

## JUNIOR CYCLE HISTORY OVERVIEW FIRST YEAR

### GLOBAL CITIZENSHIP

**Learning Outcome 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.

**Learning Outcome 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.

Term 1	Strands:	Elements:	Learning Outcomes – Students should be able to...
	1: The Nature of History	The Historian	<ul style="list-style-type: none"> <li>Investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements</li> <li>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</li> <li>Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</li> <li>Investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</li> <li>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</li> </ul>
	1: The Nature of History	The Archaeologist.	<ul style="list-style-type: none"> <li>Appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</li> <li>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</li> <li>Investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</li> </ul>
	3: The History of Europe and the Wider world	An Ancient Civilisation: Rome	<ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul>
	1: The Nature of History	An Ancient Civilisation: Rome	<ul style="list-style-type: none"> <li>Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</li> <li>Debate the usefulness and limitations of different types of primary and secondary sources of historical evidence</li> </ul>
	2. The History of Ireland	Early Christian Ireland	<ul style="list-style-type: none"> <li>Recognise how a pattern of settlement and plantation influenced identity on the island of Ireland</li> <li>Consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period</li> </ul>
	1: The Nature of History	Early Christian Ireland	<ul style="list-style-type: none"> <li>Explore a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</li> <li>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</li> <li>Appreciate their cultural inheritance through recognising historically significant places</li> </ul>
	1: The Nature of History	The Historian	<ul style="list-style-type: none"> <li>Investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements</li> <li>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</li> <li>Demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras</li> <li>Investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</li> </ul>

			<ul style="list-style-type: none"> <li>• 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</li> </ul>
	1: The Nature of History	The Archaeologist	<ul style="list-style-type: none"> <li>• Appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</li> <li>• 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</li> <li>• Investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition</li> </ul>
	3: The History of Europe and the Wider world	An Ancient Civilisation: Rome	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>
	1: The Nature of History	An Ancient Civilisation: Rome	<ul style="list-style-type: none"> <li>• Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</li> <li>• Debate the usefulness and limitations of different types of primary and secondary sources of historical evidence</li> </ul>

### Christmas Exams

Terms	Strands:	Elements:	Learning Outcomes – Students should be able to...
<b>2 &amp; 3</b>	3: The History of Europe and the Wider World	Life and Death in Medieval Times	<ul style="list-style-type: none"> <li>• Investigate the lives of people medieval civilisation of their choosing</li> <li>• Explore life and death in medieval times</li> <li>• Explore the contribution of technological developments and innovation to historical change</li> </ul>
	2: The History of Ireland	Life and Death in Medieval Ireland	<ul style="list-style-type: none"> <li>• Recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement</li> </ul>
	1: The Nature of History	Life and Death in Medieval Times	<ul style="list-style-type: none"> <li>• Develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context</li> <li>• 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</li> </ul>
	3: The History of Ireland and the Wider World	The Renaissance	<ul style="list-style-type: none"> <li>• Appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance</li> <li>• Explore the contribution of technological developments and innovation to historical change</li> </ul>
	1: The Nature of History	The Renaissance	<ul style="list-style-type: none"> <li>• Develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context</li> <li>• Debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual</li> <li>• 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</li> </ul>
	3. The History of Europe and the Wider World	Conquest and Colonisation	<ul style="list-style-type: none"> <li>• Evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration</li> <li>• Explore the contribution of technological developments and innovation to historical change</li> </ul>
	1: The Nature of History	Conquest and Colonisation	<ul style="list-style-type: none"> <li>• 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</li> <li>• Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</li> </ul>
	2. The History of Ireland	Local History – History of the School	<ul style="list-style-type: none"> <li>• Make connections between local, personal or family history and wider national and/or international personalities, issues and events</li> </ul>

