

# Area of Experience: History

## History

At Junior Certificate level I can:

- |   |  |
|---|--|
| <b>3 Studies of Change: Ireland and Europe</b><br>Describe the cause and effect of some of the main events in the twentieth century in Ireland and Europe | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <b>10 Understanding the Past 1</b><br>Describe how we find out about the past   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <b>11 Understanding the Past 2</b><br>Describe life in Ancient Ireland  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <b>12 The work of the Historian and Archaeologist</b><br>Describe an understanding of the work of the Historian and Archaeologist                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <b>13 Ancient Ireland: The Stone Age</b><br>Describe life in Ireland during the Stone Age   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <b>14 Ancient Ireland: The Bronze Age</b><br>Describe life in Ireland during the Bronze Age   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <b>15 The Iron Age and the Celts</b><br>Describe the life of the Celts during the Iron Age  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <b>16 Early Christian Ireland</b><br>Describe life in Early Christian Ireland   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <b>17 An Ancient Civilisation outside of Ireland</b><br>Describe life in an Ancient Civilisation outside of Ireland                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <b>18 The Renaissance</b><br>Demonstrate an understanding of the Renaissance period   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <b>19 The Age of Explorations</b><br>Demonstrate an understanding of the Age of Explorations  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <b>20 The Reformation</b><br>Demonstrate an understanding of the Reformation period   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Work begun ☐☐☐ | Work in progress ☐☐☐ | Work completed ☐☐☐

# Area of Experience: History

## History

At Junior Certificate level I can:

**21 Plantation of Ulster**

Can describe the causes and effects of the Plantation of Ulster

☐☐☐

**22 Revolutions of the 18th century**

Can describe the main features of the Revolutions of the 18th century

☐☐☐

**23 Life in the 18th and 19th centuries**

Can describe life in Ireland and abroad in the 18th and 19th centuries

☐☐☐

**24 Politics in Ireland in the 19th and 20th centuries**

Can describe politics in Ireland in the late 19th and early 20th centuries

☐☐☐

**25 Politics in Europe in the 20th century**

Can describe political developments in Europe in the 20th century

☐☐☐

**26 20th century Ireland and International Relations**

Can describe political and social life in Ireland and understand International Relations in the 20th century

☐☐☐

**27 History Terminology**

Can understand terms used in History

☐☐☐

Work begun

☐☐☐

Work in progress

☐☐☐

Work completed

☐☐☐

# Studies of Change: Ireland & Europe

## History

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Describe the causes and effects of some of the main events in the twentieth century in Ireland and Europe

Date Commenced:    /    /

Date Awarded:    /    /

### Learning Targets - This has been demonstrated by your ability to:

- |   |  |  |
|---|--|--|
| 1 | List given events in chronological order   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Recognise, understand and use frequently used historical terms   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Outline the major political changes after 1945, e.g. the Cold War  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Outline the main political developments in Northern Ireland from the start of the twentieth century to the present day                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Compare life in Ireland today with life in Ireland at the turn of the century (leisure, entertainment, housing, transport and the role of women) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Name and describe an important twentieth century Irish figure  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Explain the difference between fact and fiction, and notice bias   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Give a brief description of a fascist dictator during the inter-war years  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 | Outline the causes and effects of World War 2  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Geography, Music, Religious Education, Science, Technical Graphics

Work begun ☒ ☐ ☐ | Work in progress ☒ ☒ ☐ | Work completed ☒ ☒ ☒

# Understanding the Past 1

## History

Statement Code no: 10

Student:

Class:

At Junior Certificate level the student can:

Describe how we find out about the past

Date Commenced: / /

Date Awarded: / /

### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Draw a personal time-line or clock listing important events in your own life in chronological order        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Describe what history is   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Describe how evidence is gathered  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Give examples of primary sources   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Give examples of secondary sources   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Distinguish between primary and secondary sources  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Describe what archaeology is   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Give example of how an archaeologist works   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Explain the methods used by archaeologists to date artefacts   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Demonstrate understanding of the historical terms relating to time, e.g. century, decade, era, age, period | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Geography, Music, Religious Education, Science, Technical Graphics

