

An tSraith Shóisearach do Mhúinteoirí

# Junior **CYCLE** for teachers

# History

Student-centred  
Approach to  
Junior Cycle History  
Screencast 3  
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>JuniorCYCLE 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/?l=en&amp;mc=ex&amp;sc=jc">https://www.examinations.ie/?l=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>			
			

## First-year History Learning Experience: One

**Challenge: What name would you give to this Learning Experience?**

**Learning Experience name:**

*Why?*

**Teaching and learning context:**

*The prior knowledge and skills which formed the foundation of the learning experience.*

This learning experience was designed to support first-year students in their second week of Junior Cycle History. The learners had some prior knowledge of chronology from primary school and the majority had some experience of making some form of a timeline. The experience was designed for a 1-hour class period with a reflection piece for homework. The students have internet-enabled devices in class. It was part of a unit of learning- 'How does a Historian work with evidence?'

The learners had engaged with a prior learning experience in which they:

- Worked with primary and secondary sources- written, visual, aural, oral and tactile
- Learned how historians find evidence
- Explored examples of timelines
- Defined key concepts of chronology- order, date, scale, significance, eras, decades

**Learning outcomes in focus:** *The learning outcomes from the unit of learning the students were given the opportunity to demonstrate, all or in part, in the learning experience design.*

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

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.

**Learning experience description:** *How the students were given the opportunity to engage in and demonstrate their learning.*

In pairs, the students were challenged to complete a historical investigation of the time frame of their partner's life.

- They interviewed each other and created a timeline of their partner's life indicating the following set of life events: date of birth and subsequent birthdays, starting and finishing primary school, starting secondary school
- They were then asked to identify and research the dates of significant local and world events that occurred in the timeframe of the years of their partner's life and add them to the timeline.
- The students were then asked to compose a reflection note on the following:
  - Why as a historian did, they select the local and worldwide events indicated on the timeline? Why are they significant?
  - How easy or hard it was to find out the dates of the events and what sources of evidence did they use to make sure (verify) that they were accurate?

**Learning intentions:**

*The intended learning for the experience that was clearly communicated with the students.*

We are learning to:

- how to create a timeline which shows chronology (order of happening) of a set of events
- identify the dates of historical events and place them chronologically on a timeline
- understand how a historian finds evidence and makes sure it is true (accurate)

**Success Criteria**

*The success criteria for demonstrating reaching the learning intentions of the experience.*

I can:

- ask questions and gather evidence about the dates of a set of events from my partner
- create a timeline to illustrate the set of events
- research the dates of significant local or world events that happened during the same time period
- place these local and world events accurately on the timeline
- explain why I chose significant local or world events
- describe how I found evidence about the significant local or world event

## First-year History Learning Experience: Two

### **Challenge: What name would you give to this Learning Experience?**

Learning experience name:

Why?

**Teaching and learning context:** *The prior knowledge and skills which formed the foundation of the learning experience.*

This learning experience was designed to support first-year students in their sixth week of Junior cycle History. The learners had some prior knowledge of historical civilisations from primary school.

The learners had engaged with a prior unit of learning: 'How does an Historian work with evidence?' which gave them prior knowledge of the work of the historian and how they work with evidence (1.5) an understanding of types of historical evidence (1.6) an emerging ability to make historical judgments in relation to significance (1.7) and an experience of creating timelines (1.10).

The experience was designed for two 1-hour class periods including supporting homework. The students have internet-enabled devices in class.

This learning experience was part of a Unit of learning: Evidence of Civilizations (*A people or nation in the past that was socially and politically organised.*). The students had engaged in a prior learning experience in which they:

- explored the concept of historical civilisations including the various aspects of a civilisation such as government, society, food, dress, religion, arts & crafts, trade.
- identified contributions from the actions and achievements of past civilisations on our daily lives.

**Learning outcomes in focus:** *The learning outcomes from the unit of learning the students were given the opportunity to demonstrate, all or in part, in the learning experience design.*

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.

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.

1.7 **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.

### **Learning experience description:**

*How the students were given the opportunity to engage in and demonstrate their learning.*

In groups the students undertook an investigation into a civilisation of their choosing, which focused on:

Aspects of life in their civilisation and what significant contribution of the civilisation they had chosen made to the history of the world. They created displays to demonstrate their findings and where they found their evidence to support their discoveries.

### **Learning intentions:**

*The intended learning for the experience that was clearly communicated with the students.*

We are learning to:

- use online sources of evidence to research a civilisation
- know about aspects of life in a civilisation
- identify a contribution of a civilisation to the history of the world
- use evidence to explain the significance of the civilisation we choose

### **Success Criteria**

*The success criteria for demonstrating reaching the learning intentions of the experience.*

I can:

- find reliable sources of historical evidence online
- gather evidence about aspects of life in a civilisation to create a timeline to illustrate the set of events
- illustrate aspects of life in a civilisation
- describe a contribution of a civilisation to the history of the world
- explain why the civilisation we chose is historically significant



## First-year History Learning Experience: Three

### **Challenge: What name would you give to this Learning Experience?**

Learning experience name:

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Why?

