. "Say Hi" language translation app: allows users to translate their spoken or typed messages into other languages in real-time.
- Use visual aids such as pictures, diagrams, and videos to help EAL students better understand historical events and concepts. This will help them see and visualize what you are talking about and can improve their comprehension.
- Provide vocabulary support such as word walls or visual dictionaries. You can also pre-teach key vocabulary or provide glossaries for students to use while they are reading or working on assignments.
- Use graphic organizers such as flowcharts, timelines, and Venn diagrams to help students better organize and understand the material.
- Encourage EAL students to work in groups with other students who may have stronger language skills. This will allow them to learn from their peers and get additional support when needed.
- Provide differentiated assignments that take into account the individual needs and language levels of EAL students. This can include options for visual or verbal presentations, or modified writing assignments.

Differentiation Strategies for Students Who are High Achieving

- Exercise caution when praising high-achieving students; do so discreetly after class to avoid causing any embarrassment or resentment among other students.
- Provide a curated list of advanced reading materials, including specialised Podcasts and YouTube channels, that delve deeper into the historical topics being covered in class.
- Encourage self-directed research projects, especially using the CBAs as an ideal platform for this kind of academic exploration.
- Incorporate a variety of digital tools like online archives and virtual field trips to make history more engaging and to prevent monotony in the learning process.

DEPARTMENT PLANS



Junior Cycle History Schemes of Work

Adapted from *Artefact, Making History and Chronicles Teacher Resource Books*

First Year History

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 1 – The Historian		<p>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</p> <p>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</p> <p>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</p> <p>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</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain what history is • Explain the difference between history and prehistory • Give reasons why we study history • Describe who studies history • Explain how historians find evidence • Understand and explain the differences between primary sources and secondary sources • Explain the different types and categories of sources • Judge how reliable sources are and the usefulness and limitations of sources • Explain how events are put in order • Discuss how history can be reinterpreted • Understand how to research successfully online and how to cite and avoid plagiarism 	<ul style="list-style-type: none"> • Checkpoint questions • Understanding History questions • Exploring History questions • <i>Sources and Skills Book</i> activities • <i>Portfolio</i> research task • Summative test with AFL • student review • • AFL ongoing strategies 	<p>CBA 1 The Past in My Place – Researching Family, on page 1 of the <i>Portfolio</i></p> <p>This Strand 1 chapter will help to prepare students to undertake research through content on types of sources, their usefulness and limitations, and tips on how to research online.</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 2 – The Archaeologist		<p>Strand 1 Learning Outcome(s)</p> <p>1.3 APPRECIATE their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</p> <p>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</p> <p>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</p> <p>1.8 INVESTIGATE a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain what archaeology is • Describe how archaeologists find sites • Explain how evidence is preserved • Describe how sites are excavated • Explain the skills and methods archaeologists use • Investigate some Irish archaeological sites • Discuss what it means to conserve the past 	<ul style="list-style-type: none"> • Checkpoint questions • Understanding History questions • Exploring History questions • <i>Sources and Skills Book</i> activities • <i>Portfolio</i> research task • Summative test with AFL • student review • • AFL ongoing strategies 	<p>CBA Links</p> <p>CBA 1 The Past in My Place– Research an artefact, on page 2 of the <i>Portfolio</i> AND</p> <p>CBA 1 The Past in My Place– Research an archaeological site using a printed source, on page 3 of the <i>Portfolio</i></p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 3 – Ancient Ireland	<p>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</p>	<p>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</p> <p>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</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Examine the origins of settlement in Ireland • Assess the impact of farming and metal on prehistoric life in Ireland • Investigate the evidence from archaeology for the life in ancient Ireland • Consider how housing, tools, burials and food changed in these periods 	<ul style="list-style-type: none"> • Checkpoint questions • Understanding History questions • Exploring History questions • <i>Sources and Skills Book</i> activities • <i>Portfolio</i> research task • Summative test with AFL • student review • • AFL ongoing strategies 	<p>CBA 1 The Past in My Place– Research an archaeological site using the Internet, on page 4 of the <i>Portfolio</i></p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 4 – Ancient Rome	<p>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</p>	<p>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</p> <p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Examine the evidence on life in ancient Rome • Outline the history of ancient Rome from its foundation • Explore life in ancient Rome for its people by looking at their homes, dress, food, entertainment, education and slavery • Assess the importance and success of the Roman army • Consider the role of religion in Rome life • Analyse the legacy of the Roman Empire 	<ul style="list-style-type: none"> • Checkpoint questions • Understanding History questions • Exploring History questions • <i>Sources and Skills Book</i> activities • Internet research task on Roman architecture in the <i>Sources and Skills Book</i> • <i>Portfolio</i> research task • Summative test with AFL student review • AFL ongoing strategies 	<p>CBA 1 The Past in My Place– Research the Roman town of Pompeii, on page 7 of the <i>Portfolio</i></p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 5 – Early Christian Ireland	<p>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</p>	<p>1.3 APPRECIATE their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</p> <p>1.8 INVESTIGATE a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</p> <p>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</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain how Christianity came to Ireland • Describe what life in an Early Irish monastery was like and give examples • Describe how monasteries looked in Early Christian Ireland • Describe the art produced by Irish monks – manuscripts, stonework and metalwork • Explain the impact of Irish monks spreading Christianity abroad • Explain who the Vikings were and the effect of the Viking raids in Ireland • Describe and give examples of Viking settlements in Ireland 	<ul style="list-style-type: none"> • Checkpoint questions • Understanding History questions • Exploring History questions • <i>Sources and Skills Book</i> activities • <i>Portfolio</i> research task • Summative test with AFL • student review • AFL ongoing strategies 	<p>CBA 1 The Past in My Place– Research a Viking site, on page 6 of the <i>Portfolio</i> AND</p> <p>Collaborate task on page 42 of textbook: to research early Christian metalwork, manuscripts or high crosses in the locality</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 6 – The Middle Ages in Norman England	3.6 EXPLORE life and death in medieval times	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 1.9 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	Students will: <ul style="list-style-type: none"> Understand the feudal system and its impact on life and society in the Middle Ages Examine the lives of people in the Middle Ages through looking at life in manors, castles, towns and monasteries Investigate the process of becoming a knight, craftsman or monk Consider the role of religion in medieval life Analyse the impact of the Black Death on the Middle Ages 	<ul style="list-style-type: none"> Checkpoint questions Understanding History questions Exploring History questions Sources and Skills Book activities Portfolio research task Summative test with AFL student review AFL ongoing strategies 	CBA 1 The Past in My Place – Research a medieval Irish site in the locality, on page 10 of the <i>Portfolio</i>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 7 – The Middle Ages in Norman Ireland	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 3.6 EXPLORE life and death in medieval times	1.3 APPRECIATE their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated 1.8 INVESTIGATE a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition	Students will: <ul style="list-style-type: none"> Understand the impact that the Vikings and Normans had on Ireland Explore life in medieval Dublin Make connections between life in medieval Ireland and medieval Europe, especially around health Investigate the impact of the Normans on Ireland Prepare for a visit to a medieval site or museum 	<ul style="list-style-type: none"> Checkpoint questions Understanding History questions Exploring History questions Sources and Skills Book activities Portfolio research task Summative test with AFL student review AFL ongoing strategies 	CBA 2 A Life in Time – Research the life of a figure in medieval Irish history, on page 12 of the <i>Portfolio</i> AND Collaborate task on page 95 of the textbook suited to CBA 1 ‘The Past in My Place’ : research the origin of your surname

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 8 – The Renaissance	<p>3.7 APPRECIATE change in the fields of the arts and science, with particular reference to the significance of the Renaissance</p> <p>3.11 EXPLORE the contribution of technological developments and innovation to historical change</p>	<p>1.3 APPRECIATE their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</p> <p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>	<p>Students will:</p> <ul style="list-style-type: none"> Understand the meaning of humanism and the origins of the Renaissance Examine changes in art, literature and science during the Renaissance, through exploring the lives of key figures of change Recognise the significant impact of invention of the printing press on history 	<p>Checkpoint questions</p> <ul style="list-style-type: none"> Understanding History questions Exploring History questions Collaborate research task on Renaissance architecture on page 106 of the textbook <i>Sources and Skills Book</i> activities <i>Portfolio</i> research task Summative test with AFL student review AFL ongoing strategies 	<p>CBA 2 A Life in Time – Research the life of a Renaissance-era female artist or writer, on page 15 of the <i>Portfolio</i></p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 9 – The Age of Exploration and Conquest	<p>3.2 EVALUATE the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration</p> <p>3.11 EXPLORE the contribution of technological developments and innovation to historical change</p>	<p>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</p> <p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>	<p>Students will:</p> <ul style="list-style-type: none"> Understand the causes of the voyages of exploration Explore the contribution of technological developments to the voyages Examine the key voyages of exploration Consider the impact of the colonisation on the peoples of the New World 	<p>Checkpoint questions</p> <ul style="list-style-type: none"> Understanding History questions Exploring History questions Collaborate research task on life in the Aztec empire on page 125 of the textbook <i>Sources and Skills Book</i> activities <i>Portfolio</i> research task Summative test with AFL student review AFL ongoing strategies 	<p>CBA 2 A Life in Time – Research the life of a leader of a voyage of exploration, on page 19 of the <i>Portfolio</i></p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 10 – The Reformation	<p>3.8 CONSIDER the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer</p>	<p>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</p> <p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>	<p>Students will:</p> <ul style="list-style-type: none"> Analyse the causes of the Reformation Explore the life of Martin Luther Consider the response of the Catholic Counter-Reformation Examine the consequences of the Reformation and its impact on Europe 	<ul style="list-style-type: none"> Checkpoint questions Understanding History questions Exploring History questions <i>Sources and Skills Book</i> activities <i>Portfolio</i> research task Summative test with AFL student review AFL ongoing strategies 	<p>CBA 2 A Life in Time – Research the life of a Protestant Reformer, on page 22 of the <i>Portfolio</i></p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 11 – The Irish Plantations	<p>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</p>	<p>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</p> <p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe the three major groups of people in Ireland in the 1500s: the Old English, the Anglo- Irish and the Gaelic Irish Explain the importance of Henry VIII and the Tudors Explain the policy of surrender and regrant Explain the policy of plantation Understand the importance of the Laois- Offaly Plantation and its results Understand the importance of the Munster Plantation and its results Describe the background to the Ulster Plantation Describe how the Ulster Plantation was organised Explain the results of the Ulster Plantation Explain the effect of the Plantations on Irish identity: religious, political and 	<ul style="list-style-type: none"> Checkpoint questions Understanding History questions Exploring History questions <i>Sources and Skills Book</i> activities <i>Portfolio</i> research task Collaborate task Summative test with AFL student review AFL ongoing strategies 	<p>CBA 1 The Past in My Place– Research a Plantation Near You, on page 25 of the <i>Portfolio</i></p>

Second Year History

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 12 – The American Revolution	3.3 EXAMINE the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world	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 1.11 MAKE CONNECTIONS AND COMPARISONS between people, issues and events in different places and historical eras	Students will: <ul style="list-style-type: none"> Examine the long-term causes of the problems that faced France in the 1780s Consider the events that led to the outbreak of the revolution in 1789 Examine the course of the Revolution and the reasons for the outbreak of the Terror Explore the life of Maximillian Robespierre Analyse the impact of the French Revolution on France and the rest of the world 	Checkpoint questions <ul style="list-style-type: none"> Understanding History questions Exploring History questions Sources and Skills Book activities Portfolio research task Summative test with AFL student review AFL ongoing strategies 	CBA 2 A Life in Time – Research a Figure from the French Revolution, on page 33 of the <i>Portfolio</i>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 13 – The French Revolution	3.3 EXAMINE the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world	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 1.11 MAKE CONNECTIONS AND COMPARISONS between people, issues and events in different places and historical eras	Students will: <ul style="list-style-type: none"> Examine the long-term causes of the problems that faced France in the 1780s Consider the events that led to the outbreak of the revolution in 1789 Examine the course of the Revolution and the reasons for the outbreak of the Terror Explore the life of Maximillian Robespierre Analyse the impact of the French Revolution on France and the rest of the world 	Checkpoint questions <ul style="list-style-type: none"> Understanding History questions Exploring History questions Sources and Skills Book activities Portfolio research task Summative test with AFL student review AFL ongoing strategies 	CBA 2 A Life in Time – Research a Figure from the French Revolution, on page 33 of the <i>Portfolio</i>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 14 – The 1798 Irish Rebellion	2.3 EXPLORE how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion	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	Students will: <ul style="list-style-type: none"> • Examine Ireland in the late eighteenth century and the causes of the rebellion • Investigate the United Irishmen • Understand the course of the rebellion and the reasons it failed • Explore the life of Theobald Wolfe Tone • Assess the impact of the rebellion on Ireland and the rise of the physical force tradition 	<ul style="list-style-type: none"> • Checkpoint questions • Understanding History questions • Exploring History questions • <i>Sources and Skills Book</i> activities • <i>Portfolio</i> research task • Summative test with AFL student review • AFL ongoing strategies 	CBA 1 The Past in My Place — Research a 1798 Battle, on page 37 of the <i>Portfolio</i>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 15 – Catholic Emancipation	2.2 INVESTIGATE the role and significance of two leaders involved in the parliamentary tradition in Irish politics	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	Students will: <ul style="list-style-type: none"> • Understand Ireland under the Union and the position of Catholics • Understand O’Connell’s early life and the origins of his political beliefs, especially his opposition to violence • Explain the reasons for the success of the emancipation movement • Explain the reasons for the failure of the repeal movement • Investigate O’Connell’s legacy in Ireland and internationally • Compare the parliamentary and physical force traditions 	<ul style="list-style-type: none"> • Checkpoint questions • Understanding History questions • Exploring History questions • <i>Sources and Skills Book</i> activities • <i>Portfolio</i> research task • Summative test with AFL student review • AFL ongoing strategies 	CBA 1 The Past in My Place — Research the History of your Area in the Nineteenth Century, on page 41 of the <i>Portfolio</i>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 16 – The Industrial and Agricultural Revolution	<p>3.11 EXPLORE the contribution of technological developments and innovation to historical change</p> <p>3.14 ILLUSTRATE patterns of change across different time periods in a chosen theme relating to life and society</p>	<p>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</p> <p>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</p> <p>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</p> <p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p> <p>1.11 MAKE CONNECTIONS AND COMPARISONS between people, issues and events in different places and historical eras</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explore the contribution of technological developments and innovation to historical change Illustrate patterns of change in crime and punishment in the 19th Century Illustrate patterns of change in medicine in the 19th Century 	<ul style="list-style-type: none"> Checkpoint questions Understanding History questions Exploring History questions <i>Sources and Skills Book</i> activities <i>Portfolio</i> research task Summative test with AFL student review AFL ongoing strategies 	<p>CBA 2 A Life in Time – Explore how the Industrial Revolution contributed to historical change</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 17 – The Great Irish Famine	<p>2.7 INVESTIGATE the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish diaspora</p>	<p>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</p> <p>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</p> <p>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</p> <p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe what changes came about as a result of Britain's Agricultural Revolution Describe life in 1840s Ireland Explain the causes of the Famine in Ireland Describe the course of the Famine Explain the Famine relief efforts Explain how the events of the Famine affected Ireland Investigate the creation of and the significance of the Irish diaspora in Britain and the US 	<p>Checkpoint questions</p> <ul style="list-style-type: none"> Understanding History questions Exploring History questions <i>Sources and Skills Book</i> activities <i>Portfolio</i> internet research task Summative test with AFL student review AFL ongoing strategies 	<p>CBA 1 The Past in My Place– Research the Irish Diaspora, on page 44 of the <i>Portfolio</i></p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 18 - Cultural, Sporting and Social Movements in Ireland	<p>2.10 EXAMINE how one sporting, cultural or social movement impacted on Irish life</p>	<p>1.7: DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance.</p> <p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain what cultural nationalism is and describe the Gaelic League and its impact on Irish life <p>OR</p> <ul style="list-style-type: none"> Explain how the GAA was founded and developed, and its impact on Irish life <p>OR</p> <ul style="list-style-type: none"> Describe the labour movement and its impact on Irish life 	<ul style="list-style-type: none"> Checkpoint questions Practice with source questions Hands on History tasks Exam-style Question <i>Skills and Supports</i> book activities <i>Summative test with AFL/formative assessment peer and self-evaluation</i> 	<p>CBA 2 A Life in Time - Research an Irish figure from a sporting, cultural or social movement during the late nineteenth or early twentieth century</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
<p>Ch. 19 - Ireland 1910–1914: The Rise and Impact of Nationalism and Unionism</p>	<p>2.2 INVESTIGATE the role and significance of two leaders involved in the parliamentary tradition in Irish politics</p> <p>2.4 EXAMINE the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923</p> <p>2.5 IDENTIFY the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations</p>	<p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>1.8 INVESTIGATE a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</p> <p>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</p> <p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain why Ireland was a divided culture north and south, religiously and politically • Describe the aims of each of the main political groups in Ireland in 1910 • Explain the Home Rule Crisis, 1912–1914 • Explain the effect that the outbreak of World War I had on Ireland • Describe Redmond's life as a leader within the parliamentary tradition 	<ul style="list-style-type: none"> • Checkpoint questions • Practice with Sources questions • Hands on History tasks • Exam-Style Question • Skills and Supports book activities • Summative test with AFL/ formative assessment peer- and self-evaluation • • AFL/formative assessment ongoing strategies 	<p>CBA 2 A Life in Time – Research an Irish figure from the late nineteenth or early twentieth century</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
<p>Ch. 20 - Ireland 1916–1923: The Struggle for Independence</p>	<p>2.4 EXAMINE the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923</p> <p>2.5 IDENTIFY the causes, course and consequences of the Northern Ireland Troubles and their impact on North- South and Anglo-Irish relations</p>	<p>1.3 APPRECIATE their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</p> <p>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</p> <p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</p> <p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how the Easter Rising was planned and what went wrong Outline the consequences of the Easter Rising Explain why we commemorate events in our history, such as the Easter Rising Describe Sinn Féin's rise in popularity and the formation of the First Dáil Describe the main events and details of the War of Independence Explain the terms of the Anglo-Irish Treaty 1921 and what happened during the Treaty negotiations, and analyse why the terms were controversial Explain the divisions that followed the Anglo-Irish Treaty and describe the main events of the Civil War Explain how the Civil War drew to an end and describe its legacy <p>Describe the establishment of Northern Ireland</p>	<ul style="list-style-type: none"> Checkpoint questions Practice with Sources questions Hands on History tasks Exam-Style Question <i>Skills and Supports</i> book activities Summative test with AFL/ formative assessment peer- and self-evaluation AFL/formative assessment ongoing strategies 	<p>CBA 2 A Life in Time – Research a woman involved in the struggle for Irish independence</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 21 - World War I and its Consequences	<p>3.4 DISCUSS the general causes and course of World War I or World War II and the immediate and long-term impact of the war on people and nations</p> <p>2.8 DESCRIBE the impact of war on the lives of Irish people, referring to either World War One or World War Two</p>	<p>.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</p> <p>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</p>	<p>Students will:</p> <ul style="list-style-type: none"> Understand the causes of World War I Describe the course of the war, focusing on the experience of the soldiers Assess the impact of World War I on Europe and consider how the peace settlements shaped the continent 	<ul style="list-style-type: none"> Checkpoint questions Understanding History questions Exploring History questions Summative test with AFL student review AFL ongoing strategies 	<p>CBA 2 A Life in Time – Research an Irish World War I Soldier using the ‘My Adopted Soldier’ database, on page 75 of the <i>Portfolio</i></p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 22 – Life in Communist Germany	<p>3.9 EXAMINE life in one fascist country and one communist country in the twentieth century</p>	<p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>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</p> <p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explain what communism is and how it took root in Russia Explain who the Bolsheviks were and their role in the civil war Discuss the importance of Lenin's death Describe what happened during the Bolshevik power struggle Explain how Stalin rose to power Describe what life was like for people in Stalin's Russia under the following headings: <ul style="list-style-type: none"> economic policies, the use of terror and propaganda, educational policies and women's lives Describe the life and career of Josef Stalin 	<ul style="list-style-type: none"> Checkpoint questions Understanding History questions Exploring History questions <i>Sources and Skills</i> Book activities <i>Portfolio</i> research task Summative test with AFL student review AFL ongoing strategies 	<p>CBA 2 A Life in Time – Research a Figure from Bolshevik Russia, on page 79 of the <i>Portfolio</i></p>

