

# Junior **CYCLE** for teachers

# History

Student-centred  
Approach to  
Junior Cycle History  
Screencast 1  
Learning Log

2019 -2020



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills



## Glossary of key terms

**Assessment Task (AT):** a written task completed by students during class time. It is not marked by the class teacher but is sent to the State Examinations Commission for marking as part of the state-certified examination in History. The Assessment Task is specified by the NCCA and is related to the learning on which the second Classroom-Based Assessment is based.

**Classroom-Based Assessments (CBAs):** Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific task(s) set out in the History specification. The process of completing the Classroom-Based Assessments should be viewed as part of teaching and learning, and not solely for assessment purposes. The CBAs are included within the time allocated for History and a three-week period is specified for their completion

**Descriptors:** There are four descriptors of achievement in each Junior Cycle History Classroom-Based Assessment: *Exceptional, above expectations, In line with expectations, and Yet to meet expectations*. All work submitted is judged to fit one of these four descriptors

**Features of Quality:** the statements in the subject specifications that are used in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the Features of Quality which are used for certification purposes.

**Formative Assessment:** Planned assessment activities that elicit evidence of learning in the History classroom. This includes clarifying, sharing, and understanding learning intentions and criteria for success, engineering effective questioning, providing feedback that moves learning forward, and allowing time for both teacher and student reflection on how learning is progressing and deciding together the next steps to ensure successful outcomes.

### Language to be used around the area of Special Educational Needs

- Students with additional needs...
- A student who has difficulty with...
- Exceptionally able....
- L1I2LP students engaging with Level 1/Level 2 Learning Programmes
- RAM (Resource Allocation Model) new model for special educational needs (SEN) inspection
- Scaffolds support for student
- U.D.L Universal Design for Learning

**Learning Intentions:** Statements created by the teacher and/or with the students, that describe clearly what historical knowledge, understanding and skills the students should be able to demonstrate as a result of learning and teaching activities. Learning intentions are always linked to one or more learning outcomes in the History specification.

**Learning Outcomes:** statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

**Multi-model teaching, learning and assessment** is a combination of cutting-edge technological solutions, hands-on learning experiences and strategic instructional methodologies. It is NOT only about teaching theory; it is about practice - learning by doing. Multi-model teaching piques the learner's interests and empowers them to explore, question and draw conclusions. More importantly, it promotes collaboration. Learners work together to build critical skills, to problem-solve, to persevere and to build self-confidence. Multi-model teaching inspires lifelong learning.

**Ongoing Assessment:** part of classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically, this assessment will be more structured and formalised where teachers will need to obtain a snapshot of the student's progress in order to make decisions on future planning and to report on progress. This may involve the students doing projects, investigations, case studies and /or tests and may occur at defined points in the school calendar.

**Subject Learning and Assessment Review (SLAR) Meetings:** Shared understanding of standards within Junior Cycle History will arise through professional discussion in SLAR meetings. Participating teachers bring their own examples of student work and compare their judgements with other colleagues, along with the annotated examples of student work provided by the NCCA. This process over time will help develop a greater understanding of standards and ensure consistency of judgement about student performance

**Success Criteria:** linked to learning intentions and learning outcomes. They are developed by the teacher and /or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

**Summative Assessment:** This is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise Junior Cycle History students' achievements and to determine whether and to what degree the students have demonstrated an understanding of that learning by comparing it against agreed success criteria or Features of Quality.

**Learning experiences:** are student-centred experiences designed to support teaching, learning and assessment in the Junior Cycle History classroom. The first step in creating engaging classroom learning experiences is identifying the key learning from departmental units of learning. The prior learning of the students should inform the starting point for the student. The design should clearly describe the learning that students are engaging in through the use of the learning intentions and success criteria, which are written in language that is accessible and shared with students. Consideration should also be given to inclusive assessment practices when designing learning experiences to allow room for opportunities for all students to demonstrate their learning and challenge to extend the learning.

