

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

History Webinar

Planning for and
Assessing the 'Big
Picture' Learning
Outcomes

Handout



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



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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.

Junior Cycle Profile of Achievement (JCPA): The JCPA is the award that students will receive at the end of their junior cycle. The award will reward achievement across all areas of learning and assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades, which include results from the final examinations and the Assessment Tasks.

Key Skills: Part of the process of lifelong learning, activated by teachers through a range of teaching strategies and developed by students through learning experiences.

Language to be used around the area of Special Educational Needs

- Students with additional needs...
- A student who has difficulty with...
- Exceptionally able....
- L1|2LP 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 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.

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 the curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

Multi-modal 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-modal 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-modal 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.

Specification: A subject or short course specification details the intended learning outcomes, and how they can be achieved and demonstrated. The specification outlines how the learning in any subject or short course is linked to statements of learning and key skills.

Strands: The specification has three interconnected strands, each with a set of related elements.









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.

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

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>
<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>
<p>Key Publications</p>			
<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>
<p>Web address</p>			
<p>https://www.education.ie</p>	<p>https://curriculumonline.ie/Junior-cycle/Junior-Cycle-Subjects/History</p>	<p>https://www.examinations.ie</p>	<p>www.jct.ie/history</p>
			

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Junior Cycle History

Aim

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The study of history at junior cycle aims to enable students to develop the necessary conceptual understanding, disciplinary skills and subject knowledge to investigate the actions of people in the past and to come to a deeper understanding of the human condition. Students also come to see the world, and their place in it, from a historical perspective; and understand how the people and events of the past have shaped the contemporary world.

By exploring the past from a historical perspective, students also develop an interest and enthusiasm for history and acquire values and attitudes that shape their view of people in the past, including a regard for heritage and their cultural inheritance, and a sense of historical empathy, where people are judged in the context and values of the time in which they lived.

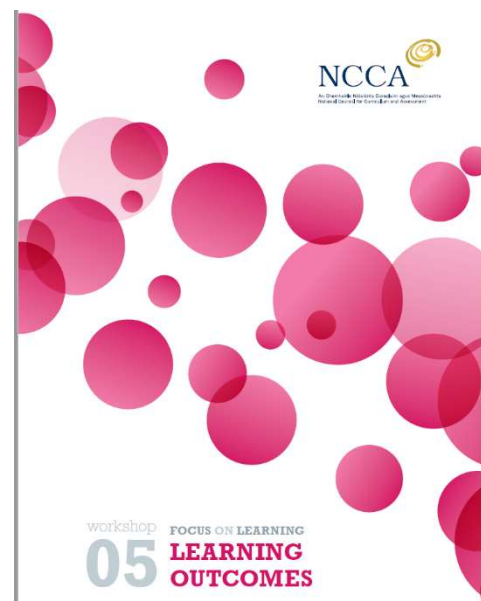
The study of history instils in students a respect for integrity, objectivity and looking at issues from different perspectives. This capacity for critical thinking helps them to interrogate sources of evidence and make judgements about the viewpoint expressed, including the capacity to identify propaganda.

Hearing and telling the stories of people who lived in the past helps students to understand more about how people live today; and can help students to learn from the past when thinking about how to address the problems of today.

Learning outcomes- some advantages

Relevance

Teachers in Ireland are well placed to know what is likely to motivate, challenge and interest the learners in their class. The flexibility offered by learning outcomes allows teachers to use their local context to improve student learning. What students find relevant in Dublin might not be of relevance to students in Donegal or Kerry. What is of relevance for students' learning in an inner-city multicultural school may not be relevant for students living on an island or in a rural setting. A class on the west of Ireland taking forward a study of weather patterns may use local knowledge from local fishermen as well as weather forecasts from the newspapers, TV and the internet. Such flexibility allows teachers to use their professional judgement to create different learning activities to meet the learning needs of **every** student.



Think about examples in your subject specification where your local context can inform how you work with the learning outcomes.

Inclusion

Learning outcomes facilitate planning towards universal design where the diversity of needs of all students is considered from the beginning instead of planning on the basis of an 'average student'. The flexible nature of learning outcomes can challenge the most able students in their learning as well as meeting the needs of students with special educational needs. In addition, learning outcomes respond to students' diversity (for example based on culture, religion, gender, sexuality) and thereby enable greater participation in learning. In this way, learning can be purposeful and meaningful for every student.

Consider Michael Absolum's suggestion



'We do not want students to learn something just because it is in the curriculum. We need to make the understanding of and connection to the learning purposeful for them'.

Rationale for Junior Cycle History



Rationale

The study of history is about exploring human experience over time and how that experience has shaped the world we live in today. By asking questions of available evidence, students of history can make rational, informed judgements about human actions in the past and examine why people were motivated to act as they did and the effects of these actions. Studying history develops our historical consciousness, enabling us to orient ourselves in time and to place our experiences in a broader framework of human experience. Being historically conscious transforms the way that we perceive the world and our place in it, and informs how we see the future development of the world.

Having a 'big picture' of the past helps to develop our historical consciousness. It allows us to see major patterns of change and gives us a framework to understand and put into context the knowledge that we gain about the actions of people that came before us. Investigating evidence to identify moments or patterns of change in the human experience, and to make judgements on the significance of such change, is the key practice of the historian. This study of change relates to the fullness of human experience over time, from the initial emergence of humans to the more recent past. The study of the past allows us to examine the impact of human actions in a wide variety of dimensions, including politics, government, law, society, economics, culture, beliefs and ideas. When we learn about the past, it is important also that we understand the nature of history as a discipline that allows us to make sense of what has happened in our world over time. This involves understanding such concepts as: continuity and change; time and space; how evidence allows us to make judgements about the past and how such judgements may need to be changed if new evidence emerges; awareness of the usefulness and limitations of different forms of evidence and the importance of being objective and fair when investigating the actions of people in the past, and taking care not to let opinions or prejudices affect our judgements; how human actions in the past have different levels of significance; that we see people in the past and their actions in the context of the time in which they lived.

Understanding the actions of people in the past and understanding how we come to know about these actions helps us to develop positive values about history. These include a respect for truth and evidence, a commitment to being open to seeing the past from different perspectives and a regard for the integrity of the past. This way of seeing the world deepens our understanding of the relationship between past and current events and the forces that drive change; helps us to appreciate how diverse values, beliefs and traditions have contributed to the culture in which we live; and enables us to value our local, national and international heritage. The ability to construct and communicate coherent, logical arguments on matters of historical significance, and in so doing utilise skills such as thinking critically, working collaboratively and utilising digital media effectively, is also enhanced by the study of history.

Studying history helps us also to develop a historical sensibility that leads to an appreciation of the cultural achievements and accomplishments of previous generations, and to derive pleasure and enjoyment from learning about the richness and diversity of human experience in the past, and how this has impacted on and shaped our own identity and experience of the world.

(Junior Cycle History Specification, pp. 4-5)

Strand Two:

The History of Ireland

Students should be able to:

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

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 & 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

Strand One:

The Nature of History

Students should be able to:

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

Strand Three:

The History of Europe & the Wider World

Students should be able to:

Recognising Key Changes

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 & 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)

History

Action Verbs in Learning Outcomes

Identify- Recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

2.5

Strand 1 The Nature of History

Strand 2 The History of Ireland

Strand 3 The History of Europe and the Wider World

Analyse - Study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions 2.13

Describe - Tell or depict in written or spoken words; to represent or delineate by a picture or other figure

2.8

Evaluate-Collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods

3.2 3.12

Illustrate - Use drawings or examples to describe something

3.14

Appreciate - Acknowledge and reflect upon the value or merit of something

1.3 3.7

Develop - Bring to a later or more advanced stage; to elaborate or work out in detail 1.1 1.7

Examine- Consider an argument, concept or object in a way that uncovers its assumptions, interrelationships or construction

2.4 2.10 3.3 3.9 3.11

Investigate - Analyse, observe, study, or make a detailed and systematic examination, in order to establish facts or information and reach new conclusions

1.5 1.8 2.2 2.7 3.1

Consider - Reflect upon the significance of something 1.2 2.6 3.8

Demonstrate - Prove or make clear by reasoning or evidence, illustrating with examples or practical application

1.4 1.9 1.10

Explain - Give a detailed account including reasons or causes

2.9

Make connections - Identify links or points of similarity between people, issues, themes or events

1.11 2.11

Debate - Argue viewpoint or opinion, supporting stance with evidence

1.6 2.12 3.13

Discuss - Offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence

3.4







Explore - Systematically look into something closely; to scrutinise or probe 2.3 3.6 3.10

Recognise- Identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon

2.1 3.5

Integrating Learning Outcome 3.14

Considerations for planning to integrate Learning Outcome 3.14 across Units of Learning

3.14 illustrate patterns of change across different time periods in a chosen theme relating to life and society (such as, <i>Crime and punishment; Food and drink; Work and leisure; Fashion and appearance or Health and medicine</i>)		
What is the chosen theme in which the students will be able to illustrate a pattern of change?		
		
What time periods will the students refer to in order to illustrate change in the chosen theme?		
		
What other learning outcomes from across the strands can support the students when learning to illustrate patterns of change in relation to the chosen theme?		
		
What opportunities will students be given to demonstrate their ability:		
Illustrate patterns of change?	Demonstrate awareness?	Make connections and comparisons?
		

History

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