Third Year History

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 23 – Life in Fascist Italy	<p>3.9 EXAMINE life in one fascist country and one communist country in the twentieth century</p>	<p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>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</p> <p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain what fascism is • Discuss Mussolini and fascist Italy 	<p>Checkpoint questions</p> <ul style="list-style-type: none"> • Understanding History questions • Exploring History questions • <i>Sources and Skills</i> Book activities • <i>Portfolio</i> research task • Summative test with AFL student review • AFL ongoing strategies 	<p>CBA 2 A Life in Time – Research a Fascist, on page 83 of the <i>Portfolio</i></p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 24 – Life in Nazi Germany	<p>3.9 EXAMINE life in one fascist country and one communist country in the twentieth century</p>	<p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>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</p> <p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain what fascism is • Discuss Mussolini and fascist Italy • Explain what the Weimar Republic was • Explain what the Nazi Party was and how Hitler rose to power • Explain how Hitler created a dictatorship • Describe what life was like for people in Hitler's Germany under the following headings: economic policies, education, women's lives, propaganda, anti- Semitism and terror • Describe the life and career of Adolf Hitler 	<p>Checkpoint questions</p> <ul style="list-style-type: none"> • Understanding History questions • Exploring History questions • <i>Sources and Skills</i> Book activities • <i>Portfolio</i> research task • Summative test with AFL student review • AFL ongoing strategies 	<p>CBA 2 A Life in Time – Research a Fascist, on page 83 of the <i>Portfolio</i></p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 25 – World War II	<p>3.4 DISCUSS the general causes and course of World War I or World War II and the immediate and long-term impact of the war on people and nations</p> <p>3.11 EXPLORE the contribution of technological developments and innovation to historical change</p> <p>2.8 DESCRIBE the impact of war on the lives of Irish people, referring to either World War One or World War Two</p>	<p>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</p> <p>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</p> <p>1.3 APPRECIATE their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</p> <p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras.</p> <p>1.11 MAKE CONNECTIONS AND COMPARISONS between people, issues and events in different places and historical eras</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe Hitler's main aims and foreign policies, including rebuilding the army and navy, re-occupation of the Rhineland, the Anschluss and the Sudetenland Discuss the attitudes of France and Britain, including appeasement Explain the significance of the Munich Conference and the effect on Czechoslovakia Explain the Nazi-Soviet Non-Aggression Pact Describe the advances in wartime technology and their impact Explain the tactic of Blitzkrieg Describe events such as the invasion of Poland, the Phoney War, the invasion of France and Operation Dynamo Explain what Vichy France was Describe the Battle of Britain and the Blitz Analyse Operation Barbarossa and the Battle of Stalingrad Describe the US entry to World War II Explain the war in North Africa and the surrender of Italy 	<p>Checkpoint questions</p> <ul style="list-style-type: none"> Understanding History questions Exploring History questions <i>Sources and Skills</i> Book activities <i>Portfolio</i> research task Collaborate task on page 365 of textbook Summative test with AFL student review AFL ongoing strategies 	<p>CBA 1 The Past in My Place— Research a World War II Battle, on page 91 of the <i>Portfolio</i></p> <p>CBA 2 A Life in Time – Research a European Leader at the Start of World War II, on page 87 of the <i>Portfolio</i></p> <p>CBA 2 A Life in Time – Research a political figure active in the early years of Ireland's independence</p>

- Describe the Battle of the Atlantic
 - Describe D-Day
 - Discuss the air raids on Germany
 - Describe the final offensives
 - Explain how World War II came to an end and analyse its impact
 - Describe the life and career of Winston Churchill
 - Describe the changes that had happened in Ireland by 1939
 - Explain Ireland's neutrality in World War II and the Emergency Powers Act
 - Describe the impact of World War II/ the Emergency on the lives of people in Ireland/Éire
- Describe the impact of World War II on the lives of people in Northern Ireland

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 26 – The Holocaust	3.10 EXPLORE the significance of genocide, including the causes, course and consequences of the Holocaust	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	Students will: <ul style="list-style-type: none"> Explain the nature of genocide Discuss examples of genocide in history Describe the beginning of the Holocaust Explain what Jewish ghettos were Describe the Einsatzgruppen and the Final Solution Describe concentration camps Explain how liberation happened Analyse the aftermath of the Holocaust 	Checkpoint questions <ul style="list-style-type: none"> Understanding History questions Exploring History questions <i>Sources and Skills</i> Book activities <i>Portfolio</i> research task Collaborate tasks on page 392 of textbook Summative test with AFL student review AFL ongoing strategies 	CBA 2 A Life in Time – Research a Concentration Camp Survivor, on page 94 of the Portfolio

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 27 – The Cold War	3.5 RECOGNISE the importance of the Cold War in international relations in the twentieth-century world	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 1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance	Students will: <ul style="list-style-type: none"> Analyse the causes of the Cold War Examine the key events of the Cold War (the Berlin Blockade, the Korean War, the Cuban Missile Crisis, the Vietnam War, the Sovietisation of Eastern Europe) and assess the impact of each Explore the end of the Cold War and especially the role of Mikhail Gorbachev 	Checkpoint questions <ul style="list-style-type: none"> Understanding History questions Exploring History questions <i>Sources and Skills</i> Book activities <i>Portfolio</i> research task Collaborate task on page 403 of textbook Summative test with AFL student review AFL ongoing strategies 	CBA 2 A Life in Time – Research a Cold War Leader, on page 98 of the <i>Portfolio</i>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 28 – The 1960s	<p>2.12 DEBATE the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events</p> <p>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</p> <p>3.11 EXPLORE the contribution of technological developments and innovation to historical change</p>	<p>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</p> <p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>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</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the problems facing Ireland in the 1950s Explain the changes Seán Lemass introduced as Taoiseach <p>Describe the changes within Irish society in the 1960s</p> <ul style="list-style-type: none"> Explain the main events of the space race Explain how the 1960s became the decade of protest <p>Describe 1960s youth culture and its impact</p>	<ul style="list-style-type: none"> Checkpoint questions Practice with Sources questions Hands on History tasks Exam-Style Question <i>Skills and Supports</i> book activities Summative test with AFL/ formative assessment peer- and self-evaluation AFL/formative assessment ongoing strategies 	<p>CBA 2 A Life in Time – Research a key figure from the 1960s</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 29 – Women in Twentieth Century Ireland	<p>2.9 EXPLAIN how the experience of women in Irish society changed during the twentieth century</p> <p>2.10 EXAMINE how one sporting, cultural or social movement impacted on Irish life</p>	<p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>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</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain the barriers faced by women in early twentieth-century Ireland and how they fought to change them Outline the restrictions on Irish women in the decades after independence <p>Describe the progress towards equality made by Irish women in the late twentieth century</p>	<ul style="list-style-type: none"> Checkpoint questions Practice with Sources questions Hands on History tasks Exam-Style Question <i>Skills and Supports</i> book activities Summative test with AFL/formative assessment peer- and self-evaluation AFL/formative assessment ongoing strategies 	<p>CBA 2 A Life in Time – Research a woman who played an important role in twentieth-century Irish history</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 30 – The Troubles in Northern Ireland	<p>2.2 INVESTIGATE the role and significance of two leaders involved in the parliamentary tradition in Irish politics</p> <p>2.5 IDENTIFY the causes, course and consequences of the Northern Ireland Troubles and their impact on North– South and Anglo-Irish relations</p>	<p>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</p> <p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>1.8 INVESTIGATE a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how Northern Ireland was set up as a sectarian state Explain the main events of O’Neill’s time as prime minister Describe the Civil Rights Movement in Northern Ireland Describe how the violence escalated in the early years of the Troubles Describe the Sunningdale Agreement and explain why it failed Describe the use of violence and the role of hunger strikes in the Troubles <p>Explain how the Troubles were finally brought to an end.</p>	<ul style="list-style-type: none"> Checkpoint questions Practice with Sources questions Hands on History tasks Exam-Style Question <i>Skills and Supports</i> book activities Summative test with AFL/formative assessment peer- and self-evaluation AFL/formative assessment ongoing strategies 	<p>CBA 2 A Life in Time – Research a figure who played an important role during the Troubles</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 31 – European Integration	<p>2.13 ANALYSE the evolution and development of Ireland's links with Europe</p> <p>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</p>	<p>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</p> <p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Outline the reasons why European integration emerged after World War II Describe the first organisation set up to promote European integration Describe the founding of the EEC and explain its structures and main policies Explain how the EU became more closely integrated, as well as some of its successes and problems Describe the relationship between Ireland and the European Union 	<ul style="list-style-type: none"> Checkpoint questions Practice with Sources questions Hands on History tasks Exam-Style Question <i>Skills and Supports</i> book activities Summative test with AFL/ formative assessment peer- and self-evaluation AFL/formative assessment ongoing strategies 	<p>CBA 2 A Life in Time – Research a European leader after World War II</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 32 – Patterns of Change in Medicine	<p>3.14 ILLUSTRATE patterns of change across different time periods in a chosen theme relating to life and society</p>	<p>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</p> <p>1.11 MAKE CONNECTIONS AND COMPARISONS between people, issues and events in different places and historical eras</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain the origins of modern medicine in the ancient world Explain how medicine was practised in the Middle Ages Explain the role of germ theory and vaccines in the advance of medical science <p>Describe the major medical advances of the twentieth century</p>	<ul style="list-style-type: none"> Checkpoint questions Practice with Sources questions Hands on History tasks Exam-Style Question <i>Skills and Supports</i> book activities Summative test with AFL/ formative assessment peer- and self-evaluation AFL/formative assessment ongoing strategies 	<p>CBA 2 A Life in Time – Research a woman who played an important role in the history of medicine and health care</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 33 – Patterns of Change in Technology	<p>3.11 EXPLORE the contribution of technological developments and innovation to historical change</p>	<p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p> <p>1.11 MAKE CONNECTIONS AND COMPARISONS between people, issues and events in different places and historical eras</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain the main changes in agriculture and how they have shaped human history <p>OR</p> <ul style="list-style-type: none"> Describe the main changes in the production of goods since the 1700s and how those changes impacted on people's lives <p>OR</p> <ul style="list-style-type: none"> Describe how weapons and warfare have developed over the centuries and how those developments have shaped societies <p>OR</p> <ul style="list-style-type: none"> Identify and explain the key developments in communication technology since the 1400s <p>OR</p> <p>Explain how navigational technology has developed</p>	<ul style="list-style-type: none"> Checkpoint questions Practice with Sources questions Hands on History tasks Exam-Style Question <i>Skills and Supports</i> book activities Summative test with AFL/ formative assessment peer- and self-evaluation AFL/formative assessment ongoing strategies 	<p>CBA 2 A Life in Time – Research an inventor or innovator</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 34 – Patterns of Change in Crime and Punishment	<p>3.14 ILLUSTRATE patterns of change across different time periods in a chosen theme relating to life and society</p>	<p>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</p> <p>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</p> <p>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</p> <p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p> <p>1.11 MAKE CONNECTIONS AND COMPARISONS between people, issues and events in different places and historical eras</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Illustrate patterns of change in crime and punishment in: Ancient Rome, the Middle Ages, the Industrial Revolution and modern times 	<p>Assessing your learning questions (Making History), pp. 479, 482, 483, 486 and 488</p> <p>Review questions, p. 490</p> <p>Twelve Tables</p> <p>Keywords</p> <p>End of chapter source analysis</p> <ul style="list-style-type: none"> Summative test with AFL/ formative assessment peer- and self-evaluation <p>AFL/formative assessment ongoing strategies</p>	<p>CBA 2 A Life in Time – Research a woman who played an important role in the history of crime and punishment</p>

Chapter	Strand 2/ Strand 3 Learning Outcome(s)	Strand 1 Learning Outcome(s)	Learning Intentions	Assessments	CBA Links
Ch. 35 – The United Nations	<p>2.13 ANALYSE the evolution and development of Ireland's links with Europe</p> <p>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</p>	<p>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</p> <p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Evaluate the role of the United Nations in promoting international co-operation Evaluate the role of the United Nations in promoting justice and human rights Explain 'international co-operation' Outline why the United Nations began Summarise the structure of the UN Outline how the UN promotes international co-operation Outline how the UN promotes human rights Explain how the International Court of Justice and International Criminal Tribunals promote justice Identify who was the first Secretary-General of the UN Describe the role of organisations such as UNICEF, the office of the United Nations High Commissioner for Refugees, the Human Rights Council 	<ul style="list-style-type: none"> Checkpoint questions Practice with Sources questions Hands on History tasks Exam-Style Question <i>Skills and Supports</i> book activities Summative test with AFL/ formative assessment peer- and self-evaluation AFL/formative assessment ongoing strategies 	<p>CBA 2 A Life in Time – Research a European leader after World War II</p>



SCHEME OF WORK

<p>Chapter Name: Ch. 1 – The Historian Class Group: First Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 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</p>	<p>Nature of History Learning Outcome(s): 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 1.4 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 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • What history is • Why we study history • The job of the historian • Sources • Time and timelines • Reinterpreting history • How to research online 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Explain what history is (<i>Artefact 1.1</i>) • Explain the difference between history and prehistory (<i>Artefact 1.1</i>) • Give reasons why we study history (<i>Artefact 1.2</i>) • Describe who studies history (<i>Artefact 1.2</i>) • Explain how historians find evidence (<i>Artefact 1.3</i>) • Understand and explain the differences between primary sources and secondary sources (<i>Artefact 1.3</i>) • Explain the different types and categories of sources (<i>Artefact 1.4</i>) • Judge how reliable sources are and the usefulness and limitations of sources (<i>Artefact 1.4</i>) • Explain how events are put in order (<i>Artefact 1.5</i>) • Discuss how history can be reinterpreted (<i>Artefact 1.6</i>) • Understand how to research successfully online, how to cite and avoid plagiarism (<i>Artefact 1.6</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Investigate • Develop • Demonstrate • Debate 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Historical consciousness • Source and evidence • Chronology • Fact and opinion • Types of source • Viewpoint and objectivity • Usefulness and limitations of sources

Teaching and Learning Methodologies:

- Starter task on sources and how we can use them to learn about the past: images of the Tara brooch and a history textbook
- Timelines
- Photos of artefacts and sources
- Use of the Irish census
- Working with the Evidence tasks, pages 1, 8
- Collaborate tasks, pages 4, 8, 10
- Use of key terms
- Use of websites and clips shown in resources section
- Video and worksheet on the Historian in educateplus resources

Resources:

Sources and Skills Book tasks, pages 1–6: Time capsule, timelines, timeline of your life, centuries, crossword, match the meanings, questions, Working with the Evidence task.

Portfolio task, page 1: Research your Family Tree

TRB supplementary task, page 257 Websites:

- Most recent Irish census: <https://educateplus.ie/go/cso>
- Channel 4 – *The Titanic* – Reinterpretation: <https://educateplus.ie/go/titanic-video>
- 1911 Census: <https://educateplus.ie/go/census1911>
- Video in Online Resources on the role of the historian: <https://educateplus.ie/resources/artefact>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra activities and worksheets in the *TRB*, e.g. sort sources into categories, worksheet on video
Weaker students: Mixture of tasks in the *Sources and Skills Book*, e.g. crossword and match the meanings tasks.

CBA Links:

CBA 1 'The Past in My Place'
Research your family tree task on page 1 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 2 – The Archaeologist Class Group: First Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 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</p>	<p>Nature of History Learning Outcome(s): 1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • What archaeology is • The job of the archaeologist • The skills and methods used by archaeologists 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Explain what archaeology is (<i>Artefact 2.1</i>) • Explain how archaeologists find sites (<i>Artefact 2.1</i>) • Describe how evidence is preserved (<i>Artefact 2.1</i>) • Describe how sites are excavated (<i>Artefact 2.2</i>) • Discuss the skills and methods used by archaeologists (<i>Artefact 2.3</i>) • Describe some Irish archaeological sites (<i>Artefact 2.3</i>) • Explain what it means to conserve the past (<i>Artefact 2.3</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Debate • Appreciate • Investigate 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Cultural inheritance • Commemoration • The job of the historian • New evidence and reinterpretation • Usefulness and limitations of sources • Contribution of archaeology and new technology to historical enquiry
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on sources and how we can use them to learn about how people lived in the Bronze Age: images of a gold lunula and the Brockagh Axe • Timelines • Photographs • Photos of artefacts and sources • Video and worksheet on the Archaeologist in educateplus resources • Working with the Evidence tasks, pages 14, 23 • Collaborate tasks, pages 20, 23 • Use of key terms • Use of websites and clips shown in resources section 	

Resources:

Sources and Skills Book tasks, pages 7–11: archaeologist's tools, timeline, matching, crossword, sources.

Portfolio tasks, pages 2–3: research an artefact and an archaeological site.

TRB supplementary task, page 260 Websites

- Mount Sandel: <https://educateplus.ie/go/mount-sandel>
- Newgrange 360: <https://educateplus.ie/go/newgrange-360>
- Hunt the Ancestor game: <https://educateplus.ie/go/ancestor-game>
- National Museum of Ireland: <https://educateplus.ie/go/museum>
- Video in Online Resources on the role of the archaeologist: <https://educateplus.ie/resources/artefact>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra word scramble activity and archaeologist video worksheet in the *TRB*, page 261
Weaker students: Various tasks in the *Sources and Skills Book* – archaeologists' tools, timeline, match the terms, crossword, etc.

