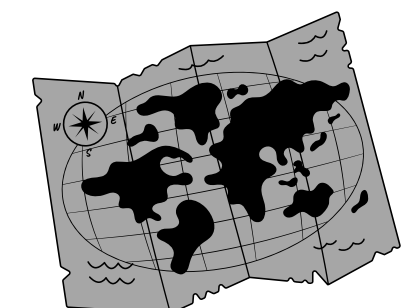


# JUNIOR CYCLE HISTORY



## THE NATURE OF HISTORY

### DEVELOPING HISTORICAL CONSCIOUSNESS

**1.1 DEVELOP** a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context.

**1.2 CONSIDER** contentious or controversial issues in history from more than one perspective and **DISCUSS** the historical roots of a contentious or controversial issue or theme in the contemporary world.

**1.3 APPRECIATE** their cultural inheritance through recognising historically significant places and buildings and **DISCUSSING** why historical personalities, events and issues are commemorated.

**1.4 DEMONSTRATE** awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space.

### WORKING WITH EVIDENCE

**1.5 INVESTIGATE** the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence.

**1.6 DEBATE** the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and **APPRECIATE** the contribution of archaeology and new technology to historical enquiry.

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

**1.8 INVESTIGATE** a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition.

### ACQUIRING 'THE BIG PICTURE'

**1.9 DEMONSTRATE** awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions.

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

**1.11 MAKE CONNECTIONS AND COMPARISONS** between people, issues and events in different places and historical eras.

## THE HISTORY OF IRELAND

### 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.

## THE HISTORY OF EUROPE AND THE WIDER WORLD

### 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)

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