**Unit of Learning:** Teachers will use the learning outcomes provided by the History specification as a starting point for planning a unit of learning. This linking of learning outcomes will clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit

Notes:



## Partners in Junior Cycle Education Reform

 <p>An Roinn Oideachais agus Scileanna Department of Education and Skills</p>	 <p>NCCA</p>	 <p>Coimisiún na Scrúduithe Stáit State Examinations Commission</p>	<p>An tSraith Shóisearach do Mhúinteoirí</p>  <p>Junior <b>CYCLE</b> for teachers</p>
<h3>Overview</h3>			
<p>The Inspectorate is the division of the Department of Education and Skills responsible for the evaluation of primary, post-primary schools and centres for education. Its work includes the publication of reports on subject inspections and Whole School Inspections.</p>	<p>The National Council for Curriculum and Assessment (NCCA) is a statutory body of the Department of Education and Skills.</p>	<p>The State Examinations Commission is responsible for the development, assessment, accreditation and certification of the second-level examinations of the Irish State including the Junior Certificate and the Leaving Certificate. The State Examinations Commission is a non-departmental public body under the aegis of the Department of Education and Skills.</p>	<p>Junior Cycle for Teachers (JCT) is a dedicated continuing professional development (CPD) support service of the Department of Education and Skills. Its aim is to support schools in their implementation of the new Framework for Junior Cycle (2015) through the provision of appropriate high-quality CPD for school leaders and teachers, and the provision of effective teaching and learning resources.</p>
<h3>Key Publications</h3>			
<p>Looking at our School. Step-up Programme.</p>	<p>Framework for Junior Cycle (2015). Junior Cycle History Specification (2017) Junior Cycle History Assessment Guidelines (2018).</p>	<p>Assessment Tasks. Sample Exam Papers. Guidelines for completion of Assessment Task Booklets.</p>	<p>CPD supports. Webinars. Planning supports.</p>
<h3>Web address</h3>			
<p><a href="https://www.education.ie/en/The-Department/Management-Organisation/Inspectorate.html">https://www.education.ie/en/The-Department/Management-Organisation/Inspectorate.html</a></p>	<p><a href="https://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History">https://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History</a></p>	<p><a href="https://www.examinations.ie/?!=en&amp;mc=ex&amp;sc=jc">https://www.examinations.ie/?!=en&amp;mc=ex&amp;sc=jc</a></p>	<p><a href="http://www.jct.ie/history">www.jct.ie/history</a></p>
<h3>QR code link</h3>			
			



# Your Student at the centre of the History classroom

Think of one of your current students and use the following prompts to scaffold your reflection



their experience in your Junior Cycle History classroom.

What aspects of history interest me?

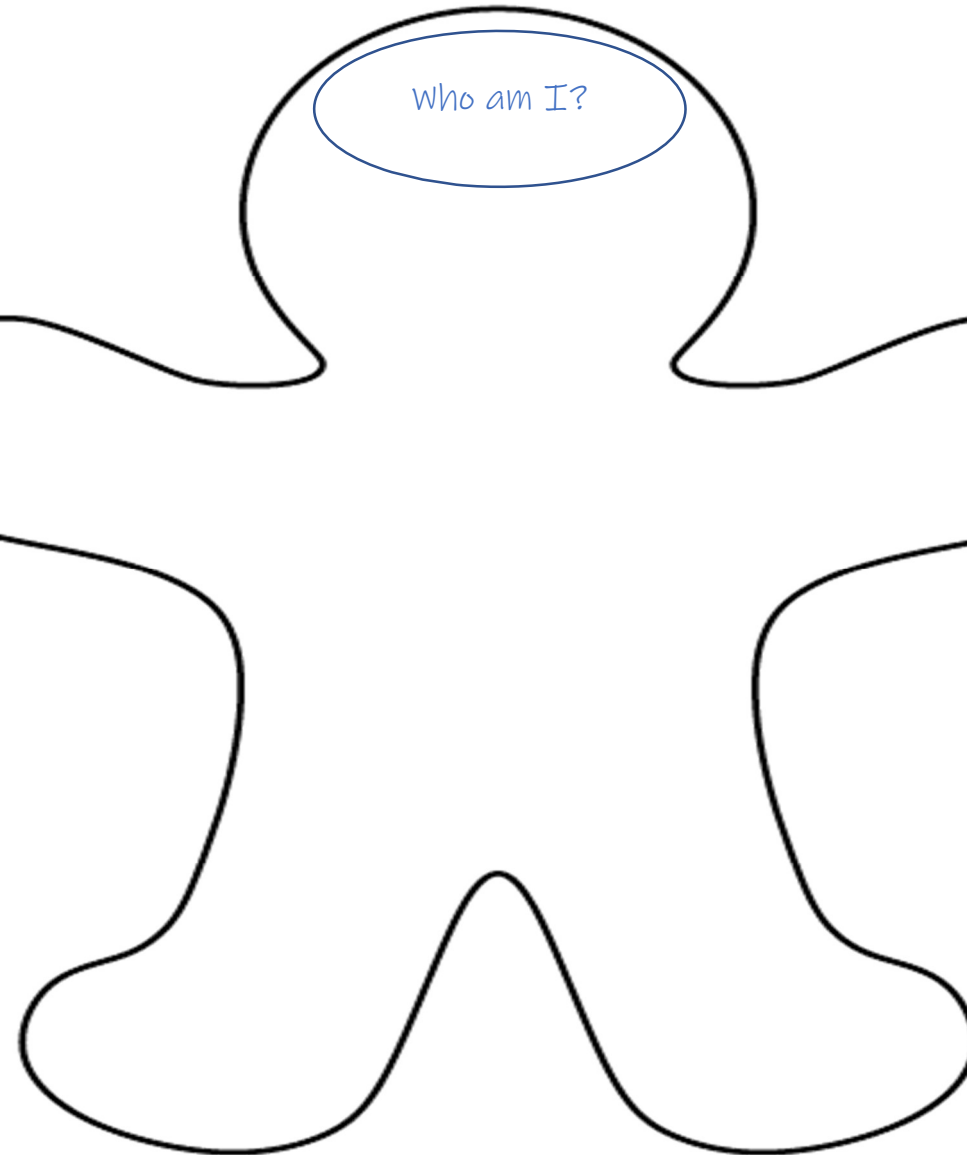
What prior historical knowledge from primary school did I develop?