CBA Links:

CBA 1 'The Past in My Place':
Research an Artefact, on *Portfolio* page 2
Research an Archaeological Site using a printed source, on *Portfolio* page 3

Reflection Notes:

Chapter Name: Ch. 3 – Ancient Ireland Class Group: First Years	Duration:
Contextual Learning Outcome(s): 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	Nature of History Learning Outcome(s): 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
What We Will Study: <ul style="list-style-type: none"> • Mesolithic Ireland: the first settlers • Neolithic Ireland: the first farmers • Bronze Age Ireland • Celtic Ireland in the Iron Age 	Learning Intentions Students will be able to: <ul style="list-style-type: none"> • Examine the origins of settlement in Ireland • Assess the impact of farming and metal on prehistoric life in Ireland • Investigate the evidence from archaeology for how life was lived in Ancient Ireland • Consider how housing, tools, burial and food changed over these periods (<i>Artefact</i> 3.1–3.4)
Action Verbs <ul style="list-style-type: none"> • Investigate • Debate • Recognise 	Key Historical Concepts <ul style="list-style-type: none"> • The job of the historian • New evidence and reinterpretation • Source and evidence • Change and continuity • Archaeology and new technology
Teaching and Learning Methodologies: <ul style="list-style-type: none"> • Starter task on revision of the Archaeologist from chapter 2 and the case studies on the different methods of dating • Video task on Mount Sandel in Co. Derry on page 263 of the <i>TRB</i> • Narrative account in chapter 3, focusing on the changes introduced in each era and how these affected settlement • Explore the process of archaeology using Working with the Evidence tasks in the <i>Sources and Skills Book</i> pages 14–16 • Using images of artefacts from the National Museum of Ireland (https://educateplus.ie/go/museum), explore the development of skills amongst the prehistoric Irish • Get students to write their name in Ogham writing 	
Resources: <i>Sources and Skills Book</i> tasks, pages 12–16: progression task on the prehistoric eras; key terms; Ogham alphabet task; Working with the Evidence tasks on Knocknarea and Newgrange <i>Portfolio</i> task, page 4: Research an Archaeological Site using the Internet <i>TRB</i> supplementary task, page 263 Websites <ul style="list-style-type: none"> • National Museum of Ireland Archaeology on Kildare St: https://educateplus.ie/go/museum • Mount Sandel: https://educateplus.ie/go/mount-sandel • Newgrange: http://www.newgrange.com/ • BBC documentary series <i>The Story of Ireland</i> – ‘The Age of Invasions’ – first 25 mins covers pre-Christian Ireland: https://educateplus.ie/go/bbc-part1 • BBC <i>Timewatch</i> documentary on bog bodies in Ireland – told as if it were a forensic crime TV show: https://educateplus.ie/go/timewatch-bog-bodies 	

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Get them to 'gender swap' the 'Day in the Life' task
Weaker students: Provide the answers to match to the correct crossword clue. Various tasks in the *Sources and Skills Book*
– comparison task, key terms, Working with the Evidence

CBA Links:

CBA 1 'The Past in My Place' – Research an Archaeological Site using the Internet, on page 4 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 5 – Ancient Rome Class Group: First Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 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</p>	<p>Nature of History Learning Outcome(s): 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Daily life in ancient Rome: homes, clothes, food, slaves, education • Entertainment in Rome • The Roman army • Religion in Rome: the gods, death and the rise of Christianity • The legacy of Rome in our modern world 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Outline the history of Ancient Rome from its foundation (<i>Artefact 5.1</i>) • Explore life in Ancient Rome by looking at their homes, dress, food, entertainment, education and slavery (<i>Artefact 5.2, 5.3</i>) • Assess the importance and success of the Roman army (<i>Artefact 5.4</i>) • Consider the role of religion in Roman life (<i>Artefact 5.5</i>) • Analyse the legacy of the Roman Empire (<i>Artefact 5.6</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Investigate • Develop • Debate 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Source and evidence • Change and continuity • Types of sources • Historical awareness
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on students' pre-existing knowledge of Rome: word cloud • Map of the empire (page 49), photos of famous Roman buildings (pages 56, 57, 60, <i>Sources and Skills Book</i> page 27) • Narrative account in chapter 5 • Collaborate tasks on pages 60 and 62 • Comparison of Roman and modern buildings and the influence of Roman architecture • Draw diagrams of a domus and insulae homes • 'Day in the Life' exercises for young people, soldiers, slaves, gladiators, etc. • 'Sports report' from the Colosseum or Circus Maximus • Report on a modern building that is based on Roman design 	

Resources:

Sources and Skills Book tasks, pages 25–31: Time capsule, choose your own gladiator, Roman architecture key terms, crossword, Working with the Evidence

Portfolio task, page 7: Research the Roman Town of Pompeii

TRB supplementary task, page 265

Photographs, artefacts and maps as shown in chapter 5 Websites

The Internet is full of fantastic websites dedicated to Ancient Rome. Here are some designed specifically for education:

- Ted-Ed videos (following the links in the videos for additional material for use in class):
 - i Roman teenagers: <https://educateplus.ie/go/teenage-life-ancient-rome>
 - ii Roman soldiers: <https://educateplus.ie/go/roman-soldier-day>
 - iii Roman women: <https://educateplus.ie/go/four-sisters-rome>
- BBC History website on Rome: full of games, facts and videos on all aspects of Roman life: <https://educateplus.ie/go/bbc-romans>
- Online record of a museum exhibition on life in Pompeii – excellent detail on daily life: <https://educateplus.ie/go/pompeii-daily-life>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra activities and worksheets in the *TRB* – Gladiators in Combat, Excavating Pompeii tasks
Weaker students: Various tasks in the *Sources and Skills Book* – Choose Your Own Gladiator, Roman architecture, key terms, crossword tasks

CBA Links:

CBA 1 'The Past in My Place': Research the Roman Town of Pompeii, on page 7 of the *Portfolio*
Collaborate tasks on pages 60 and 62 of the textbook

Reflection Notes:

<p>Chapter Name: Ch. 5 – Early Christian Ireland Class Group: First Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 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</p>	<p>Nature of History Learning Outcome(s): 1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated 1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Early Christian Ireland • The art of Early Christian Ireland • The impact of Irish monks abroad • The arrival of the Vikings 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Explain how Christianity came to Ireland (<i>Artefact 4.1</i>) • Describe what life in an Early Irish monastery was like and give examples (<i>Artefact 4.1</i>) • Describe how monasteries looked in Early Christian Ireland (<i>Artefact 4.1</i>) • Describe the art produced by Irish monks – manuscripts, stonework and metalwork (<i>Artefact 4.2</i>) • Explain the impact of Irish monks spreading Christianity abroad (<i>Artefact 4.3</i>) • Explain who the Vikings were and the effect of the Viking raids on Ireland (<i>Artefact 4.4</i>) • Describe and give examples of Viking settlements in Ireland (<i>Artefact 4.4</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Consider • Investigate • Appreciate • Demonstrate 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Cultural inheritance • Historical repository • Historical awareness • History of Ireland and Europe across various dimensions
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on sources and how they show us that monks were highly skilled: <i>Book of Durrow</i> and the round tower in Monasterboice • Timelines • Working with the Evidence tasks • Use of maps • Draw the layout of a monastery • Collaborate tasks • Use of key terms • Use of websites and clips shown in resources section 	

Resources:

Sources and Skills Book tasks, pages 17–24: Time capsule, life of a monk, match artefacts, match meanings, crossword, sources, monastery locations and layout

Portfolio task, page 6: Research a Viking site

TRB supplementary task, page 264

Photographs, artefacts and maps as shown in chapter 4 Websites

- St Patrick's *Confessio*: <https://educateplus.ie/go/st-patricks-confessio>
- TCD Collection: <https://educateplus.ie/go/book-kells>
- Scoilnet resources: <https://educateplus.ie/go/christianity-video>
- RTÉ archives: <https://educateplus.ie/go/wood-quay>
- BBC *Story of Ireland* documentary – The Age of Invasions: <https://educateplus.ie/go/bbc-part1>

Agreed Assessment Checks:

Checkpoint questions

Understanding History questions

Exploring History questions

Collaborate tasks

Summative AfL assessment followed by student self-assessment 'two stars and a wish' task

AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra activities and worksheets in the *TRB* – Draw an Irish Monastery, Fill in the Blanks

Weaker students: Various tasks in the *Sources and Skills Book* – match the artefacts/meanings, monastery locations and layout, etc.

CBA Links:

CBA 1 'The Past in My Place': Research a Viking site task, on page 6 of the *Portfolio*
Collaborate task on page 42 of the textbook

Reflection Notes:

<p>Chapter Name: Ch. 6- The Middle Ages in Norman England Class Group: First Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 3.6 explore life and death in medieval times</p>	<p>Nature of History Learning Outcome(s): 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 1.9 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • The feudal system • Life in the medieval countryside • Life in a castle • Soldiers in the Middle Ages • Life in a medieval town • Religion in the Middle Ages • Health in the Middle Ages 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Understand the structure of the feudal system (<i>Artefact 6.1</i>) • Understand the purpose and structure of castles (<i>Artefact 6.3</i>) • Explore life in the Middle Ages by looking at the lives of people in rural and urban areas (<i>Artefact 6.2, 6.5</i>) • Understand medieval guilds and craftsmen (<i>Artefact 6.5</i>) • Examine warfare in the Middle Ages by looking at the lives of knights (<i>Artefact 6.4</i>) • Consider the role of religion in medieval life, especially the life and work of monks (<i>Artefact 6.6</i>) • Examine life and death in the Middle Ages and assess the impact of the Black Death on Europe (<i>Artefact 6.7</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Explore • Demonstrate • Develop 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Historical empathy • History of Ireland and Europe across various dimensions • Patterns of change
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on the feudal system social pyramid • Model building of castles, manors, monasteries – allow students to work in groups and follow up with presentations • Working with the Evidence tasks, pages 65, 66, 68 • Collaborate tasks, pages 73, 77, 82 • Diary of peasant/monk/knight/lady 	

Resources:

Sources and Skills Book, pages 32–39: castle under attack task; training table revision task; key terms, Working with the Evidence tasks on castle, monks and the Black Death

Research a Medieval Site, on page 10 of the *Portfolio TRB* supplementary task, page 268

Websites

- BBC History on the Middle Ages: lots of useful facts, images, games and videos:
<https://educateplus.ie/go/bbc-middle-ages>
<https://educateplus.ie/go/bitesize-middle-ages>
- Terry Jones' TV series on medieval lives is excellent. Each of the 30-minute episodes contains experimental archaeology, re-enactments, site visits and a nice dose of humour:
 - i The Peasant: <https://educateplus.ie/go/bbc-peasant>
 - ii The Knight: <https://educateplus.ie/go/terry-jones-knights>
 - iii The Monk: <https://educateplus.ie/go/bbc-monk>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra task on page 268 of the *TRB*
Weaker students: Allow them to use the textbook when completing the key terms task

CBA Links:

CBA 1 'The Past in My Place':
Research a Medieval Site, on page 10 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 7 – The Middle Ages in Norman Ireland</p> <p>Class Group: First Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s):</p> <p>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</p>	<p>Nature of History Learning Outcome(s):</p> <p>1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</p> <p>1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Medieval Ireland • The impact of the Vikings and the Normans on Ireland • The growth of Dublin under the Vikings and the Normans • Life in medieval Dublin 	<p>Learning Intentions</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the impact that the Vikings had on Ireland (<i>Artefact 7.1</i>) • Understand the reasons for the Norman invasion (<i>Artefact 7.2</i>) • Explore life in medieval Dublin (<i>Artefact 7.3, 6.5</i>) • Make connections between life in medieval Ireland and medieval Europe, especially around health (<i>Artefact 7.3, 6.5, 6.7</i>) • Investigate the impact of the Normans on Ireland (<i>Artefact 7.4</i>) • Prepare for a visit to a medieval site or museum
<p>Action Verbs</p> <ul style="list-style-type: none"> • Recognise • Explore • Investigate • Appreciate 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Source and evidence • Viewpoint and objectivity • Change and continuity
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task to revise life in the Middle Ages from chapter 6 and archaeology (Working with the Evidence task on page 88) • Video introductions to the Vikings and the Normans in Ireland • Narrative account in chapter 7 • Working with the Evidence tasks, pages 87, 89, 93 • Collaborate task, page 95 • Explore life in Dublin using maps and Dublinia.ie resources • Explore death and disease in Dublin using Dublinia.ie resources • Discuss the legacy of medieval Dublin and the Wood Quay controversy • Visit a medieval site in the area. 	

Resources:

Timeline task (Understanding History Q.10)

Sources and Skills Book tasks, pages 40–44: time capsule, crossword, key terms, source on Wood Quay

Portfolio task, page 12: Research the Life of a Figure in Medieval Irish History

TRB supplementary task, page 270

Maps: medieval street map of Dublin, textbook page 93 Websites

- www.dublinia.ie – website is full of short videos, worksheets and source information for medieval Dublin. Particularly useful topics under 'Map' matching those of this chapter are: Archaeology; Evidence; People; Streets. There is also an interactive map that demonstrates the growth of Dublin over time
- The BBC series *The Story of Ireland*, Episode 1, 'The Age of Invasions' (the last 15 minutes cover the Vikings): <https://educateplus.ie/go/bbc-part1>
- *The Story of Ireland*, Episode 2, 'The Age of Conquest' (the first 20 minutes deal with the Norman invasion. Follow with *TRB* task on Gerald of Wales): <https://educateplus.ie/go/bbc-part2>

Agreed Assessment Checks:

Checkpoint questions

Understanding History questions

Exploring History questions

Collaborate tasks

Summative AfL assessment

followed by student self-

assessment 'two stars and a

wish' task

AfL ongoing strategies, e.g. Hot

Seat, KWL chart, Think Pair

Share, peer assessment

Differentiation:

Fast finishers: Timeline exercise using the timeline at the back of *Artefact* and the information in chapter 7: students must place events in medieval Ireland alongside those in medieval Europe

Weaker students: Provide answers to the crossword and allow students to match clues to the correct answer

CBA Links:

CBA 2 'A Life in Time'

Research the Life of a Figure in Medieval Irish History on page 12 of the *Portfolio*

Reflection Notes:

Chapter Name: Ch. 8 – The Renaissance Class Group: First Years	Duration:
Contextual Learning Outcome(s): 3.7 appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance 3.11 explore the contribution of technological developments and innovation to historical change	Nature of History Learning Outcome(s): 1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance
What We Will Study: <ul style="list-style-type: none"> • The causes of the Renaissance • Changes in art: the lives of da Vinci and Michelangelo • Technological change: the printing press and life of Shakespeare • Health, medicine and science in the Renaissance: the life of Galileo 	Learning Intentions Students will be able to: <ul style="list-style-type: none"> • Understand the meaning of humanism and the origins of the Renaissance (<i>Artefact 8.1</i>) • Examine changes in art, literature, medicine and science during the Renaissance, through exploring the lives of key figures of change (<i>Artefact 8.2, 8.4</i>) • Recognise the significant impact of invention of the printing press on history (<i>Artefact 8.3</i>)
Action Verbs <ul style="list-style-type: none"> • Appreciate • Explore • Develop 	Key Historical Concepts Source and evidence Change and continuity Cause and consequences Innovation and historical change
Teaching and Learning Methodologies: <ul style="list-style-type: none"> • Starter task on differences between medieval and Renaissance art – students compare two works and list all the differences they see • ‘Patron’s Den’ collaborative group exercise to understand the role of money in the Renaissance (page 100) • Narrative account in chapter 8 • Working with the Evidence tasks, pages 97, 101, 110 • Collaborate tasks, pages 100, 106, 108 • Printing task: if you have access to a computer room, get one student to type and print 50 copies of the same passage while the others write it by hand to demonstrate the impact of the printing press • Medicine change: compare images from a medieval medical book (see 6.7) with one from the Renaissance and a modern image of the same part of the body 	
Resources: <i>Sources and Skills Book</i> pages 45–50: time capsule, works of the Renaissance task, key terms, the magic square, Working with the Evidence tasks on patrons and on Michelangelo’s apprentice <i>Portfolio</i> task page 15: Research a Renaissance-era woman <i>TRB</i> supplementary task, page 272 Websites <ul style="list-style-type: none"> • Website on da Vinci, full of high-quality images and information: https://educateplus.ie/go/ldav • Website on Michelangelo: https://educateplus.ie/go/michelangelo • The Renaissance Science Museum in Florence, which houses original artefacts from the period: https://educateplus.ie/go/museogalileo 	

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra Working with the Evidence task on page 272 of the *TRB*
Weaker students: Allow them to use the textbook when completing the key terms task

CBA Links:

CBA 2: 'A Life in Time' – Research a Renaissance- era Woman, on page 15 of the *Portfolio*

Reflection Notes:

Chapter Name: Ch. 9 – The Age of Exploration Class Group: First Years	Duration:
Contextual Learning Outcome(s): 3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration 3.11 explore the contribution of technological developments and innovation to historical change	Nature of History Learning Outcome(s): 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 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance
What We Will Study: <ul style="list-style-type: none"> • The reasons for European exploration • Technological advances in exploration • The voyages of exploration • Conquering the New World: The Conquistadores • The impact of colonisation 	Learning Intentions Students will be able to: <ul style="list-style-type: none"> • Understand the causes of the voyages of exploration (<i>Artefact 9.1</i>) • Explore the contribution of technological developments to the voyages (<i>Artefact 9.2</i>) • Examine the key voyages of exploration (<i>Artefact 9.3</i>) • Discuss the fall of the Aztec and Incan Empires (<i>Artefact 9.4</i>) • Consider the impact of the colonisation on the peoples of the New World (<i>Artefact 9.5</i>)
Action Verbs <ul style="list-style-type: none"> • Evaluate • Consider • Explore • Develop 	Key Historical Concepts Viewpoint and objectivity Cause and consequence Innovation and historical change Historical judgement
Teaching and Learning Methodologies: <ul style="list-style-type: none"> • Starter task on the causes of the voyages of exploration using a map of the world and highlighting the trade routes to the East before the 1450s • Narrative account in chapter 9 • Working with the Evidence tasks, pages 114, 124 • Collaborate tasks, pages 116, 125 • ‘Sponsors’ Den’ exercise: students have to convince a king or queen to sponsor their voyage • Diary/logbook of life on board ship • Contrast the treatment of the native people by Columbus and by those who came later (<i>Sources and Skills Book</i> pages 56, 57) • Map exercise where students record the voyages of discovery and the empires that were conquered 	
Resources: <i>Sources and Skills Book</i> tasks, pages 51–57: Time capsule, maps of exploration and empire, debate, timeline task, technology task, voyages table, crossword, two Working with the Evidence activities <i>Portfolio</i> task, page 19: Research an Explorer <i>TRB</i> supplementary task, page 274, and fishbone, visual verbal square, Venn diagrams, etc. Websites <ul style="list-style-type: none"> • Documentary on Columbus – very traditional approach: https://educateplus.ie/go/explorers-columbus • BBC documentary <i>Timewatch</i> Guide to Explorers – shows how attitudes to the voyages of exploration have changed over time: https://educateplus.ie/go/conquest-and-calamity • Michael Wood documentary series on the Conquistadores – <i>The Fall of the Aztecs</i>: https://educateplus.ie/go/fall-aztecs • Mariners Museum online – lots of information about all the voyages, technology and impacts: https://educateplus.ie/go/age-discovery 	