## Summer Exams

## JUNIOR CYCLE HISTORY OVERVIEW SECOND YEAR

### GLOBAL CITIZENSHIP

**Learning Outcome 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.

**Learning Outcome 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.

Term 1	Strands:	Elements:	Learning Outcomes – Students should be able to...
	3: The History of Europe and the Wider World	The Reformation	<ul style="list-style-type: none"> <li>Consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer</li> </ul>
	1: Nature of History	The Reformation	<ul style="list-style-type: none"> <li>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</li> <li>Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</li> </ul>
	2: The History of Ireland	The Plantations	<ul style="list-style-type: none"> <li>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</li> </ul>
	1: The Nature of history	The Plantations	<ul style="list-style-type: none"> <li>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</li> <li>Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</li> </ul>
	3: The History of Europe and the Wier World	The French Revolution	<ul style="list-style-type: none"> <li>Examine the causes, course and consequences of one revolution in pre- twentieth century Europe and/or the wider world</li> </ul>
	1: The Nature of History	The French Revolution	<ul style="list-style-type: none"> <li>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</li> <li>Develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance</li> </ul>
<b>Christmas Exams</b>			
Terms 2 & 3	Strands:	Elements:	Learning Outcomes – Students should be able to...
	2: The History of Ireland	1798 Rebellion	<ul style="list-style-type: none"> <li>Explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion</li> </ul>
	1: The Nature of History	1798 Rebellion	<ul style="list-style-type: none"> <li>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</li> <li>Appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</li> </ul>

	1: The Nature of History	The Famine	<ul style="list-style-type: none"> <li>• 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</li> <li>• Appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated</li> </ul>
	2: The History of Ireland	The Famine	<ul style="list-style-type: none"> <li>• Investigate the causes, course and consequences, nationally and internationally, of the Great and examine the significance of the Irish Diaspora</li> </ul>
	2: The History of Ireland	Daniel O'Connell, C.S Parnell and GAA	<ul style="list-style-type: none"> <li>• Investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics - examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923</li> <li>• Identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North- South and Anglo-Irish relations</li> <li>• Examine how one sporting, cultural or social movement impacted on Irish life</li> </ul>

**Summer Exams**

## JUNIOR CYCLE HISTORY OVERVIEW

### GLOBAL CITIZENSHIP

**Learning Outcome 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.

**Learning Outcome 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.

### THIRD YEAR

Term 1	Strands:	Elements:	Learning Outcomes – Students should be able to...
	3: The History of Europe and the Wider World	Consequences of World War One	<ul style="list-style-type: none"> <li>Discuss the immediate and long-term impact of the war on people and nations</li> </ul>
	1: The Nature of History	Consequences of World War one	<ul style="list-style-type: none"> <li>Develop a sense of historical empathy by viewing people, issues and events in their historical context</li> </ul>
	3: The History of Europe and the Wider World	Life in a 20 <sup>th</sup> Century Communist country: USSR and Germany	<ul style="list-style-type: none"> <li>Examine life in one Communist country in the twentieth century</li> <li>Examine life in one Fascist country in the twentieth century</li> </ul>
	1: The Nature of History	Life in the 20 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>Develop a sense of historical empathy by viewing people, issues and events in their historical context</li> <li>Develop historical judgements based on evidence, showing an awareness of historical significances</li> </ul>
	3: The History of Europe and the Wider World	The Causes, Course and consequences of World War Two	<ul style="list-style-type: none"> <li>Discuss the general causes and course of World War II and the immediate and long-term impact of the war on people and nations.</li> </ul>
	1: The Nature of History	The Causes, Course and consequences of World War Two	<ul style="list-style-type: none"> <li>Demonstrate an awareness of historical concepts</li> <li>Investigate the job of a historian, using evidence to form historical judgements</li> <li>Debate the usefulness and limitations of sources</li> <li>Demonstrate an awareness of the significance of the event across various dimensions, e.g., political, social, economic, religious, cultural</li> </ul>
	3: The History of Europe and the Wider World	The Holocaust	<ul style="list-style-type: none"> <li>Explore the significance of genocide, including the causes, course and consequences of the Holocaust</li> </ul>
	1: The Nature of History	The Holocaust	<ul style="list-style-type: none"> <li>Develop a sense of historical empathy</li> <li>Make connections between people, issues and events</li> </ul>
	3: The History of Europe and the Wider World	The 1960s, an Important decade in Europe and the wider world	<ul style="list-style-type: none"> <li>Debate the idea that the 1960's was an important decade in Europe and the wider world, referring to relevant personalities, issues and events</li> </ul>

	1: The Nature of History	The 1960s, an Important decade in Europe and the wider world	<ul style="list-style-type: none"> <li>• Develop historical judgements based on evidence, showing an awareness of historical significances</li> <li>• Demonstrate chronological awareness</li> <li>• Making connections and comparisons between people, issues and events in different places and historical eras</li> </ul>
	3: The History of Europe and the Wider World	The role of the United Nations	<ul style="list-style-type: none"> <li>• Evaluate the role of the United Nations in promoting international cooperation, justice and human rights</li> </ul>
	1: The Nature of History	The role of the United Nations	<ul style="list-style-type: none"> <li>• Develop historical judgements based on evidence, showing an awareness of historical significances</li> </ul>
	3: The History of Europe and the Wider World	The Cold War	<ul style="list-style-type: none"> <li>• Recognise the importance of the Cold War in international relations in the twentieth century world</li> </ul>
	1: The Nature of History	The Cold War	<ul style="list-style-type: none"> <li>• Develop historical judgements based on evidence, showing an awareness of historical significances</li> <li>• Consider contentious or controversial issues from more than one perspective</li> <li>• Develop a sense of empathy by viewing events in their historical context</li> </ul>

### Christmas Exams

Terms 2 & 3	Strands:	Elements:	Learning Outcomes – Students should be able to...
	1: The Nature of History	Northern Ireland The 'Troubles'	<ul style="list-style-type: none"> <li>• Develop historical judgements based on evidence, showing an awareness of historical significances</li> <li>• Consider contentious or controversial issues from more than one perspective</li> <li>• Develop a sense of empathy by viewing events in their historical context</li> </ul>
	2: The History of Ireland	The 1960s, an important decade in Ireland	<ul style="list-style-type: none"> <li>• Debate the idea that the 1960's was an important decade in Ireland and the wider world, referring to relevant personalities, issues and events</li> </ul>
	1: The Nature of History	The 1960s, an important decade in Ireland	<ul style="list-style-type: none"> <li>• Develop historical judgements based on evidence, showing an awareness of historical significances</li> <li>• Demonstrate chronological awareness</li> <li>• Making connections and comparisons between people, issues and events in different places and historical eras</li> </ul>
	2: The History of Ireland	Ireland's links to Europe	<ul style="list-style-type: none"> <li>• Analyse the evolution and development of Ireland's links with Europe</li> </ul>
	2: The History of Ireland	The role of women in twentieth century Ireland	<ul style="list-style-type: none"> <li>• Explain how the experience of women in Irish society changed during the twentieth century</li> </ul>
	1: The Nature of History	The role of women in twentieth century Ireland	<ul style="list-style-type: none"> <li>• Develop historical judgements based on evidence, showing an awareness of historical significances</li> <li>• Demonstrate chronological awareness</li> </ul>
	1: The Nature of History	Northern Ireland The 'Troubles'	<ul style="list-style-type: none"> <li>• Develop historical judgements based on evidence, showing an awareness of historical significances</li> <li>• Consider contentious or controversial issues from more than one perspective</li> <li>• Develop a sense of empathy by viewing events in their historical context</li> </ul>
	2: The History of Ireland	The 1960s, an important decade in Ireland	<ul style="list-style-type: none"> <li>• Debate the idea that the 1960's was an important decade in Ireland and the wider world, referring to relevant personalities, issues and events</li> </ul>

1: The Nature of History	The 1960s, an important decade in Ireland	<ul style="list-style-type: none"> <li>• Develop historical judgements based on evidence, showing an awareness of historical significances</li> <li>• Demonstrate chronological awareness</li> <li>• Making connections and comparisons between people, issues and events in different places and historical eras</li> </ul>
2: The History of Ireland	Ireland's links to Europe	<ul style="list-style-type: none"> <li>• Analyse the evolution and development of Ireland's links with Europe</li> </ul>
2: The History of Ireland	The role of women in twentieth century Ireland	<ul style="list-style-type: none"> <li>• Explain how the experience of women in Irish society changed during the twentieth century</li> </ul>
1: The Nature of History	The role of women in twentieth century Ireland	<ul style="list-style-type: none"> <li>• Develop historical judgements based on evidence, showing an awareness of historical significances</li> <li>• Demonstrate chronological awareness</li> </ul>

**State Examinations**