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An tSraith Shóisearach do Mhúinteoirí


Junior **CYCLE**
for teachers


How to use this guide:

This quick reference guide is intended for use by teachers when planning for learning, teaching and assessment using the learning outcomes in the History specification.

It gives an overview of the links between the learning outcomes in the Junior Cycle History specification and the **5th/6th class** skills, concepts and content objectives in the Primary School History curriculum.

Learning outcomes from the Junior Cycle History specification are listed in the column on the left. Possible links to the Primary School History curriculum content objectives are listed in the column on the right. (5th/6th class content objectives are repeated across some strands where some other possible links can be made)





This document is not intended to replace the Primary School Curriculum (1999) documents or the History specification at Junior Cycle. It is important that post primary teachers of History also refer to the History specification and the Framework for Junior Cycle (2015) when planning for learning, teaching and assessment.

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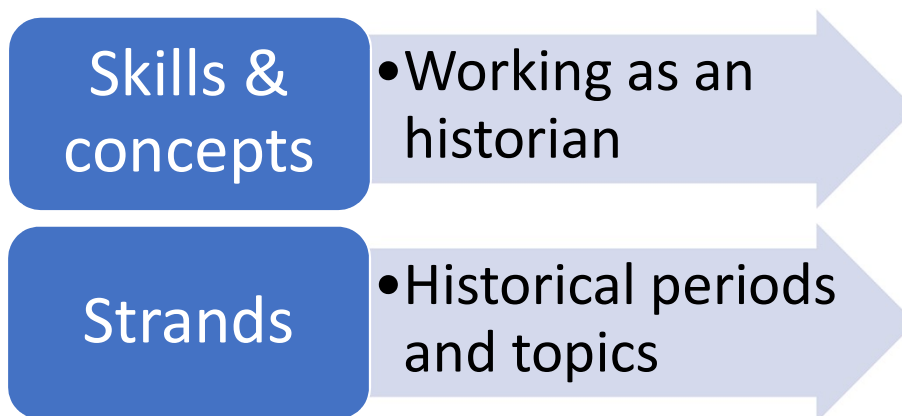
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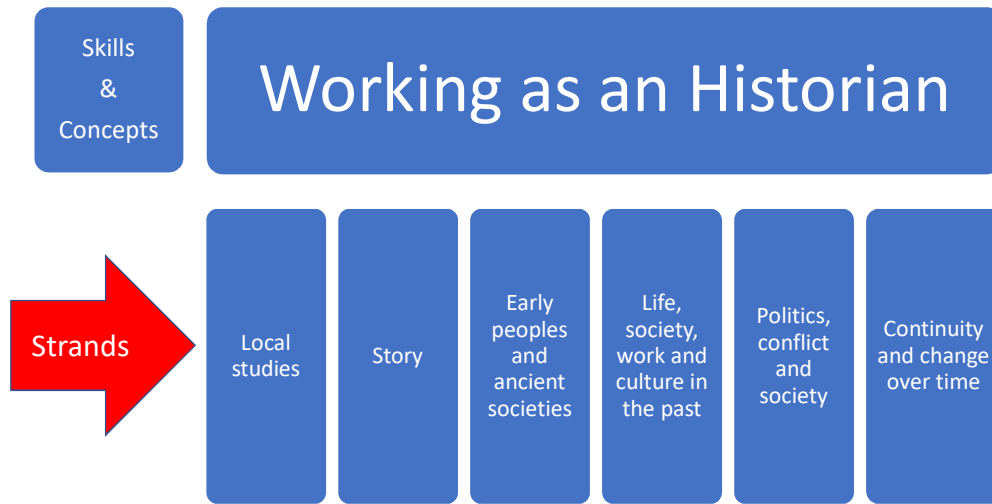
Structure of the Primary History Curriculum



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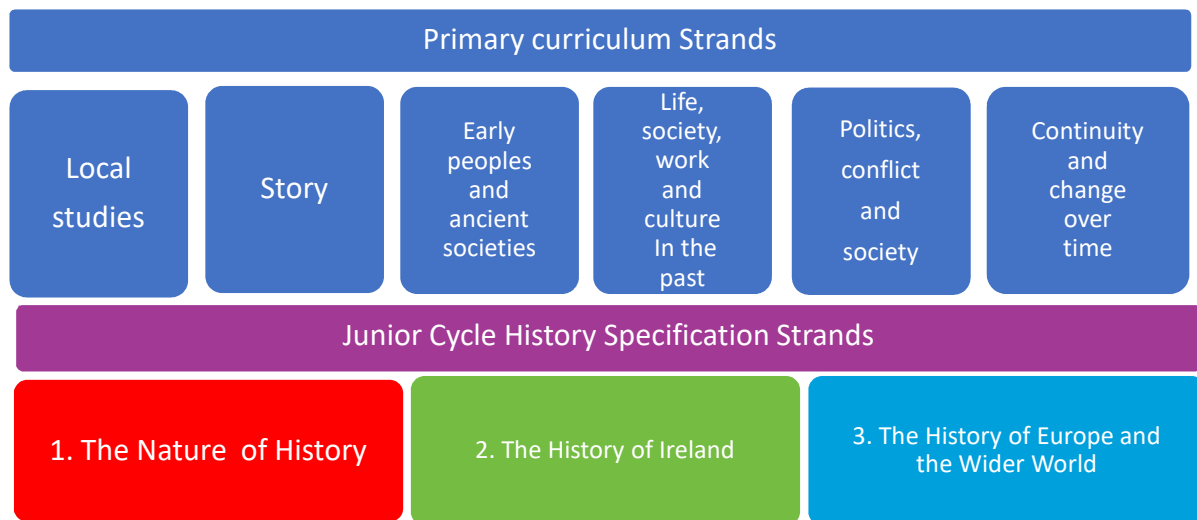
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Primary History Skills and concepts and Strands:



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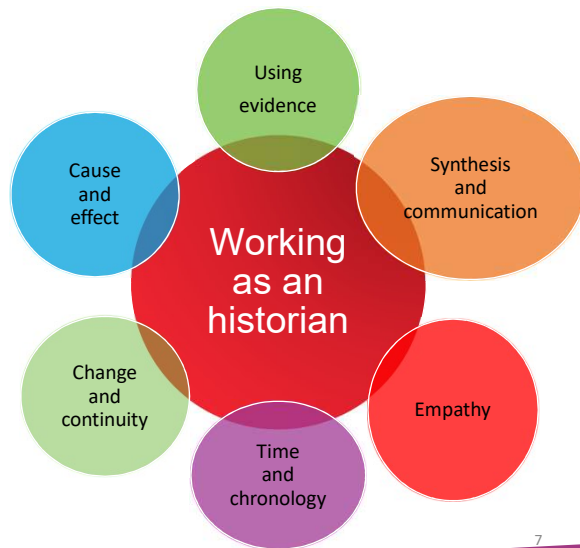
Primary and Junior cycle History Strands Compared:



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Primary skills and concepts development:

The skills section entitled *Working as an historian* which describes the historical skills which children should develop as they encounter historical topics



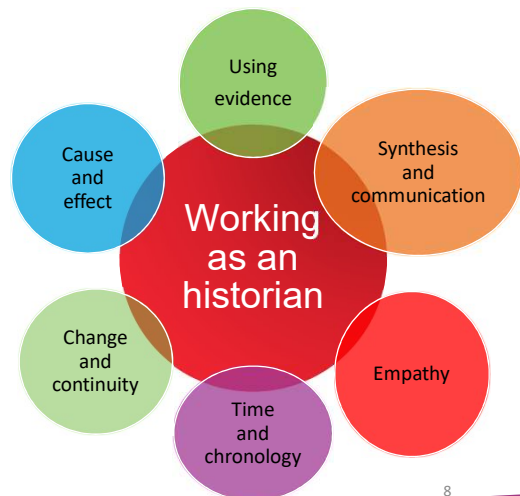
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Primary and Junior Cycle Historical skills and concepts

Junior Cycle History Strand one

Primary Curriculum Skills and Concepts



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Primary and Junior Cycle Historical skills and concepts Learning Outcomes aligned		<small>An tsraith Síobsearach do mhúinteoir</small> JuniorCYCLE for teachers
Strand 1: Nature of History		Skills & concepts: Working as an Historian
Developing an 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	Empathy <ul style="list-style-type: none"> • imagine and discuss the feelings and motives of people in the past • discuss how an event in the past may have been perceived by those who participated in it.
	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	Change and continuity <ul style="list-style-type: none"> • develop an understanding of change and continuity by exploring similarities and differences between the past and the present and between different periods in the past

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Primary skills and concepts aligned with Strand1 Junior Cycle History Learning Outcomes		<small>An tsraith Síobsearach do mhúinteoir</small> JuniorCYCLE for teachers
Strand 1: Nature of History		Skills & concepts: Working as an Historian
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	Synthesis and communication <ul style="list-style-type: none"> • select and organise historical information use imagination and evidence to reconstruct elements of the past • communicate this understanding of the past in a variety of ways
	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	Using evidence <ul style="list-style-type: none"> • examine and use critically a wide range of historical evidence • develop some skills in the location and selection of evidence • distinguish between primary and secondary sources • ask questions about a piece of evidence • compare accounts of a person or event from two or more sources
	1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance	<ul style="list-style-type: none"> • make simple deductions from evidence • recognise that evidence may be incomplete or biased • appreciate that evidence can be interpreted in a number of
	1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition	

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Primary skills and concepts aligned with Strand 1 Junior Cycle History Learning Outcomes

	Strand 1: Nature of History	Skills & concepts: Working as an Historian
Acquiring the Big Picture	1.10 demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras	<p>Time and chronology</p> <ul style="list-style-type: none"> develop an understanding of time and chronology so as to place people, objects and events within a broad historical sequence Record people and events in the past using a variety of simple timelines use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period Stone Age, 600 BC, Early Christian Ireland, R. na mBard, Georgian period
	1.11 make connections and comparisons between people, issues and events in different places and historical eras	<p>Change and continuity</p> <ul style="list-style-type: none"> develop an understanding of change and continuity by exploring similarities and differences between the past and the present and between different periods in the past

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Strands of Primary History Curriculum aligned with Strand 2 Junior Cycle History Learning Outcomes

	Strand 2: The History of Ireland	Strands of Primary History Curriculum
Recognising Key Changes	2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation	<p>Local studies -Buildings, sites or ruins in my locality</p> <ul style="list-style-type: none"> actively explore some features of the local environment; investigate various aspects of these sites <p>Eras of change and conflict: Changing land ownership in 19th-century Ireland</p>
	2.2 investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics	<p>Politics, conflict and society- O'Connell and Catholic Emancipation</p> <p>Politics, conflict and society-1916 and the foundation of the state</p>
	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>Politics, conflict and society-Revolution and change in America, France and Ireland</p> <p>Politics, conflict and society-1916 and the foundation of the state</p>
	2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923	<p>Politics, conflict and society-1916 and the foundation of the state</p> <p>Eras of change and conflict- Modern Ireland</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>Politics, conflict and society- Northern Ireland</p>

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Strands of Primary History Curriculum aligned with Strand 2 Junior Cycle History Learning Outcomes

	Strand 2: The History of Ireland	Strands of Primary History Curriculum
Exploring People, Culture & Ideas	2.6 consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period	Early peoples and ancient societies - Early Christian Ireland Local studies - Feasts and festivals in the past
	2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora	Eras of change and conflict -The Great Famine Eras of change and conflict- Changing land ownership in 19th-century Ireland
	2.8 describe the impact of war on the lives of Irish people, referring to either World War One or World War Two	Eras of change and conflict - World War I Life, society, work and culture in the past - Life during World War II
	2.9 explain how the experience of women in Irish society changed during the twentieth century	Eras of change and conflict - Changing roles of women in 19th and 20th centuries
	2.10 examine how one sporting, cultural or social movement impacted on Irish life	Life, society, work and culture in the past - Language and culture in late 19th and early 20th-century Ireland

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Strands of Primary History Curriculum aligned with Strand 2 Junior Cycle History Learning Outcomes

	Strand 2: The History of Ireland	Strands of Primary History Curriculum
Applying Historical Thinking	2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events	Local studies - My locality through the ages
	2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events	Life, society, work and culture in the past - Life in Ireland since the 1950s Politics, conflict and society -Ireland, Europe and the world, 1960 to the present
	2.13 analyse the evolution and development of Ireland's links with Europe	Life, society, work and culture in the past - Life in Norman Ireland Life in mediaeval towns and countryside in Ireland and Europe

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Strands of Primary History Curriculum aligned with Strand 3 Junior Cycle History Learning Outcomes		JuniorCYCLE for teachers
Recognising Key Changes	Strand 3: The History of Europe and the wider World	Strands of Primary History Curriculum
	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	Early peoples and ancient societies -A selection from Early societies of the Tigris and Euphrates valleys Egyptians /Greeks/ Romans/ Celts/Vikings <i>And a selection from</i> Central and South American peoples/ Asian peoples/ African peoples/ North American peoples/ Australasian peoples
	3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration	Eras of change and conflict - Traders, explorers and colonisers from Europe
	3.3 examine the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world	Politics, conflict and society -Revolution and change in America, France and Ireland
	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	Eras of change and conflict - World War I Life, society, work and culture in the past - Life during World War II

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Strands of Primary History Curriculum aligned with Strand 3 Junior Cycle History Learning Outcomes		JuniorCYCLE for teachers
Exploring People, Culture & Ideas	Strand 2: The History of Europe and the wider World	Strands of Primary History Curriculum
	3.6 explore life and death in medieval times	Life, society, work and culture in the past -Life in mediaeval towns and countryside in Ireland and Europe
	3.7 appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance	Eras of change and conflict - The Renaissance Continuity and change over time - Literature, art, crafts and culture
	3.8 consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer	Eras of change and conflict - The Reformation Story - Myths and legends

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Strands of Primary History Curriculum aligned with Strand 3 Junior Cycle History Learning Outcomes

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Junior CYCLE
 for teachers

Applying Historical Thinking	Strand 2: The History of Europe and the wider World	Strands of Primary History Curriculum
	3.11 explore the contribution of technological developments and innovation to historical change	Eras of change and conflict- The Industrial Revolution Continuity and change over time- Transport/ Communications/ Energy and power /Workshops and factories
	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	Politics, conflict and society- Ireland, Europe and the world, 1960 to the present
	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)	Continuity and change over time- possible units Homes, housing and urban developments/ Nomadism/ Food and farming/ Clothes/ Transport/ Communications/ Energy and power /Workshops and factories/ Schools and education/ Literature, art, crafts and culture /Caring for the sick /Barter, trade and money