<p>Agreed Assessment Checks: Checkpoint questions Understanding History questions Exploring History questions Collaborate tasks Summative AfL assessment followed by student self-assessment 'two stars and a wish' task AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment</p>	<p>Differentiation: <i>Fast finishers:</i> Extra Working with the Evidence activity on page 274 of the <i>TRB</i> <i>Weaker students:</i> Various tasks in the <i>Sources and Skills Book</i> – comparison task, key terms, Working with the Evidence. Provide the students with answers to the crossword, to be matched with the clues</p>	<p>CBA Links: CBA 2 'A Life in Time' – Research an Explorer, on page 19 of the <i>Portfolio</i></p>
<p>Reflection Notes:</p>		

Chapter Name: Ch. 10 – The Reformation Class Group: First Years	Duration:	
Contextual Learning Outcome(s): 3.8 consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer	Nature of History Learning Outcome(s): 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 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance	
What We Will Study: <ul style="list-style-type: none"> • The causes of the Reformation • The life of Martin Luther • The spread of the Reformation • The Catholic Counter- Reformation • The results of the Reformation 	Learning Intentions Students will be able to: <ul style="list-style-type: none"> • Analyse the causes of the Reformation (<i>Artefact 10.1</i>) • Explore the life of Martin Luther (<i>Artefact 10.2</i>) • Understand how Protestantism spread throughout Europe (<i>Artefact 10.3</i>) • Consider the response of the Catholic Counter-Reformation (<i>Artefact 10.4</i>) • Examine the consequences of the Reformation and its impact on Europe (<i>Artefact 10.5</i>) 	
Action Verbs <ul style="list-style-type: none"> • Develop • Consider 	Key Historical Concepts <ul style="list-style-type: none"> • Viewpoint and objectivity • Cause and consequence • Change and continuity • Historical roots of a contentious issue • Historical judgement 	
Teaching and Learning Methodologies: <ul style="list-style-type: none"> • Starter task on page 133 on the views of the Catholic Church during the Reformation • Narrative account in chapter 10 • Working with the Evidence tasks, pages 133, 138 • Collaborate tasks, pages 138, 147 • Video task on the life of Luther (see below) 		
Resources: <i>Sources and Skills Book</i> tasks, pages 58–61: beliefs table; reformation timeline; key terms exercise; three Working with the Evidence on the life of Luther and the Counter-Reformation <i>Portfolio</i> task page 22: Research a Protestant Reformer <i>TRB</i> supplementary task, page 275 Websites <ul style="list-style-type: none"> • Khan Academy series on Reformation, includes introductory article and a series of videos (with follow-on tasks) on aspects of the Reformation: https://educateplus.ie/go/reformation-introduction • PBS documentary on Luther: https://educateplus.ie/go/martin-luther • PBS website to support the use of their documentary on Luther’s life: https://educateplus.ie/go/pbs-martin-luther 		
Agreed Assessment Checks: Checkpoint questions Understanding History questions Exploring History questions Collaborate tasks Summative AfL assessment followed by student self-assessment ‘two stars and a wish’ task AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment	Differentiation: <i>Fast finishers:</i> Extra Working with the Evidence task on page 275 of the <i>TRB</i> <i>Weaker students:</i> Provide the answers to the table exercise on page 59 of the <i>Sources and Skills Book</i> , to be sorted into the correct column	CBA Links: CBA 2 ‘A Life in Time’ – Research a Protestant Reformer, on page 22 of the <i>Portfolio</i>

Reflection Notes:

<p>Chapter Name: Ch. 11 – The Irish Plantations Class Group: Second Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 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</p>	<p>Nature of History Learning Outcome(s): 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 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Ireland in the 1500s • Henry VIII and the Tudors • The early Plantations • The Plantation of Ulster • The effect of the Plantations on Irish identity 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Describe the three major groups of people in Ireland in the 1500s: the Old English, the Anglo-Irish and the Gaelic Irish (<i>Artefact 11.1</i>) • Explain the importance of Henry VIII and his family, the Tudors (<i>Artefact 11.2</i>) • Explain the policy of surrender and regrant (<i>Artefact 11.2</i>) • Explain the policy of plantation (<i>Artefact 11.2</i>) • Understand the importance of the Laois-Offaly Plantation and its results (<i>Artefact 11.3</i>) • Understand the importance of the Munster Plantation and its results (<i>Artefact 11.3</i>) • Describe the background to the Ulster Plantation (<i>Artefact 11.4</i>) • Describe how the plantation was organised (<i>Artefact 11.4</i>) • Explain the results of the Ulster Plantation (<i>Artefact 11.4</i>) • Explain the effect of the Plantations on Irish identity: religious, political and cultural (<i>Artefact 11.5</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Recognise • Consider • Develop 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Historical consciousness • Settlement and identity • Historical roots of a contentious issue • Historical judgement
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on sources that show us how plantation towns were planned and laid out (textbook page 148) • Timelines • Photos of sources • Working with the Evidence tasks, pages 148, 161 • Collaborate tasks, pages 150, 156, 161 • Use of maps • Use of key terms • Use of websites and clips shown in resources section 	

Resources:

Sources and Skills Book tasks, pages 65–69: Time capsule, map activity, fill in the blanks, matching exercise, crossword, sources.

Portfolio task, page 25: Plantation area or town

TRB supplementary task, page 276 Venn diagrams, fishbone, etc.

Maps in chapter 11 Websites

- Rothe House: <https://educateplus.ie/go/rothe-house> <https://educateplus.ie/go/rothe-house2>
- Cromwell: <https://educateplus.ie/go/cromwell> and <https://educateplus.ie/go/cromwell2>
- BBC Ulster Plantation: <https://educateplus.ie/go/ulster-plantation> <https://educateplus.ie/go/plantation-ulster>
- BBC documentary *The Story of Ireland*, 'The Age of Conquest': <https://educateplus.ie/go/bbc-part2> or <https://educateplus.ie/go/ulster-scots> (specific section of documentary)

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra Working with the Evidence task on page 276 of the *TRB*
Weaker students: Various tasks in the *Sources and Skills Book* – crossword, matching exercise

CBA Links:

CBA 1 'The Past in My Place' – Research a Plantation Near You task on page 25 of the *Portfolio*

Reflection Notes:

Chapter Name: Ch. 12 – The American Revolution Class Group: First Years	Duration:
Contextual Learning Outcome(s): 3.3 examine the causes, course and consequences of one revolution in pre- twentieth century Europe and/or the wider world	Nature of History Learning Outcome(s): 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 1.11 make connections and comparisons between people, issues and events in different places and historical eras
What We Will Study: <ul style="list-style-type: none"> • The causes of the American Revolution • The road to war • An American Revolutionary: George Washington • The results of the American Revolution 	Learning Intentions Students will be able to: <ul style="list-style-type: none"> • Investigate the long-term causes of dissent in the American colonies (<i>Artefact</i> 12.1) • Consider the events that led to the outbreak of the revolution in 1776 (<i>Artefact</i> 12.2) • Examine the course of the Revolutionary War and the reasons for American victory (<i>Artefact</i> 12.3) • Explore the life of George Washington (<i>Artefact</i> 12.3) • Analyse the impact of the American Revolution on America and the rest of the world (<i>Artefact</i> 12.4)
Action Verbs <ul style="list-style-type: none"> • Consider • Examine • Make connections and compare 	Key Historical Concepts <ul style="list-style-type: none"> • Fact and opinion • Viewpoint and objectivity • Cause and consequence • Change and continuity
Teaching and Learning Methodologies: <ul style="list-style-type: none"> • Starter task on 4 July – establish what students know about American history • Narrative account in chapter 12 • Working with the Evidence tasks, pages 166, 172 • Collaborate tasks on page 172 • Comparative task on the Boston Massacre in the <i>Sources and Skills Book</i> to develop engagement with sources by students • Video task on George Washington and the major battles of the war • Class debate at the end of the section on whether the ideals of the Declaration of Independence were put into practice by the US 	
Resources: <i>Sources and Skills Book</i> tasks, pages 70–76: magic square; two Working with the Evidence tasks, on the Boston Massacre and the Olive Branch Petition <i>Portfolio</i> task, page 29: Research a Figure from the American Revolution <i>TRB</i> supplementary task, page 277 Websites Documentaries on Washington <ul style="list-style-type: none"> • The History Channel – short and useful as an introduction: https://educateplus.ie/go/history-george-washington • Longer – can be divided into sections: https://educateplus.ie/go/george-washington • Online exhibition at the Museum of the American Revolution: https://educateplus.ie/go/amrev 	

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate task
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra Working with the Evidence task on political cartoons from the war, *TRB* page 277
Weaker students: Many students will need help with the language of the primary sources in this section – access to dictionaries or a list explaining some more obscure terms. This could become a literacy task for the whole class.

CBA Links:

CBA 2 'A Life in Time' – Research a Figure from the American Revolution on page 29 of the *Portfolio*

Reflection Notes:

Chapter Name: Ch. 13 – The French Revolution Class Group: First Years	Duration:
Contextual Learning Outcome(s): 3.3 examine the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world	Nature of History Learning Outcome(s): 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 1.11 make connections and comparisons between people, issues and events in different places and historical eras
What We Will Study: <ul style="list-style-type: none"> • The causes of the French Revolution • The road to revolution • Revolution in France • Robespierre and the Reign of Terror The results of the French Revolution	Learning Intentions Students will be able to: <ul style="list-style-type: none"> • Examine the long-term causes of the problems that faced France in the 1780s (<i>Artefact 13.1</i>) • Consider the events that led to the outbreak of the revolution in 1789 (<i>Artefact 13.2</i>) • Examine the course of the Revolution and the reasons for the outbreak of the Terror (<i>Artefact 13.3</i>) • Explore the life of Maximillian Robespierre (<i>Artefact 13.4</i>) • Analyse the impact of the French Revolution on France and the rest of the world (<i>Artefact 13.5</i>)
Action Verbs <ul style="list-style-type: none"> • Consider • Examine • Make connections and compare 	Key Historical Concepts <ul style="list-style-type: none"> • Examine the long-term causes of the problems that faced France in the 1780s (<i>Artefact 13.1</i>) • Consider the events that led to the outbreak of the revolution in 1789 (<i>Artefact 13.2</i>) • Examine the course of the Revolution and the reasons for the outbreak of the Terror (<i>Artefact 13.3</i>) • Explore the life of Maximillian Robespierre (<i>Artefact 13.4</i>) • Analyse the impact of the French Revolution on France and the rest of the world (<i>Artefact 13.5</i>)
Teaching and Learning Methodologies: <ul style="list-style-type: none"> • Starter task on political revolutions: students identify countries in the world that have seen large-scale protests and revolutions – why do these happen? • Narrative account in chapter 13 • Estates General game – divide class into groups to represent each of the estates and give the smaller groups more power/wealth and so on • Working with the Evidence tasks, pages 179, 185 • Collaborate task, page 185 – the origins of modern human rights • Collaborate task, page 186 – the origins of national flags • Track the changes in the relationships between the Three Estates using the cartoon task on pages 80–81 of the <i>Sources and Skills Book</i>. • Video task on Robespierre and the Terror 	

Resources:

Sources and Skills Book tasks, pages 77–83: Time capsule, timeline and crossword revision exercises; three Working with the Evidence exercises on the Estates General, the Storming of the Bastille and the Execution of Louis XVI *Portfolio task*, page 33: Research a Figure from the French Revolution

TRB supplementary task, page 275, and event map template, fishbone, Venn diagrams, etc. Websites

- The UK National Archives collection on the French Revolution contains lots of primary sources and questions for use in class: <https://educateplus.ie/go/british-reaction-1789>
- Alpha History site on the French Revolution – detailed timelines, profiles, articles: <https://educateplus.ie/go/french-revolution>
- BBC documentary *Terror! Robespierre and the French Revolution* – documentary that connects the Terror to other historical events and leaders: <https://educateplus.ie/go/robespierre>
- The Mr Allsop History YouTube collection of short videos, which cover all aspects of the topic and are ready to use in class: <https://educateplus.ie/go/allsop-french-revolution>
- Song about the French Revolution to the tune of Lady Gaga’s ‘Bad Romance’: <https://educateplus.ie/go/french-revolution-song>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment ‘two stars and a wish’ task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Revolutionary song task on page 278 of the *TRB*

Weaker students: Provide the list of years for the timeline exercise on page 78 of the *Sources and Skills Book* – timeline, matching exercises

CBA Links:

CBA 2 ‘A Life in Time’ – Research a Figure from the French Revolution on page 33 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 14 – The 1798 Irish Rebellion Class Group: Second Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 2.3 explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion</p>	<p>Nature of History Learning Outcome(s): 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • The causes of the 1798 Rebellion • The United Irishmen • The 1798 Rebellion • The consequences of the Rebellion 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Examine Ireland in the late 18th century and the causes of the Rebellion (<i>Artefact 14.1</i>) • Investigate the United Irishmen (<i>Artefact 14.2</i>) • Understand the course of the rebellion and the reasons it failed (<i>Artefact 14.3</i>) • Explore the life of Theobald Wolfe Tone (<i>Artefact 14.2–14.3</i>) • Assess the impact of the rebellion on Ireland and the rise of the physical force tradition (<i>Artefact 14.4</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Consider • Appreciate • Explore 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Viewpoint and objectivity • Cause and consequence • Change and continuity • Historical roots of a contentious issue • Cultural inheritance • Commemoration
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on Irish republicanism – images of Tone, Pearse, 1916 Proclamation • Revision on the Plantations and religious division in Ireland • Narrative account in chapter 14 • Working with the Evidence tasks, pages 194, 198 • Collaborate task: page 202 • Class debate on the rights and wrongs of the 1798 Rising 	

Resources:

Sources and Skills Book tasks, pages 84–89: Time capsule, key term revision task; Working with the Evidence task on events in Wexford

Portfolio task, page 37: Research a 1798 Battle

TRB supplementary task, page 280, and event map template, fishbone, Venn diagrams, etc. Websites

- List of monuments to 1798 – very useful for local history CBAs: <https://educateplus.ie/go/1798-rebellion-memorials>
- National 1798 Centre in Co. Wexford: <https://educateplus.ie/go/1798-centre>
- BBC documentary *The Story of Ireland* – Episode 3, 'The Age of Revolution' – the last 15 minutes or so: <https://educateplus.ie/go/age-revolution>
- BBC: *Ireland, a Television History* – Episode 3, 'Two Nations' – approx. 15th to 35th minute: <https://educateplus.ie/go/two-nations>
- BBC Northern Ireland: *Wolfe Tone and the Protestants of 1798*: <https://educateplus.ie/go/wolfe-tone-1978>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Task on the song 'Boolavogue' on page 280 of the *TRB*
Weaker students: Permit use of the textbook when completing the key terms task

CBA Links:

CBA 1 'The Past in My Place' – Research a 1798 Battle on page 37 of the *Portfolio*

Reflection Notes:

Chapter Name: Ch. 15 – Catholic Emancipation Class Group: Second Years	Duration:
Contextual Learning Outcome(s): 2.2 investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics	Nature of History Learning Outcome(s): 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
What We Will Study: <ul style="list-style-type: none"> • The life of Daniel O’Connell • The Catholic Emancipation Movement • The repeal movement • The birth of the Irish parliamentary tradition 	Learning Intentions Students will be able to: <ul style="list-style-type: none"> • Understand Ireland under the Union and the position of Catholics (<i>Artefact 15.1 and 15.2</i>) • Understand O’Connell’s early life and the origins of his political beliefs, especially his opposition to violence (<i>Artefact 15.2</i>) • Explain the reasons for the success of the emancipation movement (<i>Artefact 15.2</i>) • Explain the reasons for the failure of the repeal movement (<i>Artefact 15.2</i>) • Investigate O’Connell’s legacy in Ireland and internationally (<i>Artefact 15.2</i>) • Compare the parliamentary and physical force traditions
Action Verbs <ul style="list-style-type: none"> • Consider • Investigate • Appreciate 	Key Historical Concepts <ul style="list-style-type: none"> • Source and evidence • Cause and consequence • Change and continuity
Teaching and Learning Methodologies: <ul style="list-style-type: none"> • Starter task on illustrated newspapers as sources (page 206 of textbook) • Video introduction to the period and O’Connell’s life • Narrative account in chapter 15 • Explore key events using primary sources • Working with the Evidence task, page 206 • Collaborate task, page 213 • Class debate/discussion on the parliamentary and physical force traditions (use Exploring History Q2 as stimulus/preparation) 	
Resources: <i>Sources and Skills Book</i> tasks, pages 90–93: Time capsule, key terms, two Working with the Evidence tasks – O’Connell <i>Punch</i> cartoon task, Catholic Association task <i>Portfolio</i> task, page 41: Research the History of Your Area in the Nineteenth Century <i>TRB</i> supplementary task, page 282 Illustrations, photographs, portrait and banknote as shown in chapter 15 Websites <ul style="list-style-type: none"> • Opposition to the 1800 Union: https://educateplus.ie/go/1800-oconnell • The Obama Connection: https://educateplus.ie/go/obama-oconnell • BBC documentary <i>The Story of Ireland – ‘The Age of Union’</i> (the first 14 minutes or so): https://educateplus.ie/go/bbc-part4 • BBC documentary <i>Ireland: A Television History – Episode 3: Two Nations</i> (the last 10 minutes): https://educateplus.ie/go/two-nations-video • <i>1798 and After</i>, a short documentary for schools: https://educateplus.ie/go/liberator 	

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate task
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra exercise 'The Banning of the Clontarf Meeting', on page 282 of the *TRB*
Weaker students: *Sources and Skills Book* key terms exercise, with permission to consult textbook

CBA Links:

CBA 1 'The Past in My Place' – Research the History of Your Area in the Nineteenth Century on page 41 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 16 – The Industrial and Agricultural Revolution Class Group: Second Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 3.11 EXPLORE the contribution of technological developments and innovation to historical change. 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)</p>	<p>Nature of History Learning Outcome(s): 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 1.4 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 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Changes in manufacturing and agriculture during the Industrial Revolution. • Impact of the transportation revolution on society and economy. • Social changes and legislative reforms resulting from industrialisation. • Medical advancements and their impact on society. 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Illustrate the advancements in technology and their impact on the economic and social landscape during the Industrial Revolution. • Develop an understanding of how transportation innovations influenced trade and urban growth. • Demonstrate knowledge of the changes in social conditions and the introduction of new laws during the industrial era. • Connect the Industrial Revolution’s changes to modern industrial practices. • Compare the societal impacts of the Industrial Revolution with those of earlier periods in history.
<p>Action Verbs</p> <ul style="list-style-type: none"> • Illustrate • Develop • Demonstrate • Connect • Make connections and compare 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Chronological awareness • Historical judgement • Sources and evidence • Fact and opinion • Viewpoint and objectivity • Cause and consequence • Change and continuity

Teaching and Learning Methodologies:

Active methodologies

- Hands-on History tasks with model building of early industrial machines using Minecraft Education.
- Facilitate discussions on how these revolutions altered social structures and led to new laws and reforms.