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**Teaching and learning context:** *The prior knowledge and skills which formed the foundation of the learning experience.*

This Learning experience was designed to support first-year students at the start of their second term of Junior Cycle History. The learners had some prior knowledge of medieval times from primary school. The learners had engaged with a prior unit of learning: 'How does an Historian work with evidence?' which gave them prior knowledge of the work of the historian and how they work with evidence (1.5) an understanding of types of historical evidence (1.6) an emerging ability to make historical judgments in relation to significance (1.7) and an experience of creating timelines (1.10). They had also completed units of learning on the evidence of Civilisations (3.1) and Early Christian Ireland (2.6) which gave them opportunities to develop their research skills (1.8) and prior knowledge on the importance of Religion (3.8) and changes in art (3.7).

The experience was designed for three 1 hour class periods including supporting homework. The students have internet-enabled devices in class. This learning experience was part of a unit of learning: 'Life and Death in Medieval Times'. The students had engaged in a prior learning experience in which they:

- created a timeline of what centuries are called the medieval period and why?
- explored the concept of feudalism and how power and land was distributed to the different groups in medieval society,
- identified and studied sources of evidence about the middle ages including primary source material such as excerpts from The Domesday Book and The Bayeux Tapestry.

**Learning outcomes in focus:** *The learning outcomes from the unit of learning the students were given the opportunity to demonstrate, **all or in part**, in the learning experience design.*

**The students should be able to:**

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

1.7 **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

**Learning experience description:**

*How the students were given the opportunity to engage in and demonstrate their learning.*

In groups, the students were allocated one of the groups in the feudal society such as Lords and Ladies in a manor, Knights in a castle, Monks in a monastery, craftsmen in a town, Peasants in a manor. They investigated the following aspects of their lives: 1. housing, 2. food and clothes, 3. work/duties, 4. religious beliefs, 5. entertainment and 6. health and death. Each group created a knowledge cube<sup>1</sup> with information about each aspect of their research on one of the six faces of the box.

**Learning intentions:**

*The intended learning for the experience that was clearly communicated with the students.*

We are learning to:

- gather information on the life of one group of people in the medieval feudal system
- know about aspects of life and death for their group of people in medieval society
- select significant and relevant historical information about their group of people in medieval society
- develop a sense of what life was like for their group of people in medieval society

**Success Criteria:**

*The success criteria for demonstrating reaching the learning intentions of the experience.*

I can:

- find reliable sources of historical evidence about the middle ages online
- describe aspects of life and death of one group of people in medieval society
- create a display of historical information about one group of people in medieval society

<sup>1</sup> <http://www.classtools.net/blog/using-knowledge-cubes-for-hands-on-discussions/>

## First-year History Learning Experience: Four

### **Challenge: What name would you give to this Learning Experience?**

Learning experience name:

Why?

**Teaching and learning context:** *The prior knowledge and skills which formed the foundation of the learning experience.*

This Learning experience was designed to support **first-year** students at the **start of their third term** of Junior cycle History. The learners had some prior knowledge which can support this in their studies of eras of change and conflict in primary school which includes the concepts of the renaissance, the reformation, traders, explorers and colonisers from Europe. The learners had engaged with a prior unit of learning: 'How does a historian work with evidence?' and had engaged with prior learning which prompted their thinking about changes in art (3.7) and the importance of religion. They have undertaken learning experiences which have developed their research skills (1.6, 1.7, 1.8).

The experience was designed for **three 1-hour class periods** including supporting homework. The students have internet-enabled devices in class. This learning experience was part of a unit of learning: '*An Era of Change.*'

The students had engaged in a prior learning experience in which they:

- created a timeline to illustrate some of the significant events, people and discoveries over the period of 300 years (1400 -1700)
- identified significant changes in artwork (including maps) and literature 1400 – 1700
- described the scientific innovations in the areas of biology, technology, and astronomy 1400 – 1700
- explored the role and response of the Catholic church to developments in art, science and literature

**Learning outcomes in focus:** *The learning outcomes from the unit of learning the students were given the opportunity to demonstrate, all or in part, in the learning experience design.*

**The students should be able to:**

3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration

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

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 dimension

**Learning experience description:**

*How the students were given the opportunity to engage in and demonstrate their learning.*

The students were given a list of historically significant people who all lived between 1400 -1700 and have made a contribution to change in one of the following areas

1. Art and science during the Renaissance,
2. Spanish and Portuguese exploration,
3. Christian religious reform,
4. technological discoveries. (1.9) They were challenged to pick one-person to research and propose an argument for how they contributed to change between 1400 – 1700.