Work begun ☒ ☐ ☐ | Work in progress ☒ ☒ ☐ | Work completed ☒ ☒ ☒

# Understanding the Past 2

## History

Statement Code no: 11

Student:

Class:

At Junior Certificate level the student can:

### Describe life in Ancient Ireland

Date Commenced: / /

Date Awarded: / /

#### Learning Targets - This has been demonstrated by your ability to:

- |    |  |  |
|----|--|--|
| 1  | Examine how people in Ireland lived during the Middle Stone Age  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Explain the transition from hunting and gathering to farming   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Give examples of different kinds of megalithic tombs in Ancient Ireland                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Work out how the discovery of metal brought about change in the way people lived                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Describe a day in the life of a farmer in the Bronze Age   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Identify the origins, traits and characteristics of the Celtic Race                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Discuss the lifestyle of the Celts taking into account where they lived, food, religion, arts and crafts | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Choose a legend from Celtic Ireland and retell it  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Show how Celtic society was structured under the tuath   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Plot the changes in the way people lived in Ancient Ireland from the Middle Stone Age to the Celts       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Geography, Music, Religious Education, Science, Technical Graphics

Work begun ☐ ☐ ☐ | Work in progress ☐ ☐ ☐ | Work completed ☐ ☐ ☐

# The Work of the Historian and Archaeologist

History

Statement code no. 12

Student:

Class:

At Junior Certificate level I can:

Describe an understanding of the work of the Historian and Archaeologist.

Date Commenced:

Date Awarded:

## Learning Targets I can...

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Draw a personal timeline or clock listing important events in my life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Define what history is and describe the work of a Historian           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Define what Archaeology is  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Give examples of how an Archaeologist works/ gathers evidence         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Name and explain the methods used by Archaeologists to date artefacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Explain the difference between a Historian and an Archaeologist       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Define and give an example of Primary Source                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Define and give an example of Secondary Source                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Distinguish between Primary and Secondary Sources                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explain bias, prejudice and propaganda                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Geography, Art, RE, Science

Work begun

☐☐☐

Work in progress

☐☐☐

Work completed

☐☐☐

# Ancient Ireland: The Stone Age

## History

Statement code no. 13

Student:

Class:

At Junior Certificate level I can:

### Describe life in Ireland during the Stone Age

Date Commenced:

Date Awarded:

#### Learning Targets I can...

- |    |   |  |
|----|---|--|
| 1  | Define the terms used by Archaeologists to identify the time periods of the Stone Age                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Explain the term 'Hunter Gatherer'  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Demonstrate my understanding of the life style of the first people in Ireland                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Comment on the tools and weapons used by farmers during the Stone Age                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Describe and give an example of a Court Cairn   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Describe and give an example of a Portal Tomb or Dolmen   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Describe and give an example of a Wedge Tomb  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Describe and give an example of a Passage Tomb  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Participate in a presentation on describing a Megalithic Tomb such as Newgrange or any other similar tomb | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Compile a list of 10 to 20 words on the Stone Age   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Geography, Art, RE, Science

Work begun

☐☐☐

Work in progress

☐☐☐

Work completed

☐☐☐

# Ancient Ireland: The Bronze Age

## History

Statement code no. 14

Student:

Class:

At Junior Certificate level I can:

Describe life in Ireland during the Bronze Age

Date Commenced:

Date Awarded:

### Learning Targets I can...

- |    |  |  |
|----|--|--|
| 1  | Explain why the Bronze Age was so called   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Demonstrate an understanding of the farming methods in Ireland during the Bronze Age                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Describe the kind of housing people lived in   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Comment on the tools used by people of the Bronze Age  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Describe the cooking methods people of the Bronze Age used   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Write a paragraph on the burial customs in Ireland during the Bronze Age                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Name and describe a range of ornaments which were features of this time                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Select an object made in the Bronze Age and describe how it was made and who would have used it        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Participate in an activity that demonstrates an understanding of life in Ireland during the Bronze Age | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Compile a list of 10 to 20 words on the Bronze Age   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Geography, Art, RE, Science

Work begun ☐☐☐ | Work in progress ☐☐☐ | Work completed ☐☐☐

# The Iron Age and the Celts

## History

Statement code no. 15

Student:

Class:

At Junior Certificate level I can:

Describe the life of the Celts during the Iron Age

Date Commenced:    /

Date Awarded:    /

### Learning Targets I can...

- |  |  |
|--|--|
| 1 Explain the impact on ancient Ireland of the coming of the Iron Age                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Explain where the Celts came from and when they came to Ireland                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Describe what the Celts looked like  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Give an account of the Tuath and how it was organised                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Explain what Ogham is and what it was used for   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Identify and describe 4 types of Celtic settlement                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Write a paragraph on Celtic pastimes   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Work with photographs or documents relating to the Celts and answer relevant questions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Compile a list of 10 to 20 Keywords on the Celts in Ireland                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Geography, Art, RE, Science

Work begun



Work in progress



Work completed



# Early Christian Ireland

## History

Statement code no. 16

Student:

Class:

At Junior Certificate level I can:

Describe life in Early Christian Ireland.

Date Commenced:    /

Date Awarded:    /

### Learning Targets I can...

- 1

Tell the story of how Patrick came to Ireland

☐☐☐
- 2

Explain how Christianity spread throughout Ireland

☐☐☐
- 3

List the buildings that were to be found in large Irish Monasteries

☐☐☐
- 4

Explain what each building was used for

☐☐☐
- 5

Label a diagram or illustration of an Irish monastery

☐☐☐
- 6

Name three Irish Monastery sites

☐☐☐
- 7

Write a paragraph for each of the following examples of the skilled work of monks:
- High Crosses

☐☐☐
- Manuscripts

☐☐☐
- Metal Work

☐☐☐
- 8

Tell or write the story of a typical day in the life of a monk

☐☐☐
- 9

Compile a list of 10 to 20 Keywords for this topic

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Refer also to: English, Geography, Art, RE, Science

Work begun

☐☐☐

Work in progress

☐☐☐

Work completed

☐☐☐

# An Ancient Civilisation outside of Ireland

## History

Statement code no. 17

Student:

Class:

At Junior Certificate level I can:

Describe life in an Ancient Civilisation outside of Ireland.

Date Commenced:    /

Date Awarded:    /

### Learning Targets I can...

- |    |   |  |
|----|---|--|
| 1  | Show the time of this civilisation on a timeline              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Describe daily and working life in this civilisation          | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Examine the foods and diet of people back then                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Describe the homes people lived in                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Discuss the hobbies/ pastimes people had                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Describe the religious beliefs people held                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Describe the burial customs among people                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Compare my findings to the life of someone in Ancient Ireland | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Name two ways that we know about this civilisation            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Write on a typical day of someone living in this civilisation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11 | Compile a list of 20 keywords for this topic                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Geography, Art, RE, Science

Work begun ☐☐☐ | Work in progress ☐☐☐ | Work completed ☐☐☐

# The Renaissance

## History

Statement code no. 18

Student:

Class:

At Junior Certificate level I can:

Demonstrate an understanding of the Renaissance period

Date Commenced:

Date Awarded:

### Learning Targets I can...

- |    |   |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|
| 1  | Explain what the word Renaissance means   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Outline why the Renaissance began in Italy  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Comment on the features of Renaissance painting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Recount the life story of an Italian Renaissance painter                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | List three of their major works   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Tell the life story of a Renaissance painter from outside of Italy                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Comment on the importance of the invention of the printing press                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Detail some of the works of a Renaissance writer  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Discuss some of the major medical advancements that occurred during the Renaissance     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Describe some of the major scientific advancements that occurred during the Renaissance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Geography, Art, RE, Science

Work begun

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Work in progress

☐☐☐

Work completed

☐☐☐

# The Age of Explorations

## History

Statement code no. 19

Student:

Class:

At Junior Certificate level I can:

Demonstrate an understanding of the Age of Explorations

Date Commenced:    /

Date Awarded:    /

### Learning Targets I can...

- |    |  |  |
|----|--|--|
| 1  | Outline the importance of gaining control of the spice trade   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Explain the reasons why rulers were willing to support the voyages of discovery                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Explain the commonly held beliefs of Europeans about the world before the period of the explorations | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Explain the significance of the new model of ship, the caravel                                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Draw and label 3 of the instruments that were invented that helped with navigation                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Describe what life was like at sea during this period  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Name a Portuguese and Spanish explorer   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Explain the reasons for their voyages  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Write a report on the voyage of a named explorer   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Identify the main discoveries made on the voyage   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Geography, Art, RE, Science

Work begun

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Work in progress

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Work completed

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# The Reformation

## History

Statement code no. 20

Student:

Class:

At Junior Certificate level I can:

Demonstrate an understanding of the Reformation Period

Date Commenced:    /

Date Awarded:    /

### Learning Targets I can...

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1  | Explain what the term Reformation means in terms of 16th Century history                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Explain some of the abuses in the Catholic church  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Define the significance of the sale of indulgences   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Explain how Martin Luther communicated his message, the 95 theses                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Detail the consequences for Martin Luther of the Diet of Worms                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Describe Martin Luther's religious beliefs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Explain the significance of the Treaty of Augsburg   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Explain the difference between predestination and justification of faith alone                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Identify the similarities and differences between John Calvin's beliefs and those of Martin Luther | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Detail the findings of the Council of Trent  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Geography, Art, RE, Science

Work begun

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Work in progress

☐☐☐

Work completed

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# Plantation of Ulster

## History

Statement code no. 21

Student:

Class:

I can describe the causes and effects of the Plantation of Ulster

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

- |  |  |
|--|--|
| 1. Define the word 'plantation'  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Indicate on a map the division of clans in Ulster before the Plantation   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Explain the reasons for the Plantation of Ulster  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Describe the life of an Irish chieftain in Ulster at the time of the Plantation   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Explain the following keywords: Undertakers: Servitors: Trusted Irish   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Write a paragraph about the life of an Undertaker   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Write a paragraph on the life of a victim who lost land under the Plantation  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Label the main features on a map of any city or town in Ulster after the plantation   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Demonstrate an understanding of the changes brought about by the Plantation to the lives of people in Ulster under these headings: (a) Religion: (b) Lifestyle and (c) Security | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Compile and explain a list of 10 Keywords for this topic   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Reflecting on my learning...

What I did well...

What I have improved...

What I can do to improve more...

Refer also to: English, Geography, Art, RE, Science

# Revolutions of the 18th century

## History

Statement code no. 22

Student:

Class:

I can describe the main features of the Revolutions of the 18th century

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Explain the following terms: revolution, colonies, parliament, independence	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
2. Identify where and when key revolutions took place in the 18th century	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
3. Give an account of either (a) The American War of Independence or (b) The French Revolution	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
4. Explain the influence these revolutions had in Ireland	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
5. Demonstrate an understanding of Grattan's Parliament in Ireland	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
6. Describe in detail the history of the United Irishmen	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
7. Write a short essay on the life of Wolfe Tone	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
8. Explain the causes and consequences of the 1798 Rebellion in Ireland	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
9. Describe how wars were fought in the 18th Century	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
10. Compile and explain a list of 10 keywords for this topic	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				

Reflecting on my learning...

What I did well...

What I have improved...

What I can do to improve more...

Refer also to: English, Geography, Art, RE, Science

# Life in the 18th and 19th centuries

## History

Statement code no. 23

Student:

Class:

I can describe life in Ireland and abroad in the 18th and 19th centuries

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Explain the revolution in agriculture in the 18th century	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
2. Explain the growth of population in Europe in the 18th century	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
3. Give an account of the main changes that happened in transport in the 18th and 19th centuries	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
4. Describe what were the main features of the Industrial Revolution of the 19th century	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
5. Write a diary entry of a person travelling by rail in the 19th century	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
6. Write an entry into a diary of either a worker in a mine or in a factory in the late 19th century	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
7. Write in my own words what life was like before The Famine in Ireland in the 1840s	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
8. Describe in six sentences the causes and consequences of The Famine in Ireland in the 1840s	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
9. Write a letter as an emigrant to the United States of America to my home in Ireland in the year 1850	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
10. Compile and explain a list of keywords for this topic	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				

Reflecting on my learning...

What I did well...

What I have improved...

What I can do to improve more...

Refer also to: English, Geography, Art, RE, Science

# Politics in Ireland in the 19th and 20th centuries

## History

Statement code no. 24

Student:

Class:

I can describe politics in Ireland in the late 19th and early 20th centuries

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Create a timeline showing the main historical events that occurred in Ireland in the late 19th century and in the first half of the 20th century	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
2. Demonstrate an understanding of the Home Rule movement in Ireland	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
3. Explain the political developments that gave rise to the 1916 Rising in Ireland	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
4. Make a list the main consequences of the 1916 Rising	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
5. Identify the main features of the first Dáil Éireann 1919	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
6. Describe the main events of The War of Independence in Ireland	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
7. Write a diary entry of a soldier in the IRA in 1921	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
8. Write a paragraph by a witness to the events of Bloody Sunday, 21 November 1921	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
9. Write 5 factual statements about each of the following: The Treaty 1921: The Civil War in Ireland: Michael Collins: Eamon De Valera	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
10. Compile and explain keywords for this period	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				

Reflecting on my learning...

What I did well...

What I have improved...

What I can do to improve more...

Refer also to: English, Geography, Art, RE, Science

# Politics in Europe in the 20th century

## History

Statement code no. 25

Student:

Class:

I can describe political developments in Europe in the 20th century

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

- |   |  |
|---|--|
| 1. Create a timeline showing the main developments in Europe in the 20th century  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Describe the main course and consequences of World War I   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Write a paragraph on the League of Nations   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. List 5 significant points about each of the following: (a) Adolf Hitler (b) Benito Mussolini and (c) Joseph Stalin     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Explain each of the following terms: Fascism: Propaganda: Communism: Democracy   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Write a paragraph on Germany between World War I and World War II  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Give an oral presentation on one of the following: (a) The Holocaust (b) Concentration Camps or (c) The Final Solution | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Demonstrate an understanding of the main features of World War II  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Write a paragraph on the Cold War  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Compile and explain keywords for this topic   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Reflecting on my learning...

What I did well...

What I have improved...

What I can do to improve more...

Refer also to: English, Geography, Art, RE, Science

# 20th century Ireland and International Relations

## History

Statement code no. 26

Student:

Class:

I can describe political and social life in Ireland and understand International Relations in the 20th century

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

- |   |  |
|---|--|
| 1. Show how fashion has changed in Ireland over the course of the 20th century through giving examples of photographs or illustrations                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Produce written or photographic evidence of the houses where people lived over the course of the 20th century  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Write a paragraph on the differences between living in rural and urban Ireland over the 20th century   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Make a chart showing the significant developments in 20th century Ireland of each of the following: (a) Travel (b) Entertainment and (c) The role of women | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Identify from photographs 6 main political figures in Ireland since World War II   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Describe the effects World War II had on life in Ireland   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Construct a mind map or a diagram showing the emergence of the superpowers up to and after World War II  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. List on a timeline the main events in Europe 1945 – 1990   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Select a political leader from a country outside of Europe and write a paragraph on that person  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Compile and explain a list of keywords for this topic   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Reflecting on my learning...

What I did well...

What I have improved...

What I can do to improve more...

Refer also to: English, Geography, Art, RE, Science

# History Terminology

## History

Statement code no. 27

Student:

Class:

I can understand terms used in History

I have begun	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I am working on this	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I can	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1. Give an example of a primary source and a secondary source	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
2. Illustrate what is meant by the term 'chronology'	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
3. Apply the following terms to a topic in history: era; age; epoch; century	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
4. Provide an example of 'bias'	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
5. Explain what is meant by 'revolution'	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
6. Show that I know what is meant by 'causes, course and consequences'	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
7. Write a sentence to explain the following: political; social; cultural; economic	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
8. Explain what is meant by the following terms: nationalism; republicanism; democracy; monarchy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
9. Locate in a text and explain the following terms: government; parliament; act; treaty; declaration;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
10. Define 5 other terms used in History that are selected by the teacher	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				

Reflecting on my learning...

What I did well...

What I have improved...

What I can do to improve more...

Refer also to: English, Geography, Art, RE, Science