Engaging with evidence

- Engaging with primary sources, including diary entries and newspaper articles from the era.
- Practice with Sources task to analyse the effects of industrialization depicted in contemporary artworks.

Numeracy methodologies

- Use of timelines and graphs
- Statistics on crime

Literacy methodologies

- Use of key terms
- Twelve Tables
- End of chapter source analysis

Resources:

- **Making History** textbook, Skills Book and Teacher's Resource Book

Agreed Assessment Checks:

• Formative Assessments:

Regular quizzes and short essays on key inventions and their impacts.

- **Summative Assessment:** A comparative essay or project on the impacts of the Industrial and Agricultural revolutions on modern society.

Differentiation:

• Advanced Learners:

Research and presentation projects on lesser-known inventors or social reformers of the period.

- **Support for Struggling Learners:** Guided readings and structured note-taking activities.

CBA Links:

CBA 2 A Life in Time –

Research a woman who played an important role in the history of the Industrial Period

Reflection Notes:

<p>Chapter Name: Ch. 17 – The Great Irish Famine Class Group: Second Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora</p>	<p>Nature of History Learning Outcome(s): 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 1.4 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 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • The 1840s in Britain and Ireland • The causes of the Great Famine • The Famine Years, 1845–1850 • The impact of the Famine at home and abroad • The Irish diaspora 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Describe the changes resulting from Britain’s Agricultural Revolution (<i>Artefact 16.1</i>) • Describe life in 1840s Ireland (<i>Artefact 16.1</i>) • Explain the causes of the Famine in Ireland (<i>Artefact 16.2</i>) • Describe the course of the Famine (<i>Artefact 16.3</i>) • Explain the Famine relief efforts received by Ireland (<i>Artefact 16.3</i>) • Explain how the events of the Famine affected Ireland (<i>Artefact 16.4</i>) • Investigate the creation of and the significance of the Irish diaspora in Britain and the US (<i>Artefact 16.5</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Investigate • Consider • Demonstrate • Develop 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Historical empathy • Settlement and identity • Innovation and change
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on illustrations in newspapers and what they tell us about life during the Great Famine (textbook page 215) • Timelines • Photos of sources • Use of maps and graphs • Working with the Evidence tasks, pages 215, 227 • Collaborate tasks, pages 221, 223 • Use of key terms • Use of websites and clips shown in resources section 	

Resources:

Sources and Skills Book tasks, pages 94–98: Time capsule, multiple-choice questions, which word, two Working with the Evidence tasks

Portfolio task, page 44: Research the Irish Diaspora

TRB supplementary task, page 284, and fishbone, crossword, etc. Maps and graphs in chapter 16 Websites

- New resource: The Great Irish Famine Online: <https://educateplus.ie/go/great-famine>
- Dunbrody Museum and Ship: <https://educateplus.ie/go/dunbrody>
- The Jeanie Johnston Tall Ship: <https://educateplus.ie/go/jeanie-johnston>
- BBC *Story of Ireland* documentary, Episode 4: 'The Age of Union': <https://educateplus.ie/go/bbc-part4>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra key terms task on page 284 of the *TRB* page
Weaker students: Various tasks in the *Sources and Skills Book* – which word, multiple-choice questions

CBA Links:

CBA 1 'The Past in My Place' – Research the Irish Diaspora task on page 44 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 19 – The Rise of Nationalism and Unionism in Ireland Class Group: Second Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 2.2 INVESTIGATE the role and significance of two leaders involved in the parliamentary tradition in Irish politics 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</p>	<p>Nature of History Learning Outcome(s): 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 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • A divided culture: North and South • Political parties and organisations in Ireland in 1910 • The Home Rule crisis, 1912– 1914 • Ireland and World War I • Key Personality – A Leader in the Parliamentary Tradition: John Redmond 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Explain why Ireland was a divided culture north and south, religiously and politically (15.1) • Describe the aims of each of the main political groups in Ireland in 1910 (15.2) • Explain the Home Rule crisis, 1912–1914 (15.3) • Explain the effect that the outbreak of World War I had on Ireland (15.4) • Describe John Redmond’s life as a leader within the parliamentary tradition (15.4)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Investigate • Examine • Identify • Develop • Demonstrate 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Source and evidence • Viewpoint and objectivity • Change and continuity
<p>Teaching and Learning Methodologies:</p> <p>Active methodologies</p> <ul style="list-style-type: none"> • Hands on History tasks: Solemn League and Covenant (page 206), class debate (page 208), timeline (210) <p>Engaging with evidence</p> <ul style="list-style-type: none"> • Practice with Sources tasks, page 204, page 207 <p>Literacy methodologies</p> <ul style="list-style-type: none"> • Use of key terms <p>Numeracy methodologies</p> <ul style="list-style-type: none"> • Use of charts, graphs and timelines 	

Resources:

- *Skills and Supports* book, pages 81–84 (Video Task: The Home Rule Crisis, Hands on History – Timeline of the Life and Career of John Redmond, Understanding and Key Terms: Ireland 1910–1914) and page 233 (CBA 2 Task)
- *TRB* supplementary tasks, pages 231–233

Videos

The Home Rule Crisis: <https://educateplus.ie/go/home-rule-crisis>

BBC documentary *The Story of Ireland: 'The Age of Union'*: <https://educateplus.ie/go/bbc-part4>

BBC documentary *The Story of Ireland: The Age of Nations*: <https://educateplus.ie/go/bbc-part5>

Weblinks:

Tour of Áras on Uachtaráin: <https://educateplus.ie/go/aras-tour>

The Ulster Solemn League and Covenant: <https://educateplus.ie/go/ulster-covenant-search>

Edward Carson: <https://educateplus.ie/go/edward-carson>

My Adopted Soldier Project: <https://educateplus.ie/go/armistice-day>

Resources for John Redmond as a leader of the parliamentary tradition

RTÉ Radio piece on 100th Anniversary of Redmond's death: <https://educateplus.ie/go/redmond100>

Woodenbridge Speech in 1914 **Web links:** <https://educateplus.ie/go/woodenbridge>

British Pathé news footage of the commemoration of Redmond in the 1920s:

<https://educateplus.ie/go/wexford-redmond>

Web links

National Library online exhibition on Redmond:

<https://educateplus.ie/go/redmond-nli>

Agreed Assessment Checks:

- Checkpoint questions
- Practice with Sources questions
- Hands on History tasks
- Exam-Style Question
- *Skills and Supports* book activities
- AfL/formative assessment, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment, formative feedback, effective questioning, followed by Two Stars and a Wish task
- Summative assessment

Differentiation:

- Fast finishers: Practice with Sources, Political Identities, Fill in the Gaps and Matching tasks in the *TRB*
- Additional supports: Various tasks in the *Skills and Supports* book, e.g. timeline, understanding questions and key terms

CBA Links:

CBA 2 A Life in Time – Research an Irish figure from the late nineteenth or early twentieth century

Reflection Notes:

<p>Chapter Name: Ch. 30 – The Troubles in Northern Ireland</p> <p>Class Group: Third Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s):</p> <p>2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North–South and Anglo-Irish relations</p>	<p>Nature of History Learning Outcome(s):</p> <p>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</p> <p>1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Northern Ireland, 1920–1963 • The O’Neill years, 1963–1969 • The beginning of the Troubles 1969–1972 • The Sunningdale Agreement, 1973–1974 • Stalemate: Violence, 1975–1985 • The search for peace, 1985–1998 	<p>Learning Intentions</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the long-term causes of the Troubles in the Northern Irish sectarian state after 1921 (<i>Artefact 21.1</i>) • Examine the role played by Terence O’Neill in trying, and failing, to reform Northern Ireland in the 1960s (<i>Artefact 21.2</i>) • Understand the outbreak of violence in 1969 (<i>Artefact 21.3</i>) • Identify the key events during the Troubles (<i>Artefact 21.3</i>) • Consider the attempts to end the violence through the Sunningdale and Anglo-Irish Agreements (<i>Artefact 21.4–21.6</i>) • Assess the impact of the Troubles on Northern Ireland, Britain and the Republic (<i>Artefact 21.5–21.6</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Identify • Develop • Consider 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Source and evidence • Viewpoint and objectivity • Cause and consequence • Change and continuity • Time and space
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on the religious division in Northern Ireland and partition in 1921 • Narrative account in chapter 21 • Ongoing timeline to allow students to keep track of complicated events • Video clips of news reports from the major events • Working with the Evidence: mural research task, page 301 • Collaborate tasks, pages 301, 311, 312 • Class debate opportunity, page 311 • Research a victim of the Troubles and write report to build students’ empathy 	

Resources:

- Sources and Skills Book* tasks, pages 121–128: Time capsule, key terms revision task, magic square; three Working with the Evidence tasks on the Battle of the Bogside, murals, election posters
- Portfolio* task, page 67: Research a Figure from the Troubles in Northern Ireland
- TRB* supplementary task, page 297, and event map template, fishbone, Venn diagrams, etc. Websites
- BBC website on the Troubles – covers all the major events and the impact of the violence on everyday life: <https://educateplus.ie/go/bbc-troubles>
 - Website on the victims of the conflict: <https://educateplus.ie/go/remembering-victims>
 - Conflict Archive on the Internet: Conflict and Politics in Northern Ireland is full of links to primary source material on every aspect of the Troubles: <https://educateplus.ie/go/cain>
 - *A State Apart* – BBC series on the conflict in 30-minute episodes, developed for schools: <https://educateplus.ie/go/state-apart>
 - *John Hume – Ireland’s Greatest* documentary: <https://educateplus.ie/go/john-hume>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment ‘two stars and a wish’ task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: John Hume’s Nobel speech on page 299 of the *TRB*

Weaker students: Provide the answers to the key terms task on *Sources and Skills Book* page 122 and allow students to match these with the clues

CBA Links:

CBA 2 ‘A Life in Time’ – Research a Figure from the Troubles in Northern Ireland on page 67 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 18 – Cultural, Sporting and Social Movements in Ireland Class Group: Second Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 2.10 examine how one sporting, cultural or social movement impacted on Irish life</p>	<p>Nature of History Learning Outcome(s): 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • A cultural movement: The Gaelic League <p>OR</p> <ul style="list-style-type: none"> • A sporting movement: the GAA <p>OR</p> <ul style="list-style-type: none"> • A social movement: the Irish labour movement 	<p>Learning Intentions Students will be able to: Students will be able to</p> <ul style="list-style-type: none"> • Explain what cultural nationalism is and describe the Gaelic League and its impact on Irish life (14.1) <p>OR</p> <ul style="list-style-type: none"> • Explain how the GAA was founded and developed, and its impact on Irish life (14.2) <p>OR</p> <ul style="list-style-type: none"> • Describe the labour movement and its impact on Irish life (14.3)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Examine • Develop • Demonstrate 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Source and evidence • Change and continuity
<p>Teaching and Learning Methodologies:</p> <p>Active methodologies</p> <ul style="list-style-type: none"> • Hands on History tasks: traditional Irish music and dance (page 189), crest and jersey (page 192), facts about the GAA (page 194), strike sign (page 196) <p>Engaging with evidence</p> <ul style="list-style-type: none"> • Practice with Sources tasks, pages 188 and 193 <p>Literacy methodologies</p> <ul style="list-style-type: none"> • Use of key terms 	
<p>Resources:</p> <ul style="list-style-type: none"> • <i>Skills and Supports</i> book, pages 77–80 (Hands on History – New GAA Team, Video Task: History of the GAA, Video Task: The Dublin Lockout and Understanding) and page 230 (CBA 2 Task) • <i>TRB</i> supplementary tasks, page 230 <p>Videos</p> <ul style="list-style-type: none"> • Traditional céili dance: <p>Video https://educateplus.ie/go/siege-ennis</p> <ul style="list-style-type: none"> • The history of the GAA: <p>Video https://educateplus.ie/go/history-gaa</p> <ul style="list-style-type: none"> • The Dublin Lockout: <p>Video https://educateplus.ie/go/dublin-lockout</p> <p>Web links</p> <ul style="list-style-type: none"> • The GAA: <p>https://educateplus.ie/go/gaa-centenary</p>	

Agreed Assessment Checks:

- Checkpoint questions
- Practice with Sources questions
- Hands on History tasks
- Exam-Style Question
- *Skills and Supports* book activities
- AfL/formative assessment, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment, formative feedback, effective questioning, followed by Two Stars and a Wish task
- Summative assessment

Differentiation:

- Fast finishers: Matching tasks in the *TRB*
- Additional supports: Understanding questions in the *Skills and Supports* book

CBA Links:

CBA 2 A Life in Time – Research an Irish figure from a sporting, cultural or social movement during the late nineteenth or early twentieth century

Reflection Notes:

<p>Chapter Name: Ch. 17 – The Great Irish Famine Class Group: Second Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora</p>	<p>Nature of History Learning Outcome(s): 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 1.4 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 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • The 1840s in Britain and Ireland • The causes of the Great Famine • The Famine Years, 1845–1850 • The impact of the Famine at home and abroad • The Irish diaspora 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Describe the changes resulting from Britain’s Agricultural Revolution (<i>Artefact 16.1</i>) • Describe life in 1840s Ireland (<i>Artefact 16.1</i>) • Explain the causes of the Famine in Ireland (<i>Artefact 16.2</i>) • Describe the course of the Famine (<i>Artefact 16.3</i>) • Explain the Famine relief efforts received by Ireland (<i>Artefact 16.3</i>) • Explain how the events of the Famine affected Ireland (<i>Artefact 16.4</i>) • Investigate the creation of and the significance of the Irish diaspora in Britain and the US (<i>Artefact 16.5</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Investigate • Consider • Demonstrate • Develop 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Historical empathy • Settlement and identity • Innovation and change
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on illustrations in newspapers and what they tell us about life during the Great Famine (textbook page 215) • Timelines • Photos of sources • Use of maps and graphs • Working with the Evidence tasks, pages 215, 227 • Collaborate tasks, pages 221, 223 • Use of key terms • Use of websites and clips shown in resources section 	

Resources:

Sources and Skills Book tasks, pages 94–98: Time capsule, multiple-choice questions, which word, two Working with the Evidence tasks

Portfolio task, page 44: Research the Irish Diaspora

TRB supplementary task, page 284, and fishbone, crossword, etc. Maps and graphs in chapter 16 Websites

- New resource: The Great Irish Famine Online: <https://educateplus.ie/go/great-famine>
- Dunbrody Museum and Ship: <https://educateplus.ie/go/dunbrody>
- The Jeanie Johnston Tall Ship: <https://educateplus.ie/go/jeanie-johnston>
- BBC *Story of Ireland* documentary, Episode 4: 'The Age of Union': <https://educateplus.ie/go/bbc-part4>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra key terms task on page 284 of the *TRB* page
Weaker students: Various tasks in the *Sources and Skills Book* – which word, multiple-choice questions

CBA Links:

CBA 1 'The Past in My Place' – Research the Irish Diaspora task on page 44 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 18 – Cultural, Sporting and Social Movements in Ireland Class Group: Second Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 2.10 examine how one sporting, cultural or social movement impacted on Irish life</p>	<p>Nature of History Learning Outcome(s): 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • A cultural movement: The Gaelic League <p>OR</p> <ul style="list-style-type: none"> • A sporting movement: the GAA <p>OR</p> <ul style="list-style-type: none"> • A social movement: the Irish labour movement 	<p>Learning Intentions Students will be able to: Students will be able to</p> <ul style="list-style-type: none"> • Explain what cultural nationalism is and describe the Gaelic League and its impact on Irish life (14.1) <p>OR</p> <ul style="list-style-type: none"> • Explain how the GAA was founded and developed, and its impact on Irish life (14.2) <p>OR</p> <ul style="list-style-type: none"> • Describe the labour movement and its impact on Irish life (14.3)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Examine • Develop • Demonstrate 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Source and evidence • Change and continuity
<p>Teaching and Learning Methodologies:</p> <p>Active methodologies</p> <ul style="list-style-type: none"> • Hands on History tasks: traditional Irish music and dance (page 189), crest and jersey (page 192), facts about the GAA (page 194), strike sign (page 196) <p>Engaging with evidence</p> <ul style="list-style-type: none"> • Practice with Sources tasks, pages 188 and 193 <p>Literacy methodologies</p> <ul style="list-style-type: none"> • Use of key terms 	
<p>Resources:</p> <ul style="list-style-type: none"> • <i>Skills and Supports</i> book, pages 77–80 (Hands on History – New GAA Team, Video Task: History of the GAA, Video Task: The Dublin Lockout and Understanding) and page 230 (CBA 2 Task) • <i>TRB</i> supplementary tasks, page 230 <p>Videos</p> <ul style="list-style-type: none"> • Traditional céili dance: <p>Video https://educateplus.ie/go/siege-ennis</p> <ul style="list-style-type: none"> • The history of the GAA: <p>Video https://educateplus.ie/go/history-gaa</p> <ul style="list-style-type: none"> • The Dublin Lockout: <p>Video https://educateplus.ie/go/dublin-lockout</p> <p>Web links</p> <ul style="list-style-type: none"> • The GAA: <p>https://educateplus.ie/go/gaa-centenary</p>	

Agreed Assessment Checks:

- Checkpoint questions
- Practice with Sources questions
- Hands on History tasks
- Exam-Style Question
- *Skills and Supports* book activities
- AfL/formative assessment, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment, formative feedback, effective questioning, followed by Two Stars and a Wish task
- Summative assessment

Differentiation:

- Fast finishers: Matching tasks in the *TRB*
- Additional supports: Understanding questions in the *Skills and Supports* book

CBA Links:

CBA 2 A Life in Time – Research an Irish figure from a sporting, cultural or social movement during the late nineteenth or early twentieth century

Reflection Notes:

<p>Chapter Name: Ch. 19 – The Rise of Nationalism and Unionism in Ireland</p> <p>Class Group: Second Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s):</p> <p>2.2 INVESTIGATE the role and significance of two leaders involved in the parliamentary tradition in Irish politics</p> <p>2.4 EXAMINE the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923</p> <p>2.5 IDENTIFY the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations</p>	<p>Nature of History Learning Outcome(s):</p> <p>1.7 DEVELOP historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>1.8 INVESTIGATE a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</p> <p>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</p> <p>1.10 DEMONSTRATE chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • A divided culture: North and South • Political parties and organisations in Ireland in 1910 • The Home Rule crisis, 1912– 1914 • Ireland and World War I • Key Personality – A Leader in the Parliamentary Tradition: John Redmond 	<p>Learning Intentions</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain why Ireland was a divided culture north and south, religiously and politically (15.1) • Describe the aims of each of the main political groups in Ireland in 1910 (15.2) • Explain the Home Rule crisis, 1912–1914 (15.3) • Explain the effect that the outbreak of World War I had on Ireland (15.4) • Describe John Redmond’s life as a leader within the parliamentary tradition (15.4)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Investigate • Examine • Identify • Develop • Demonstrate 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Source and evidence • Viewpoint and objectivity • Change and continuity
<p>Teaching and Learning Methodologies:</p> <p>Active methodologies</p> <ul style="list-style-type: none"> • Hands on History tasks: Solemn League and Covenant (page 206), class debate (page 208), timeline (210) <p>Engaging with evidence</p> <ul style="list-style-type: none"> • Practice with Sources tasks, page 204, page 207 <p>Literacy methodologies</p> <ul style="list-style-type: none"> • Use of key terms <p>Numeracy methodologies</p> <ul style="list-style-type: none"> • Use of charts, graphs and timelines 	

Resources:

- *Skills and Supports* book, pages 81–84 (Video Task: The Home Rule Crisis, Hands on History – Timeline of the Life and Career of John Redmond, Understanding and Key Terms: Ireland 1910–1914) and page 233 (CBA 2 Task)
- *TRB* supplementary tasks, pages 231–233

Videos

The Home Rule Crisis: <https://educateplus.ie/go/home-rule-crisis>

BBC documentary *The Story of Ireland: 'The Age of Union'*: <https://educateplus.ie/go/bbc-part4>

BBC documentary *The Story of Ireland: The Age of Nations*: <https://educateplus.ie/go/bbc-part5>

Weblinks:

Tour of Áras on Uachtaráin: <https://educateplus.ie/go/aras-tour>

The Ulster Solemn League and Covenant: <https://educateplus.ie/go/ulster-covenant-search>

Edward Carson: <https://educateplus.ie/go/edward-carson>

My Adopted Soldier Project: <https://educateplus.ie/go/armistice-day>

Resources for John Redmond as a leader of the parliamentary tradition

RTÉ Radio piece on 100th Anniversary of Redmond's death: <https://educateplus.ie/go/redmond100>

Woodenbridge Speech in 1914 **Web links:** <https://educateplus.ie/go/woodenbridge>

British Pathé news footage of the commemoration of Redmond in the 1920s:

<https://educateplus.ie/go/wexford-redmond>

Web links

National Library online exhibition on Redmond:

<https://educateplus.ie/go/redmond-nli>

Agreed Assessment Checks:

- Checkpoint questions
- Practice with Sources questions
- Hands on History tasks
- Exam-Style Question
- *Skills and Supports* book activities
- AfL/formative assessment, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment, formative feedback, effective questioning, followed by Two Stars and a Wish task
- Summative assessment

Differentiation:

- Fast finishers: Practice with Sources, Political Identities, Fill in the Gaps and Matching tasks in the *TRB*
- Additional supports: Various tasks in the *Skills and Supports* book, e.g. timeline, understanding questions and key terms

CBA Links:

CBA 2 A Life in Time – Research an Irish figure from the late nineteenth or early twentieth century

Reflection Notes:

<p>Chapter Name: Ch. 20 – The Struggle for Irish Independence</p> <p>Class Group: Second Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s):</p> <p>2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923</p> <p>2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North–South and Anglo-Irish relations</p> <p>Partial fulfilment: to fully cover this learning outcome, students will also need to study chapter 21</p> <p>2.10 examine how one sporting, cultural or social movement impacted on Irish life</p> <p>2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events</p>	<p>Nature of History Learning Outcome(s):</p> <p>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</p> <p>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</p> <p>1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</p> <p>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</p> <p>1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p> <p>1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Planning the Rising • The 1916 Easter Rising • The consequences of the Easter Rising • A Life in Time: Pádraig Pearse • Commemorating the Easter Rising • The rise of Sinn Féin and the First Dáil • The War of Independence, 1919–1921 • The Anglo-Irish Treaty, 1921 • The Irish Civil War, 1922–1923 • The end of the Civil War • A Life in Time: Michael Collins • Northern Ireland 	<p>Learning Intentions</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the plans for a rising (<i>Artefact 18.1</i>) • Describe the involvement of the Irish Volunteers (<i>Artefact 18.1</i>) • Describe the course of the Rising (<i>Artefact 18.2</i>) • Describe Britain’s response to the Rising (<i>Artefact 18.2</i>) • Explain why the Rising failed (<i>Artefact 18.2</i>) • Investigate the consequences of the Easter Rising (<i>Artefact 18.3</i>) • Describe the life of Pádraig Pearse (<i>Artefact 18.3</i>) • Discuss why we commemorate events such as the Easter Rising (<i>Artefact 18.4</i>) • Explain the rise of Sinn Féin (<i>Artefact 18.5</i>) • Explain the importance of the 1918 general election (<i>Artefact 18.5</i>) • Describe the first Dáil (<i>Artefact 18.5</i>) • Describe how the War of Independence began and its key events (<i>Artefact 18.6</i>) • Discuss the tactics of the IRA and the British forces (<i>Artefact 18.6</i>) • Describe the end of the War of Independence (<i>Artefact 18.6</i>) and the Treaty negotiations (<i>Artefact 18.7</i>) • Discuss the terms of the Anglo-Irish Treaty and the Dáil debates that took place (<i>Artefact 18.7</i>)

- Investigate the pro-Treaty and anti-Treaty divide and how it led to the outbreak of the Irish Civil War (*Artefact 18.8*)
- Discuss the deaths of Arthur Griffith and Michael Collins (*Artefact 18.9*)
- Explain how the Civil War came to an end and what its legacy is (*Artefact 18.9*)
- Describe the life and career of Michael Collins (*Artefact 18.9*)
- Explain how Northern Ireland was established (*Artefact 18.10*)
- Understand the concepts of sectarianism and gerrymandering (*Artefact 18.10*)

Action Verbs

- Investigate
- Examine
- Identify
- Appreciate
- Consider
- Demonstrate
- Develop
- Make connections

Key Historical Concepts

- Historical consciousness
- Historical repository
- Cause and consequence
- Change and continuity
- Commemoration

Teaching and Learning Methodologies:

- Starter task on how a photograph and book can provide us with information about Ireland's struggle for independence, on page 250
- Timelines
- Photographs
- Working with the Evidence task, page 250
- Use of maps
- Collaborate tasks, pages 252, 257, 260, 266, 268, 273
- Use of key terms
- Use of visual verbal square for words such as commemoration
- Use of websites and clips shown in resources section

Resources:

Sources and Skills Book tasks, pages 105–113: Time capsule, fill in the gaps, matching, timelines, crossword, three Working with the Evidence tasks

Portfolio tasks: Research a Woman Involved in the Struggle for Irish Independence (page 52); and Research a Child who Died in the Easter Rising (page 56)

TRB supplementary task, page 287, and fishbone, visual verbal square, Venn diagrams, etc. Maps in chapter 18

Websites

- Manny Man Does the Easter Rising in 8 mins: <https://educateplus.ie/go/rising-8minutes>
- Pádraig Pearse and St. Enda's: <https://educateplus.ie/go/st-endas>
- Century Ireland - Easter Rising links:

<https://educateplus.ie/go/easter-rising-online> <https://educateplus.ie/go/easter-rising2>

<https://educateplus.ie/go/irish-times-rising>

<https://educateplus.ie/go/independent-1916>

- RTÉ on 1916: <https://educateplus.ie/go/rte-1916>
- The GAA – Bloody Sunday: <https://educateplus.ie/go/bloody-sunday-map>
- RTÉ on the Irish Civil War: <https://educateplus.ie/go/civil-war>

- BBC documentary *The Story of Ireland: 'The Age of Nations'*: <https://educateplus.ie/go/bbc-part5>
- Michael Collins: <https://educateplus.ie/go/michael-collins>
- The Irish Independence Film Collection: <https://educateplus.ie/go/independence-films>
- Video in Online Resources about the GPO Witness History Exhibition as an example of a historical repository: www.educateplus.ie/resources/artefact

Agreed Assessment Checks:

Checkpoint questions
 Understanding History questions
 Exploring History questions
 Collaborate tasks
 Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
 AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra activities and worksheets in the *TRB* – Timeline exercises, Working with the Evidence tasks
Weaker students: Various tasks in the *Sources and Skills Book* – fill in the gaps, matching exercises, crossword

CBA Links:

CBA 2 'A Life in Time' – Research a Woman Involved in the Struggle for Irish Independence on page 52 of the *Portfolio*
 AND
 Research a Child who Died in the Easter Rising on page 56 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 21 – World War I Class Group: Third Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 3.4 discuss the general causes and course of World War I or World War II and the immediate and long-term impact of the war on people and nations</p>	<p>Nature of History Learning Outcome(s): 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 1.9 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • The causes of World War I • World War I • The Paris Peace Conference • The consequences of World War I 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Understand the causes of World War I (<i>Artefact 23.1</i>) • Describe how new technology changed how war was waged (<i>Artefact 23.2</i>) • Describe the course of the war, focusing on the experience of the soldiers (<i>Artefact 23.2</i>) • Understand how the Paris Peace Conference and the terms of the Treaty of Versailles (<i>Artefact 23.3</i>) • Assess the impact of World War I on Europe and understand how the peace settlements shaped the continent (<i>Artefact 23.4</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Discuss • Demonstrate • Consider 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Understand the causes of World War I (<i>Artefact 23.1</i>) • Describe how new technology changed how war was waged (<i>Artefact 23.2</i>) • Describe the course of the war, focusing on the experience of the soldiers (<i>Artefact 23.2</i>) • Understand how the Paris Peace Conference and the terms of the Treaty of Versailles (<i>Artefact 23.3</i>) • Assess the impact of World War I on Europe and understand how the peace settlements shaped the continent (<i>Artefact 23.4</i>)
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task with two maps of Europe 1914 and 1922: students identify the differences • Narrative account in chapter 23 • Working with the Evidence task, page 328 • Explore the life of a soldier using photos and the diary entry on page 137 of the <i>Sources and Skills Book</i> • Emphasis on impact of World War I – Versailles Treaty assessment task in the <i>Sources and Skills Book</i> 	

Resources:

Sources and Skills Book tasks, pages 135–138: key terms, two Working with the Evidence tasks on soldiers in the trenches and on the Treaty of Versailles *Portfolio* task, page 75: Research an Irish World War I Soldier

TRB supplementary task, page 304

Event map template, fishbone, Venn diagrams, etc. Websites

- Spartacus Education website on World War I – primary sources, profiles and accounts of key events in the war: <https://educateplus.ie/go/causes-events-ww1>
- My Adopted Soldier Project – resources on Irish soldiers who died during the war: <https://educateplus.ie/go/adopted-soldier>
- *The Great War* – BBC series from the 1960s that features interviews with soldiers and detailed accounts of battles and other events: <https://educateplus.ie/go/idle-hill-summer>
- BBC *World War I Uncut* – series of short documentaries that focus on the experience of the war in the trenches: <https://educateplus.ie/go/why-trenches>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: World War I maps of Europe exercise on page 304 of the *TRB*
Weaker students: Provide the answers to the key terms task on *Sources and Skills Book* page 136 and allow students to match these with the clues

CBA Links:

CBA 2 'A Life in Time' – Research an Irish World War I Soldier on page 75 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 22 – Life in Communist Russia Class Group: Third Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 3.9 examine life in one fascist country and one communist country in the twentieth century</p>	<p>Nature of History Learning Outcome(s): 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Communism and the Bolsheviks • Stalin’s rise to power • Daily life in Stalin’s Russia • The life and career of Josef Stalin 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Describe what communism is and how it took root in Russia (<i>Artefact 24.1</i>) • Explain who the Bolsheviks were and their role in the Russian Civil War (<i>Artefact 24.1</i>) • Discuss the significance of Lenin’s death (<i>Artefact 24.2</i>) • Describe what happened during the Bolshevik power struggle (<i>Artefact 24.2</i>) • Explain how Stalin rose to power (<i>Artefact 24.2</i>) • Describe what life was like for people in Stalin’s Russia under the following headings: economic policies; the use of terror and propaganda; educational policies; women’s lives (<i>Artefact 24.3</i>) • Describe the life of Josef Stalin (<i>Artefact 24.3</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Examine • Develop • Demonstrate 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Historical consciousness • Timelines • Chronological awareness • History of Europe and the wider world across various dimensions • Propaganda
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on sources such as statues and propaganda posters presenting an image of Russia (page 336) • Timelines • Visual history sources: Photographs and propaganda posters • Working with the Evidence tasks, on pages 336, 344 • Collaborate task, page 338 • Use of maps and graphs • Use of key terms • Use of websites and clips shown in resources section • Venn diagram worksheet to compare and contrast life in fascist Germany and life in communist Russia 	

Resources:

Sources and Skills Book tasks, pages 139–141: Time capsule, fill in the gaps, timeline, Working with the Evidence.

Portfolio task, page 79: Research a Figure from Bolshevik Russia

TRB supplementary task, page 305 Maps and graphs in chapter 24

Visual history sources: Propaganda posters, photographs Websites

- Extra information on Josef Stalin: <https://educateplus.ie/go/stalin> and <https://educateplus.ie/go/stalin2>
- The BBC documentary *Stalin – Inside the Terror*: <https://educateplus.ie/go/bbc-stalin>
- Propaganda posters: <https://educateplus.ie/go/soviet-posters>

Agreed Assessment Checks:

Checkpoint questions

Understanding History questions

Exploring History questions

Collaborate tasks

Summative AfL assessment

followed by student self-

assessment 'two stars and a

wish' task

AfL ongoing strategies, e.g. Hot

Seat, KWL chart, Think Pair

Share, peer assessment

Differentiation:

Fast finishers: Extra match the meanings task on page 305 of the *TRB*

Weaker students: Various tasks in the *Sources and Skills Book* – timelines, fill in the gaps

CBA Links:

CBA 1 'A Life in Time' –

Research a Figure from

Bolshevik Russia on page 79 of

the *Portfolio*

Reflection Notes:

Chapter Name: Ch. 23 – Life in Fascist Italy Class Group: Third Years		Duration:
Contextual Learning Outcome(s): 3.9 examine life in one fascist country and one communist country in the twentieth century		Nature of History Learning Outcome(s): 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 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
What We Will Study: <ul style="list-style-type: none"> • Fascism • Mussolini's rise to power 		Learning Intentions Students will be able to: <ul style="list-style-type: none"> • Describe what fascism is (<i>Artefact 25.1</i>) • Discuss Mussolini and fascist Italy (<i>Artefact 25.1</i>)
Action Verbs <ul style="list-style-type: none"> • Examine • Develop • Demonstrate 		Key Historical Concepts <ul style="list-style-type: none"> • Historical consciousness • Chronological awareness • History of Europe and the wider world across various dimensions • Propaganda • Society
Teaching and Learning Methodologies: <ul style="list-style-type: none"> • Starter task on sources such as propaganda posters presenting an image of Italy and Mussolini • Timelines • Visual history sources: Propaganda posters, photographs • Working with the Evidence tasks, pages 348, 357 • Use of key terms • Use of websites and clips shown in resources section • Venn diagram worksheet to compare and contrast life in fascist Italy and life in communist Russia 		
Resources: <i>Sources and Skills Book</i> tasks, pages 142–145: Time capsule, fill in the gaps, timeline, crossword, Working with the Evidence <i>Portfolio</i> task, page 83: Research a Fascist <i>TRB</i> supplementary task, page 306 Venn diagram, etc. Websites <ul style="list-style-type: none"> • Documentary on Mussolini: https://educateplus.ie/go/mussolini 		
Agreed Assessment Checks: Checkpoint questions Understanding History questions Exploring History questions Summative AfL assessment followed by student self-assessment 'two stars and a wish' task AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment	Differentiation: <i>Fast finishers:</i> Extra activity on page 306 of <i>TRB</i> <i>Weaker students:</i> Various tasks in the <i>Sources and Skills Book</i> – fill in the gaps, timeline, crossword	CBA Links: CBA 2 'A Life in Time – Research a Fascist on page 83 of the <i>Portfolio</i>

Reflection Notes:

Chapter Name: Ch. 24 – Life in Nazi Germany Class Group: Third Years	Duration:
Contextual Learning Outcome(s): 3.9 examine life in one fascist country and one communist country in the twentieth century	Nature of History Learning Outcome(s): 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 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
What We Will Study: <ul style="list-style-type: none"> • Fascism • Hitler’s rise to power • Life in Hitler’s Germany • A Life in Time: Adolf Hitler 	Learning Intentions Students will be able to: <ul style="list-style-type: none"> • Explain what the Weimar Republic was (<i>Artefact 25.2</i>) • Describe the foundation of the Nazi Party and its rise to power (<i>Artefact 25.2</i>) • Explain how Hitler began to create a dictatorship (<i>Artefact 25.2</i>) • Describe what life was like for people in Hitler’s Germany under the following headings: economic policies, the use of terror and propaganda, anti-Semitism, educational policies and women’s lives (<i>Artefact 25.3</i>) • Describe the life and career of Adolf Hitler (<i>Artefact 25.3</i>)
Action Verbs <ul style="list-style-type: none"> • Examine • Develop • Demonstrate 	Key Historical Concepts <ul style="list-style-type: none"> • Historical consciousness • Chronological awareness • History of Europe and the wider world across various dimensions • Propaganda • Society
Teaching and Learning Methodologies: <ul style="list-style-type: none"> • Starter task on sources such as propaganda posters presenting an image of Germany and Hitler • Timelines • Visual history sources: Propaganda posters, photographs • Working with the Evidence tasks, pages 348, 357 • Use of key terms • Use of websites and clips shown in resources section • Venn diagram worksheet to compare and contrast life in fascist Germany and life in communist Russia 	
Resources: <i>Sources and Skills Book</i> tasks, pages 142–145: Time capsule, fill in the gaps, timeline, crossword, Working with the Evidence <i>Portfolio</i> task, page 83: Research a Fascist <i>TRB</i> supplementary task, page 306 Venn diagram, etc. Websites <ul style="list-style-type: none"> • Documentary on Mussolini: https://educateplus.ie/go/mussolini • Extra material on Hitler: https://educateplus.ie/go/hitler and https://educateplus.ie/go/hitler2 • Documentary series <i>World War II in Colour</i>, part 1 (all episodes available on YouTube): https://educateplus.ie/go/ww2-colour • Nazi propaganda posters: https://educateplus.ie/go/nazi-propaganda 	