How did I have an opportunity to develop my historical skills?  
*(such as)*  
Finding evidence  
Working with sources of evidence  
Creating maintaining timelines

How did I have an opportunity to develop my historical knowledge?

What challenges will I face in the next unit of learning?

How does the next unit of learning build on my current knowledge and skills?



Who am I?

What types of learning experiences engage me?

What additional learning needs do I have? What do I find difficult?

How did I have an opportunity to develop my understanding of historical concepts? *(such as)*

- Change
- Power
- Consequence
- Identity
- Settlement

How did I have an opportunity to develop my understanding of the human condition? *(such as)*

- How women's lives have changed?
- How religious beliefs impact people's lives?
- Changing ideas about how people should be governed

## One first-year History student's experience:

### September – October 2018

My name is Alex and I have just finished first year in a large mixed secondary school. This is my reflection on my experience of first year History.

History was one of my favourite subjects in primary school and after a year in secondary it still is. This year we started off by looking at how an historian works; they are a bit like detectives. They gather evidence from sources and use it to find out answers to their questions. We made timelines of each other's lives and what big events were happening while we were growing up. It's hard to believe now but when I started school in September 2011 Dublin won their first All-Ireland in 16 years! I find working with numbers and chronology hard, so doing this with my classmate really helped. We then made a huge timeline to show each of the times and events we will study over the next three years. Our teacher got us all to practise being historians by investigating an ancient civilisation and we had to find out how the people lived back then and why we still remember them. I chose to investigate the Greeks with my friends as we had read the Percy Jackson books and we wanted to find out more about the historical background. We decided to make a poster to present the achievements of the Greeks to our class, describing what we learned. Our teacher gave us feedback on our posters as we made them. We forgot to say where we got our information from, so we fixed it. We got to show our poster in the History Room at the open night. I learned so much about the Greeks but also about the Vikings, Normans and the Romans from my classmates who made presentations and posters about them.

We then went to find out about ancient sites in our local area, so we visited the local Church and the ancient well which is said to date back to Saint Patrick, and he is meant to have visited there. We couldn't find any definite proof he did, but we learned about Ireland becoming Christian and that's how many places got their names. Did you know that we were once considered the holiest and brainiest of people in Europe! The land of Saints and Scholars- I don't know about the holiest but I still think we are the brainiest. Our teacher gave us maps of Ireland and Europe and we marked the Early Christian places on them. It's amazing that so many of them are still places people live now and the high crosses, wells and monasteries are still there – like in our village. We added our civilisations and the Early Christian Ireland to our timelines- it's going to be very full by 2021!