**Learning intentions:**

*The intended learning for the experience that was clearly communicated with the students.*

We are learning to:

- gather evidence on a named historical figure who lived between 1400 -1700 Research
- appreciate that the actions of a one-person can cause historical change
- identify how the person you chose contributed to the change in one of the areas
- select significant and relevant historical information about the persons contribution to change
- understand what motivated them to make their contribution
- Develop a sense of how their contribution influenced the world we live in today

**Success Criteria:**

*The success criteria for demonstrating reaching the learning intentions of the experience.*

I can:

- create a profile of a historical figure
- present evidence of my research
- list key actions or events they were involved in
- describe their contribution to the era of change
- show what motivated their actions
- illustrate the impact of their actions on today's world



# Reflecting on the examples Learning experience: analysis of the alignment of learning



## Thinking about the learning outcomes...

*How does the learning experience allow the student to demonstrate some or all of the learning outcomes in focus?*

Working well...

Even better if...

## Thinking about learning intentions...

*How are the learning intentions linked to some or all of the learning outcomes in focus? How are the learning intentions linked to the learning experience?*

Working well...

Even better if...

## Thinking about success criteria...

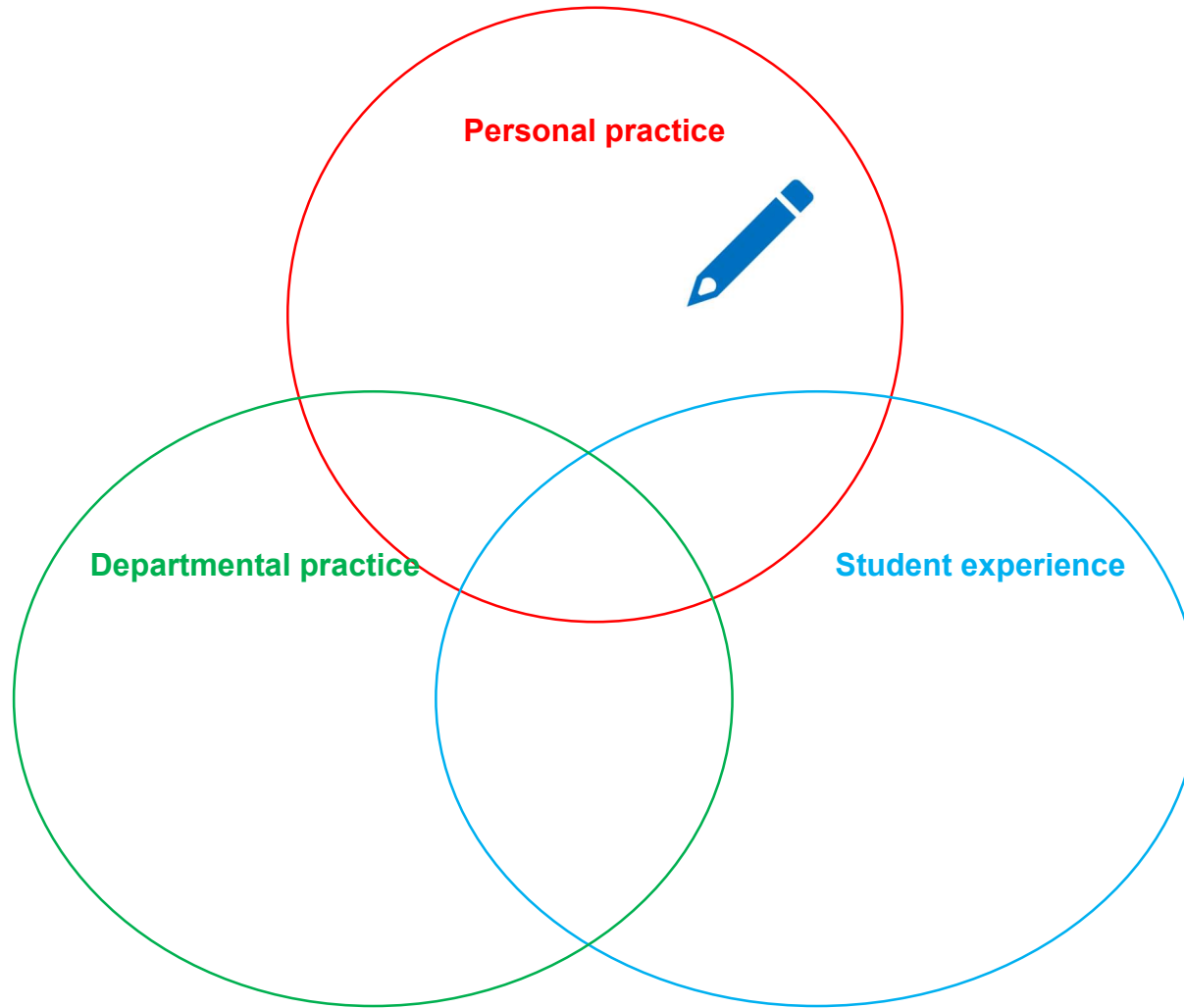
*How are the success criteria linked to some or all of the learning outcomes in focus? How are the success criteria linked to the learning experience? How are the success criteria linked to the learning intentions?*

Working well.....

Even better if....

## 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.



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