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra activity on page 306 of *TRB*
Weaker students: Various tasks in the *Sources and Skills Book* – fill in the gaps, timeline, crossword

CBA Links:

CBA 2 'A Life in Time – Research a Fascist on page 83 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 25 – World War II Class Group: Second Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 3.4 discuss the general causes and course of World War I or World War II and the immediate and long- term impact of the war on people and nations 3.11 explore the contribution of technological developments and innovation to historical change 2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North– South and Anglo-Irish relations 2.8 describe the impact of war on the lives of Irish people, referring to either World War I or World War II</p>	<p>Nature of History Learning Outcome(s): 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 1.4 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 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Hitler’s foreign policies • Appeasement • The Munich Conference and the Nazi–Soviet Non-Aggression Pact • The impact of technological changes on war • The fall of Poland and France • The Battle of Britain and the Blitz • The invasion of the USSR and the Battle of Stalingrad • The war beyond Europe • The D-Day landings • The war’s end and impact • A Life in Time: Winston Churchill • Ireland on the eve of World War II • Neutrality and the Emergency Powers Act • Life in Éire during the Emergency • The life of Éamon de Valera • Life in Northern Ireland during World War II • Post-war divide between North and South 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Explain Hitler’s main aims, including: rebuilding the army and navy, re-occupation of the Rhineland, the Anschluss and the Sudetenland (<i>Artefact 26.1</i>) • Explain the attitude of France and Britain towards Hitler and what appeasement meant (<i>Artefact 26.2</i>) • Discuss the Munich Conference and its effect on Czechoslovakia (<i>Artefact 26.3</i>) • Discuss the Nazi–Soviet Non-Aggression Pact (<i>Artefact 26.3</i>) <ul style="list-style-type: none"> • Investigate the advances in wartime technology during World War II (<i>Artefact 27.1</i>) • Discuss the impact of the new technology (<i>Artefact 27.1</i>) • Explain the method of Blitzkrieg (<i>Artefact 27.2</i>) • Describe events such as the Invasion of Poland, the Phoney War, the Invasion of France, Operation Dynamo and the creation of Vichy France (<i>Artefact 27.2</i>) • Describe the Battle of Britain and the Blitz (<i>Artefact 27.3</i>) • Describe Operation Barbarossa and the Battle of Stalingrad (<i>Artefact 27.4</i>) • Explain why and how the US entered the war (<i>Artefact 27.5</i>) • Describe the war in North Africa and the surrender of Italy (<i>Artefact 27.5</i>) • Describe the Battle of the Atlantic (<i>Artefact 27.5</i>)

- Explain the event known as D-Day (*Artefact 27.6*)
- Discuss the air raids on Germany (*Artefact 27.6*)
- Describe the final offensives (*Artefact 27.6*)
- Investigate how World War II came to an end and what the impact of World War II was (*Artefact 27.7*)
- Describe the life and career of Winston Churchill (*Artefact 27.7*)
- Discuss the changes in Ireland before 1939 (*Artefact 19.1*)
- Describe the governments of Cumann na nGaedheal and Fianna Fáil (*Artefact 19.1*)
- Explain and describe Ireland's neutrality in World War II (*Artefact 19.2*)
- Explain what the Emergency Powers Act was (*Artefact 19.2*)
- Describe life in Éire during the Emergency, including: shortages and rationing, fuel and the glimmer men (*Artefact 19.3*)
- Describe the life and career of Éamon de Valera
- Describe life in Northern Ireland during World War II, including: industry and agriculture, Northern Ireland as a base for troops and the attacks on Belfast (*Artefact 19.4*)
- Discuss how World War II widened the North–South divide (*Artefact 19.5*)

Action Verbs

- Consider
- Demonstrate
- Describe
- Develop
- Discuss
- Explore
- Identify
- Make connections

Key Historical Concepts

- Cause and consequence
- Chronology
- Compare and connect across place or era
- Historical consciousness
- Historical judgement
- Innovation and change
- Viewpoint and objectivity

Teaching and Learning Methodologies:

- Starter task on sources such as Neville Chamberlain's speech and the front page of a London newspaper on 1 September 1939
- Timelines
- Visual history sources: Propaganda posters, photographs
- Use of maps
- Working with the Evidence tasks, pages 361, 368
- Collaborate task: class debate, page 365
- Use of key terms
- Use of websites and clips shown in resources section
- Starter task on sources such as an Allied poster and a Punch magazine cartoon and what we can learn from them about Allied attitudes towards World War II
- Timelines
- Use of maps, charts and graphs
- Visual history sources: propaganda posters, photographs
- Working with the Evidence tasks, pages 371, 385
- Collaborate task, page 373
- Use of key terms
- Use of websites and clips shown in resources section
- Starter task on how a Clery's advertisement from 1942 and an extract from de Valera's speech on neutrality provide us with information about the Emergency

- Use of graphs
- Visual history sources: election posters, photographs
- Working with the Evidence tasks, pages 278, 284
- Collaborate tasks, pages 280, 281, 287
- Use of key terms
- Use of Venn diagram to compare North and South during World War II
- Use of websites and clips shown in resources section

Resources:

Sources and Skills Book tasks, pages 146–149: Time capsule, timeline, key terms exercise, Working with the Evidence.

Portfolio task, page 87: Research a European Leader at the Start of World War II

TRB supplementary task, page 307 Event map template, fishbone, etc. Maps in chapter 26

Websites

- Documentary series *World War II in Colour* (all episodes available on YouTube): <https://educateplus.ie/go/ww2-colour>
- Manny Man animated video ‘World War II in 7 Minutes’: <https://educateplus.ie/go/ww2-7minutes>
- Neville Chamberlain returns from Germany with the Munich Agreement: <https://educateplus.ie/go/munich-agreement>

Sources and Skills Book tasks, pages 150–154: Time capsule, matching leaders, timeline, crossword, Working with the Evidence.

Portfolio task, page 91: The Battles of World War II

TRB supplementary task, page 308 Event map template, fishbone, etc. Maps, charts and graphs in chapter 27

Websites

- World War II technological improvements video: <https://educateplus.ie/go/ww2-technology>
- Britannica: <https://educateplus.ie/go/ww2-britannica>
- World War II in Colour, Episode 2: ‘Lightning War’: <https://educateplus.ie/go/ww2-colour2>
- Manny Man animated video on World War II: <https://educateplus.ie/go/ww2-7minutes>
- Winston Churchill’s famous speech: <https://educateplus.ie/go/churchill-speech>

Sources and Skills Book tasks, pages 114–116: Time capsule, comparison task, key terms activity, Working with the Evidence.

Portfolio task, page 59: Research a Political Figure in Early Independent Ireland

TRB supplementary task, page 295, and fishbone, visual verbal square, Venn diagrams, etc. Websites

- De Valera: <https://educateplus.ie/go/de-valera> <https://educateplus.ie/go/de-valera2>
- Video on the Emergency in Ireland: <https://educateplus.ie/go/emergency>
- RTÉ Archives: de Valera’s response to Churchill: <https://educateplus.ie/go/devalera-neutrality>
- Northern Ireland during World War II: <https://educateplus.ie/go/northern-ireland-ww2>
- RTÉ documentary: *Hidden Heroes of the Belfast Blitz*: <https://educateplus.ie/go/belfast-blitz>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate task
Summative AfL assessment followed by student self-assessment ‘two stars and a wish’ task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra activity on the policy of appeasement on page 307 of the *TRB*
Weaker students: Various tasks in the *Sources and Skills Book* – timeline, key terms

Fast finishers: Extra Working with the Evidence task on page 308 of the *TRB*. *Weaker students:* Various tasks in the *Sources and Skills Book* – timeline, crossword, matching exercise

Fast finishers: Extra activity on *TRB* page 295.
Weaker students: Various tasks in the *Sources and Skills Book* – comparison task, key terms, Working with the Evidence.

CBA Links:

CBA 2 ‘A Life in Time’: Research a European Leader at the Start of World War II on page 87 of the *Portfolio*

CBA 1 ‘The Past in My Place’ task – Research a Battle of World War II on page 91 of the *Portfolio*

CBA 2 ‘A Life in Time’ – Research a Political Figure in Early Independent Ireland on page 59 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 26 – The Holocaust Class Group: Third Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 3.10 explore the significance of genocide, including the causes, course and consequences of the Holocaust</p>	<p>Nature of History Learning Outcome(s): 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 1.4 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 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • The nature of genocide • Examples of genocide throughout history • The Holocaust 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Explain the nature of genocide (<i>Artefact 28.1</i>) • Investigate examples of genocide in history – genocides of Native Americans, the Armenian Genocide and the Cambodian Genocide (<i>Artefact 28.1</i>) • Describe the beginning of the Holocaust (<i>Artefact 28.2</i>) • Describe the Jewish ghettos (<i>Artefact 28.2</i>) • Explain the role of the Einsatzgruppen and the concept of the Final Solution (<i>Artefact 28.2</i>) • Describe conditions in a concentration camp (<i>Artefact 28.2</i>) • Discuss the liberation of the camps and the aftermath of the Holocaust (<i>Artefact 28.2</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Consider • Develop • Demonstrate • Explore • Make connections and compare 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Historical empathy • Empathy • Responsibility • Historical judgement • Chronology • Cause and consequence • Connect across place and era
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on sources such as the Wall of Names in Paris and the <i>Shoah</i> documentary, and what students can learn from them about the Holocaust • Visual history sources: Propaganda posters, photographs • Use of maps, charts and graphs • Working with the Evidence tasks, pages 389, 398 • Collaborate task, page 392 • Use of key terms • Use of websites and clips shown in resources section 	

Resources:

Sources and Skills Book tasks, pages 155–158: Time capsule, matching exercises, timeline, Working with the Evidence

Portfolio task, page 94: Research a Concentration Camp Survivor

TRB supplementary task, page 309

Event map template, fishbone, Venn diagrams, etc. Maps, charts and graphs in chapter 27

Websites

- The US Holocaust Memorial Museum: Holocaust Encyclopedia: <https://educateplus.ie/go/genocide>
<https://educateplus.ie/go/holocaust>
- The United Nations on Genocide: <https://educateplus.ie/go/genocide2>
- Auschwitz Memorial and Museum: <https://educateplus.ie/go/auschwitz-museum>
- The RTÉ documentary *Clouds in Harry's Coffee*: <https://educateplus.ie/go/rte-harry-callan>
- The Holocaust Education Trust Ireland: <http://hetireland.org> UK: <http://www.het.org.uk>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate task
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra evidence task on page 309 of the *TRB*
Weaker students: Various tasks in the *Sources and Skills Book* – timeline, matching exercises

CBA Links:

CBA 2 'A Life in Time' – Research a Concentration Camp Survivor on page 94 of the *Portfolio*

Reflection Notes:

Chapter Name: Ch. 27 – The Cold War Class Group: Third Years	Duration:
Contextual Learning Outcome(s): 3.5 recognise the importance of the Cold War in international relations in the twentieth-century world	Nature of History Learning Outcome(s): 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 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance
What We Will Study: <ul style="list-style-type: none"> • The causes of the Cold War • The Berlin Blockade 1948–1949 • The Korean War 1950–1953 • The Cuban Missile Crisis, 1962 • The Vietnam War 1964–1975 • Eastern Europe under Soviet Rule • The end of the Cold War 	Learning Intentions Students will be able to: <ul style="list-style-type: none"> • Examine the key events of the Cold War (the Berlin Blockade, the Korean War, the Cuban Missile Crisis, the Vietnam War, the Sovietisation of Eastern Europe) and assess the impact of each (<i>Artefact</i> 29.2–29.6) • Explore the end of the Cold War and especially the role of Mikhail Gorbachev in it (<i>Artefact</i> 29.7)
Action Verbs <ul style="list-style-type: none"> • Recognise • Consider • Develop 	Key Historical Concepts <ul style="list-style-type: none"> • Source and evidence • Viewpoint and objectivity • Cause and consequence • Change and continuity
Teaching and Learning Methodologies: <ul style="list-style-type: none"> • Starter task using the cartoons on page 401 • Narrative account in chapter 29 • Visual history sources: Propaganda posters, photographs • Working with the Evidence tasks, pages 401, 409 • Collaborate task, page 403: students debate the Cold War from the different perspectives • For each of the major incidents, use video introduction and then follow up with an evidence task from the period, focusing on the reasons for each side doing what it did in each case • Group presentations on other incidents in the Cold War 	
Resources: <i>Sources and Skills Book</i> tasks, pages 159–165: Time capsule, key terms tasks, major incidents exercise, two Working with the Evidence tasks on the Iron Curtain and the Cuban Missile Crisis <i>Portfolio task</i> , page 98: Research a Cold War Leader <i>TRB</i> supplementary task, page 310 Event map template, fishbone, Venn diagrams, etc. Websites <ul style="list-style-type: none"> • Spartacus Education website on the Cold War – full of primary sources, profiles and accounts of key events: https://educateplus.ie/go/cold-war • The John F. Kennedy Library website on the Cold War: https://educateplus.ie/go/jfk-cold-war • BBC Bitesize website for GCSE students on the Cold War: https://educateplus.ie/go/bitesize-cold-war • CNN series the Cold War – episodes on every major event covered in the topic, full of primary sources with interviews and original footage: https://educateplus.ie/go/cold-war-comrades 	

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate task on the responsibility for starting the Cold War
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Two extra Working with the Evidence tasks, on page 310 of the *TRB*
Weaker students: Exercise on page 161 of the *Sources and Skills Book* as a collaborative task

CBA Links:

CBA 2 'A Life in Time' – Research a Cold War Leader on page 98 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 28 – The 1960s Class Group: Third Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events 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</p>	<p>Nature of History Learning Outcome(s): 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 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • The 1950s: Ireland’s lost decade • Changes in politics and the economy: Seán Lemass and the First Programme for Economic Expansion • Social change in the 1960s: RTÉ, Vatican II and education <ul style="list-style-type: none"> • The space race • The US Civil Rights Movement • Other movements for greater equality and freedom in the 1960s • The development of youth culture 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Understand the causes and impact of economic change in the Ireland in the 1960s (<i>Artefact 20.1–20.2</i>) • Explore the life of Seán Lemass as an agent of change (<i>Artefact 20.2</i>) • Assess the causes and impact of changes in Irish society caused by the launch of RTÉ, Vatican II and education reform (<i>Artefact 20.3</i>) • Understand the causes, course and consequences of the space race (<i>Artefact 30.1</i>) • Examine the US Civil Rights Movement and its impact on the wider world (<i>Artefact 30.2</i>) • Analyse the birth of youth culture and examine how young people’s lives changed in the 1960s (<i>Artefact 30.3</i>) • Assess the idea that the 1960s was a significant decade of change in the world
<p>Action Verbs</p> <ul style="list-style-type: none"> • Debate • Consider • Develop • Demonstrate 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Cause and consequence • Change and continuity • Time and space • Innovation and change
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on Ireland in the 1950s – quote from de Valera’s speech (link below) • Narrative account in chapter 20 • Working with the Evidence tasks, pages 291, 297 • Collaborate tasks, page 295, 296, 297 • Photos from the 1960s and 1950s to illustrate the degree of change in Ireland • Clips from early RTÉ shows to illustrate the range of topics addressed • Photos of Mass before and after Vatican II <ul style="list-style-type: none"> • Starter task to recognise the key events of the 1960s: images of the moon landing, protest marches, pop culture, the Beatles, etc. • Narrative account in chapter 30 • Visual history sources: Propaganda posters, photographs • Working with the Evidence tasks, pages 419, 425 • Collaborate tasks, pages 422, 423 • Explore the space race (building on the Cold War from chapter 29) by looking at the motivations, successes and failures of both sides 	

- Examine the US Civil Rights Movement (CRM) through student presentations on the key events in the movement, constructing a shared timeline of the CRM
- Examine the impact of the US CRM by looking at other movements such as the women's movement and the gay rights movement. Student group projects can be used here to promote active learning
- Using images and music from the 1960s, look at youth culture and get students to compare it with modern pop culture
- Class discussion on how the 1960s influenced the following decades, using the protest movement successes task on page 168 of the Sources and Skills Book as a stimulus

Resources:

Sources and Skills Book tasks, pages 117–120: Time capsule, crossword; two Working with the Evidence tasks on economic expansion and the launch of RTÉ *Portfolio* task, page 63: Research a Figure from 1960s Ireland

TRB supplementary task, page 296, and event map template, fishbone, Venn diagrams, etc.