### November – December 2018

My name is Alex and I have just finished first year in a large mixed secondary school. This is my reflection on my experience of first year History.

This year it was 100 years since the end of World War I or the Great War. I don't think any war should be called great! We looked at some of the commemorations of the war and our teacher asked us to write a letter either to a soldier in the trenches **or as** a soldier in the trenches. I researched what it was like in a trench and wrote a letter as a soldier. I found out my great grand-uncle James Maguire died in World War 1, so I wrote a letter from him. The teacher included our letter in a school display to commemorate the war – I really liked the saying on the banner on the top – 'Lest we forget' because someone had forgotten to tell me about my grand-uncle- James Maguire RIP. I am looking forward to finding out even more about World War I later in the course.

There is a castle in our village that we went to visit, and we found out about all the different parts of a castle and how it has changed from when it was first built in the Middle Ages to how it looks now. Our teacher asked us to build our own model of a medieval castle and show how the people lived in them. My team used Lego; another group used Minecraft. The people in the Middle Ages were very afraid of being attacked. They built lots of defences and yet it was a small rat that would kill most of them! In our groups we had to research peasants' lives, I found out about their what they did to for fun or entertainment. I had to put my findings on one side of a box, so I had to just pick out the most important bits. Other people in the group did other aspects like food and clothing. We then set up a display of all our Medieval knowledge boxes and showed them to the third years who were revising the Middle ages. I wrote about all their festivals and holy days. I wish we had as many as they had. We added the medieval period to our timelines.

Before Christmas we had a History test. We were asked to make a timeline from a diary and a newspaper article. We were asked about the meaning of some of the key terms we had learned, and we got to write about the civilisation we had investigated. I was chuffed, I got a merit in the test. The teacher gave us back our paper and we went through it with our classmates so we could see where we made mistakes and fix them. I need to work on answering every question, not just writing loads about what I am interested in!





### January – March 2018

My name is Alex and I have just finished first year in a large mixed secondary school. This is my reflection on my experience of first year History.

In January we looked at how the world changed between 1500-1700 - new countries, new religions, new technologies. We created a smaller timeline to mark key events and people over the 200 years. We looked at the new things in art and science that happened in the Renaissance. We had a debate about the what was the most important invention or person in the Renaissance. I wrote my debate speech on the invention of the printing press and how just like the internet it changed the world. When we were looking at the actions of Luther, I was proved right because he used it like Twitter to spread his ideas and I think that caused the reformation. I used to think change was always good but when we looked at how the native people of America were treated and the slave trade, I don't think conquest and colonisation were good changes; well, not for everyone. Spain and Portugal became very rich and there were lots of new foods, but I don't think it was fair. We worked with maps of the world and saw how much they changed in that time.

I also learned about how people can cause huge change. Our teacher asked us to pick an artist, religious leader, explorer, scientist, or writer from a list of people who lived between 1400-1700 and explain how they contributed to change. I wrote a letter to Galileo thanking him for his discoveries and telling him how important they were, it must have been very hard for him to be told to 'recant' when he knew he was right. My classmates picked all different people and shared what they did then, and we put them on our timelines. I learned a lot of new terms and about a lot of different people. I find it hard to remember it all so my teacher showed me how to make mind maps and link things up to help me.



### April - May 2018

My name is Alex and I have just finished first year in a large mixed secondary school. This is my reflection on my experience of first year History.

After Easter we looked at how the changes in religion in the reformation affected Ireland as well. In my village we have three churches: Catholic, Church of Ireland and Presbyterian. We looked at maps of Ireland and saw how much the plantations changed where people lived and how the division between Catholics and Protestants started. We investigated how the Ulster plantation was the start of there being a border between Southern and Northern Ireland. It helped me understand why the border is such a big problem with Brexit.

We looked at the history of the village and found out why people settled here and how it has changed over time, and how various places got their names, like The Bawn, The Diamond and Yellow Walls Road. We had to research our own address and create a profile of the meaning of our street name, how long our home has been there and what was it before. I live in a newly built apartment, but I found out it was built on the grounds of an old castle where monks lived in the 1400s. The castle is still there but it's a house now!

Our teacher put us in groups and gave us part of the village to make an advertisement for tourists about the history they could see in our village. We made a short video about the early Christian well and about the story of St. Patrick baptising people there. We submitted our video and our research to our teacher as part of our assessment for the end of the year. I had a summer written test and I found using the mind maps that my teacher showed me how to make really helped me to remember all the history I learned this year.

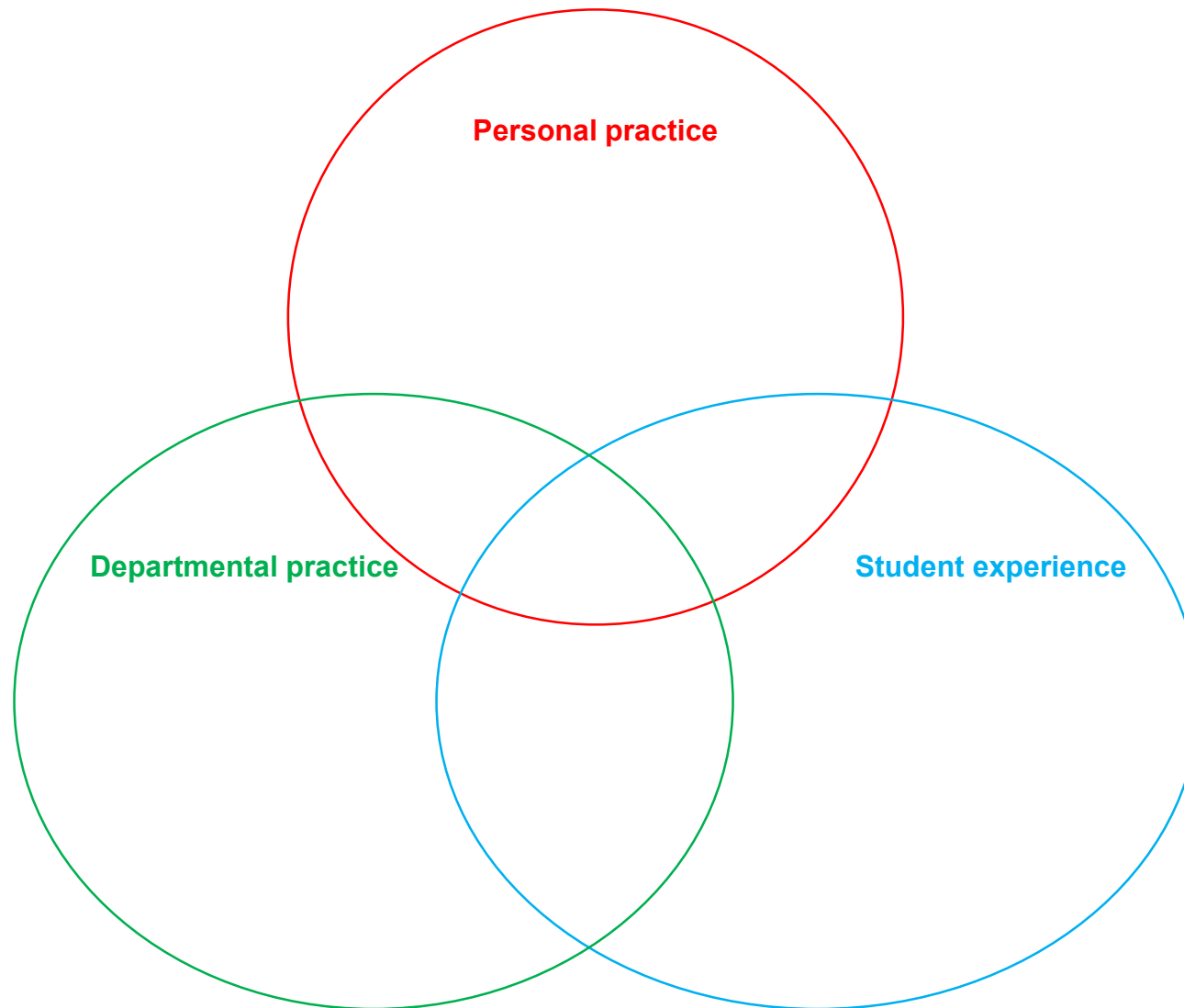
Notes:



## Reflecting on Session 1: Student-centred planning through different lenses

Adopted from Brookfield's (1995) Lenses

Reflect on the insights you may have gained from Session 1 that may impact on your practice through the following lenses. There may be an overlap.





An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**  
for teachers

**History**

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