Websites

- *Irish Independent* photo essay on the 1960s: <https://educateplus.ie/go/dublin-1960s>
- De Valera's 1943 speech on his vision of Ireland: <https://educateplus.ie/go/ireland-we-dreamed>
- RTÉ *Seven Ages* documentary series – Episode 5, 'The Modernisation of Ireland' – excellent series on the changes in the 1960s and can be divided in short sections on all the topics covered in the chapter:

<https://educateplus.ie/go/modernisation-ireland>

- TV3 *Taoiseach* series – Episode 3 – first 20 minutes on Lemass: <https://educateplus.ie/go/taoiseach-episode-3>

Sources and Skills Book tasks, pages 166–171: Time capsule, key terms task, Working with the Evidence tasks on the space race, Dr King and the Civil Rights Movement

Portfolio task, page 102: Research the Life of a Prominent Figure from the 1960s

TRB supplementary task, page 312 Websites

- NASA history site on the US space programme up to the moon landings: <https://educateplus.ie/go/nasa-history>
- Moonwalk One, a documentary from 1970 on the Moon landing that details the technological developments of the space race: <https://educateplus.ie/go/apollo11-video>
- The Martin Luther King Jr Centre: <http://www.thekingcenter.org/>
- Detailed history of the American women's movement: <https://educateplus.ie/go/feminist-movement>
- Online photo exhibition at the Smithsonian Museum: <https://educateplus.ie/go/feminist-movement2>
- Timeline of key events from the 1960s: <https://educateplus.ie/go/1960s-events>

Agreed Assessment Checks:

Checkpoint questions
 Understanding History questions
 Exploring History questions
 Collaborate tasks
 Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
 AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Task on education in Ireland on page 280 of the *TRB*
Weaker students: Provide the answers to the crossword on *Sources and Skills Book* page 118 and allow students to match these with the clues
Fast finishers: Extra 'cause and consequence' task on page 312 of the *TRB* or the key terms task on page 167 of the *Sources and Skills Book*, but with the book closed
Weaker students: Provide the answers to the key terms task and allow students to match these to the correct answer

CBA Links:

CBA 2 'A Life in Time' – Research a Figure from 1960s Ireland on page 63 of the *Portfolio*
 CBA 2 'A Life in Time' – Research the Life of a Prominent Figure from the 1960s on page 102 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 29 – Women in 20th Century Ireland</p> <p>Class Group: Third Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 2.9 explain how the experiences of women in Irish society changed during the twentieth century</p>	<p>Nature of History Learning Outcome(s): 1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • The changing lives of women in twentieth-century Ireland • 1900 to 1921: the campaigns for the vote and independence • 1921 to the 1960s: women in independent Ireland • 1960s to 2000s: the fight for equality • The life and career of Mary Robinson 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Understand the position of women in Irish society in 1900 (<i>Artefact 22.1</i>) • Describe the campaigns for women’s suffrage and the role of women in the independence movement (<i>Artefact 22.1</i>) • Assess the legal and social restrictions women faced in independent Ireland (<i>Artefact 22.2</i>) • Analyse the campaign for greater equality for women from the 1960s onwards (<i>Artefact 22.3</i>) • Recognise the role played by Mary Robinson in Irish history (<i>Artefact 22.3</i>) <p>Consider why women are sometimes absent from Irish history</p>
<p>Action Verbs</p> <ul style="list-style-type: none"> • Develop • Demonstrate • Explain 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Viewpoint and objectivity • Change and continuity • Cause and consequence
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task to consider the position of the women in Ireland • Narrative account in chapter 22 • Explore suffrage movement in Ireland with primary sources • Examine the role played by women in the independence movement • Working with the Evidence tasks, pages 319 (perform an interview) and 322 (on the 1937 Constitution) • Class discussion on measures that have hindered and aided progress for women (use the task on Oppression and Progress on page 130 of the <i>Sources and Skills Book</i> as a stimulus activity) • Develop a timeline of Irish women in the twentieth century • Look at the life and career of Mary Robinson 	
<p>Resources:</p> <p><i>Sources and Skills Book</i>, pages 129–134: Time capsule, matching task, three Working with the Evidence tasks on Cumann na mBan, Countess Markievicz, poor women in Dublin</p> <p><i>Portfolio</i>, page 71: Research an Irish Woman of the Twentieth Century</p> <p><i>TRB</i> supplementary task, page 302</p> <p>Images: Cumann na mBan and suffragette posters; images of women at work; election posters</p> <p>Websites</p> <ul style="list-style-type: none"> • Timeline of the Irish Suffrage Movement: https://educateplus.ie/go/women-vote • RTÉ documentary on women in the independence movement, ‘Guns and Chiffon’. Also covers the social position of women: https://educateplus.ie/go/women-1916 • TG4 documentary <i>Uachtaráin</i>, Episode 7 on Mary Robinson: https://educateplus.ie/go/mary-robinson 	

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: evidence task on the IWLM (Chains or Change) on page 302 of the the *TRB*
Weaker students: give them the list of answers to the crossword clues and allow them to match to the correct answer

CBA Links:

CBA 2 'A Life in Time' – Research an Irish Woman of the Twentieth Century on page 71 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 30 – The Troubles in Northern Ireland</p> <p>Class Group: Third Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s):</p> <p>2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North–South and Anglo-Irish relations</p>	<p>Nature of History Learning Outcome(s):</p> <p>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</p> <p>1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Northern Ireland, 1920–1963 • The O’Neill years, 1963–1969 • The beginning of the Troubles 1969–1972 • The Sunningdale Agreement, 1973–1974 • Stalemate: Violence, 1975–1985 • The search for peace, 1985–1998 	<p>Learning Intentions</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the long-term causes of the Troubles in the Northern Irish sectarian state after 1921 (<i>Artefact 21.1</i>) • Examine the role played by Terence O’Neill in trying, and failing, to reform Northern Ireland in the 1960s (<i>Artefact 21.2</i>) • Understand the outbreak of violence in 1969 (<i>Artefact 21.3</i>) • Identify the key events during the Troubles (<i>Artefact 21.3</i>) • Consider the attempts to end the violence through the Sunningdale and Anglo-Irish Agreements (<i>Artefact 21.4–21.6</i>) • Assess the impact of the Troubles on Northern Ireland, Britain and the Republic (<i>Artefact 21.5–21.6</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Identify • Develop • Consider 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Source and evidence • Viewpoint and objectivity • Cause and consequence • Change and continuity • Time and space
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task on the religious division in Northern Ireland and partition in 1921 • Narrative account in chapter 21 • Ongoing timeline to allow students to keep track of complicated events • Video clips of news reports from the major events • Working with the Evidence: mural research task, page 301 • Collaborate tasks, pages 301, 311, 312 • Class debate opportunity, page 311 • Research a victim of the Troubles and write report to build students’ empathy 	

Resources:

- Sources and Skills Book* tasks, pages 121–128: Time capsule, key terms revision task, magic square; three Working with the Evidence tasks on the Battle of the Bogside, murals, election posters
- Portfolio* task, page 67: Research a Figure from the Troubles in Northern Ireland
- TRB* supplementary task, page 297, and event map template, fishbone, Venn diagrams, etc. Websites
- BBC website on the Troubles – covers all the major events and the impact of the violence on everyday life: <https://educateplus.ie/go/bbc-troubles>
 - Website on the victims of the conflict: <https://educateplus.ie/go/remembering-victims>
 - Conflict Archive on the Internet: Conflict and Politics in Northern Ireland is full of links to primary source material on every aspect of the Troubles: <https://educateplus.ie/go/cain>
 - *A State Apart* – BBC series on the conflict in 30-minute episodes, developed for schools: <https://educateplus.ie/go/state-apart>
 - *John Hume – Ireland's Greatest* documentary: <https://educateplus.ie/go/john-hume>

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Collaborate tasks
Summative AfL assessment followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: John Hume's Nobel speech on page 299 of the *TRB*

Weaker students: Provide the answers to the key terms task on *Sources and Skills Book* page 122 and allow students to match these with the clues

CBA Links:

CBA 2 'A Life in Time' – Research a Figure from the Troubles in Northern Ireland on page 67 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 31 – The European Union Class Group: Third Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 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</p>	<p>Nature of History Learning Outcome(s): 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 1.9 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Reasons for European integration • The first steps towards integration • The European Economic Community • The development of European integration after 1958 • Ireland and European integration 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Assess the factors that pushed Europe towards unity after World War II (<i>Artefact 31.1</i>) • Understand the early attempts at cooperation (<i>Artefact 31.2</i>) • Examine the creation of the EEC (<i>Artefact 31.3</i>) • Consider the main events (especially expansion and the powers of the Community) in the history of the EEC (<i>Artefact 31.4</i>) • Explore Ireland’s relationship with Europe (<i>Artefact 31.5</i>)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Evaluate • Consider • Demonstrate • Explore 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Change and continuity • Time and space • Cause and consequence
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task using modern map of the EU • Narrative account in chapter 31 • Working with the Evidence task, page 427 • Student timeline for the founding of each organisation and each treaty change important – a lot of different dates and bodies in this topic for them to learn • Spider diagram on the structure of the EU • Students to interview their parents/grandparents about how life in Ireland has been affected by the EU 	
<p>Resources: <i>Sources and Skills Book</i> tasks, pages 172–179: Time capsule, key terms exercise, four Working with the Evidence tasks on the ECHR, the Schuman Declaration, 1961 election posters and 1972 EEC posters <i>Portfolio</i> task, page 106: Research a European Leader after World War II <i>TRB</i> supplementary task, page 313 Event map template, fishbone, etc. Websites</p> <ul style="list-style-type: none"> • Europa education programme: EU resources for school students – posters, booklets, videos: https://educateplus.ie/go/eu-ie-resources • The European Movement Ireland provides a number of competitions and resources for students on Irish membership of the EU: https://educateplus.ie/go/european-movement 	

Agreed Assessment Checks:

Checkpoint questions
Understanding History questions
Exploring History questions
Summative AfL test followed by student self-assessment 'two stars and a wish' task
AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra activity on causes, course and consequences on page 313 of the *TRB*

Weaker students: Provide the answers to the key terms exercise on page 173 of the *Sources and Skills Book*

CBA Links:

CBA 2 'A Life in Time' – Research a European Leader After World War II on page 106 of the *Portfolio*

Reflection Notes:

<p>Chapter Name: Ch. 32 – Patterns of Change in Medicine</p> <p>Class Group: Third Years</p>	<p>Duration:</p>	
<p>Contextual Learning Outcome(s):</p> <p>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)</p>	<p>Nature of History Learning Outcome(s):</p> <p>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</p> <p>1.11 make connections and comparisons between people, issues and events in different places and historical eras</p>	
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Ancient and medieval medicine • From anatomy to germs and vaccines • Medicine and health care in the twentieth century 	<p>Learning Intentions</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the origins of modern medicine in the ancient world (30.1) • Explain how medicine was practised in the Middle Ages (30.1) • Explain the role of germ theory and vaccines in the advance of medical science (30.2) • Describe the major medical advances of the twentieth century (30.3) 	
<p>Action Verbs</p> <ul style="list-style-type: none"> • Illustrate • Explain • Describe 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Cause and consequence • Innovation and historical change • Chronological awareness 	
<p>Teaching and Learning Methodologies:</p> <p>Active methodologies</p> <ul style="list-style-type: none"> • Hands on History tasks: Medieval doctor helpline (page 417), Newspaper report (page 423) <p>Engaging with evidence</p> <ul style="list-style-type: none"> • Practice with Sources task, page 422 <p>Numeracy methodologies</p> <ul style="list-style-type: none"> • Use of timelines and graphs <p>Literacy methodologies</p> <ul style="list-style-type: none"> • Use of key terms 		
<p>Resources:</p> <ul style="list-style-type: none"> • <i>Skills and Supports</i> book pages 160–165 (Video Task: Galen of Pergamon, Medical Innovators, Tracing Change in Medicine, Understanding) • <i>TRB</i> supplementary task, page 263 <p>Videos</p> <ul style="list-style-type: none"> • Video on the work and legacy of Galen: https://educateplus.ie/go/galen • Video on the history of surgery: https://educateplus.ie/go/history-surgery • Video on the history of vaccines: https://educateplus.ie/go/vaccination <p>Web links</p> <ul style="list-style-type: none"> • Article on seven unusual ancient medical techniques: https://educateplus.ie/go/ancient-medical • PowerPoint on the history of twentieth-century medicine: https://educateplus.ie/go/medicine-20thcentury 		
<p>Agreed Assessment Checks:</p> <ul style="list-style-type: none"> • Checkpoint questions • Hands on History tasks • Exam-Style question • <i>Skills and Supports</i> book activities • AfL/formative assessment, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment, formative feedback, effective questioning, followed by Two Stars and a Wish task • Summative assessment 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Fast finishers: Understanding questions in the <i>Skills and Supports</i> book; video task on vaccines in <i>TRB</i> • Additional supports: Medical innovators task in <i>Skills and Supports</i> book 	<p>CBA Links:</p> <p>CBA 2 A Life in Time – Research a woman who played an important role in the history of medicine and health care</p>

Reflection Notes:

<p>Chapter Name: Ch. 33 – Patterns of Change in Technology Class Group: Third Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 3.11 explore the contribution of technological developments and innovation to historical change</p>	<p>Nature of History Learning Outcome(s): 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Agricultural innovation • Manufacturing and industry • Military technology • Communication technology <p>Navigational technology</p>	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Explain the main changes in agriculture and how they have shaped human history (29.1) • Describe the main changes in the production of goods since the 1700s and how those changes impacted on people’s lives (29.2) • Describe how weapons and warfare have developed over the centuries and how those developments have shaped societies (29.3) • Identify and explain the key developments in communications technology since the 1400s (29.4) • Explain how navigational technology has developed (29.5)
<p>Action Verbs</p> <ul style="list-style-type: none"> • Explore • Demonstrate • Connect • Compare 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Cause and consequence • Patterns of change
<p>Teaching and Learning Methodologies:</p> <p>Active methodologies</p> <ul style="list-style-type: none"> • Hands on History task: page 400 <p>Engaging with evidence</p> <ul style="list-style-type: none"> • Practice with Sources task, page 405 • Practice with Sources task, <i>TRB</i> page 262 <p>Literacy methodologies</p> <ul style="list-style-type: none"> • Use of key terms 	
<p>Resources:</p> <p>Resources</p> <ul style="list-style-type: none"> • <i>Skills and Supports</i> book, pages 155–159 (Video Task: The Agricultural Revolution, Understanding, Key Technological Innovations) and page 275 (CBA 2 Task) • <i>TRB</i> supplementary task, page 262 <p>Video links</p> <ul style="list-style-type: none"> • Video on the Agricultural Revolution: https://educateplus.ie/go/agricultural-revolution • Navigational technology in the age of exploration: https://educateplus.ie/go/navigation • Industrial Revolution – Horrible Histories: ‘Work, Terrible Work!’ https://www.youtube.com/watch?v=zF_U4VG1JK • Simple History – Industrial Revolution: https://educateplus.ie/go/industrial-revolution • History Of Weapons: Deadly Inventions: https://educateplus.ie/go/weapons <p>Web links</p> <ul style="list-style-type: none"> • BBC Bitesize History of Warfare 1250 to today: 	

<https://educateplus.ie/go/warfare>

- History Channel site on the Industrial Revolution: <https://educateplus.ie/go/industrial-revolution2>
- BBC History – The Agricultural Revolution: <https://educateplus.ie/go/agricultural-revolution-england>

Agreed Assessment Checks:

- Checkpoint questions
- Practice with Sources questions
- Hands on History tasks
- Exam-Style Question
- *Skills and Supports* book activities
- AfL/formative assessment, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment, formative feedback, effective questioning, followed by Two Stars and a Wish task
- Summative assessment

Differentiation:

- Fast finishers: Complete task on key technological innovations on page 158 of the *Skills and Supports* book without the textbook; Practice with Sources task in *TRB*
- Additional supports: Allow students to use the textbook when completing the key technological innovations task

CBA Links:

CBA 2 A Life in Time – research an inventor or innovator

Reflection Notes:

<p>Chapter Name: Ch. 34 – Patterns of Change in Crime and Punishment Class Group: Third Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 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)</p>	<p>Nature of History Learning Outcome(s): 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 1.4 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 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Changes in crime and punishment in: <ul style="list-style-type: none"> • Ancient Rome • Medieval Times • The 19th Century • Modern Times 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Illustrate patterns of change in crime and punishment in: Ancient Rome, the Middle Ages, the Industrial Revolution and modern times
<p>Action Verbs</p> <ul style="list-style-type: none"> • Illustrate • Develop • Demonstrate • Connect • Compare 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Chronological awareness • Historical judgement • Sources and evidence
<p>Teaching and Learning Methodologies:</p> <p>Active methodologies</p> <ul style="list-style-type: none"> • Hands on History tasks: Medieval doctor helpline (page 417), Newspaper report (page 423) <p>Engaging with evidence</p> <ul style="list-style-type: none"> • Practice with Sources task, page 422 <p>Numeracy methodologies</p> <ul style="list-style-type: none"> • Use of timelines and graphs • Statistics on crime <p>Literacy methodologies</p> <ul style="list-style-type: none"> • Use of key terms • Twelve Tables • End of chapter source analysis 	
<p>Resources:</p> <ul style="list-style-type: none"> • Making History textbook, Skills Book and Teacher’s Resource Book • Assessing your learning questions, pp. 479, 482, 483, 485, 486 and 488 • Review Questions, p. 490 • Summary: Patterns of change – crime and punishment • Video worksheet: Patterns of change – crime and punishment, p. 263 • Twelve Tables, p. 264 • Punishment in medieval times, p. 265 • End of chapter source analysis, pp. 266-267 • Patterns of change poster project, pp. 296-297 • Patterns of change worksheet project. P 298 	

Agreed Assessment Checks:

Assessing your learning questions (Making History), pp. 479, 482, 483, 486 and 488
Review questions, p. 490
Twelve Tables
Keywords
End of chapter source analysis
AfL/formative assessment, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment, formative feedback, effective questioning, followed by Two Stars and a Wish task
Summative assessment

Differentiation:

- Fast finishers: Complete task on key changes in crime and punishment handout without using the notes; Practice with Sources task in *TRB*
- Additional supports: Allow students to use the textbook when completing the key technological innovations task

CBA Links:

CBA 2 A Life in Time – Research a woman who played an important role in the history of crime and punishment

Reflection Notes:

<p>Chapter Name: Ch. 35 - The United Nations Class Group: Third Years</p>	<p>Duration:</p>
<p>Contextual Learning Outcome(s): 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</p>	<p>Nature of History Learning Outcome(s): 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 1.9 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</p>
<p>What We Will Study:</p> <ul style="list-style-type: none"> • Reasons for the formation of the United Nations • The first initiatives by the United Nations • The United Nations and global governance • The United Nations after the Cold War • Ireland and the United Nations 	<p>Learning Intentions Students will be able to:</p> <ul style="list-style-type: none"> • Understand the origins and initial objectives of the United Nations • Evaluate the UN's role in international co-operation, focusing on key bodies like the General Assembly and Security Council • Examine the impact and significance of UN Peacekeeping missions, particularly the first mission and the Yugoslavian Wars • Explore the roles of ECOSOC and WHO in fostering global well-being • Investigate the UN's judicial mechanisms, including the International Court of Justice and criminal tribunals • Understand the historical context and importance of the Universal Declaration of Human Rights (UDHR) • Examine key figures and initiatives in UN's promotion of human rights, such as Eleanor Roosevelt, Hansa Mehta, UNICEF, and UNCRC • Consider various ways the UN advances international co-operation, justice, and human rights aside from its main bodies and initiatives
<p>Action Verbs</p> <ul style="list-style-type: none"> • Evaluate • Consider • Demonstrate • Explore 	<p>Key Historical Concepts</p> <ul style="list-style-type: none"> • Change and continuity • Time and space • Cause and consequence
<p>Teaching and Learning Methodologies:</p> <ul style="list-style-type: none"> • Starter task using the modern map of UN member states • Narrative account • Working with the Evidence tasks • Student timeline for the formation and key initiatives of the UN • Spider diagram on the structure of the United Nations • Students to interview their parents/grandparents about Ireland's role in the United Nations 	
<p>Resources:</p> <ul style="list-style-type: none"> • Making History textbook, Skills Book and Teacher's Resource Book • Source analysis • Assessing your learning questions, pp. 3, 6, 9 and 11 • Review questions, pp. 13–14 	

- Summary: The United Nations
- Maps, images, and photos
- Timeline of key events, p. 1
- Video worksheet, p. 2
- End of chapter source question, pp. 2–3
- Key words: The United Nations, pp. 4–5
- Websites
- United Nations education programme: Resources for school students - posters, booklets, videos
- The Irish United Nations Association provides a number of competitions and resources for students on Ireland's involvement with the UN

Agreed Assessment Checks:

Checkpoint questions
 Understanding History questions
 Exploring History questions
 Summative AfL test followed by student self-assessment 'two stars and a wish' task
 AfL ongoing strategies, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation:

Fast finishers: Extra activity on the key initiatives and resolutions of the UN in the TRB
 Weaker students: Provide the answers to the key terms exercise on page 174 of the Skills Book

CBA Links:

CBA 2 'A Life in Time' – Research a United Nations Secretary-General or influential figure

Reflection Notes: