Draft History Statements

The following statements comprise draft statements developed with input from a number of practicing History teachers in JCSP schools. They are offered as one possible model that teachers may use to approach the new Junior Cycle History Specification. They will be adjusted over time based on feedback from teachers in JCSP schools.

The new History Specification may be accessed in full at www.curriculumonline.ie.

In addition, support for teaching of the Junior Cycle Specification may be accessed through the Junior Cycle for Teachers (JCT) History team at www.jct.ie.

It is important to note that the statements below offer a sample approach for the creation of Junior Cycle History statements. They do not cover all of the learning outcomes which are expected to be taught in the new junior cycle course.

September 2019
**At Junior Certificate level I can:**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>HJC1</strong></td>
<td>I understand life in the past DRAFT</td>
</tr>
<tr>
<td><strong>HJC2</strong></td>
<td>I know why it is important that I remember the past DRAFT</td>
</tr>
<tr>
<td><strong>HJC3</strong></td>
<td>I can demonstrate my historical knowledge and understanding DRAFT</td>
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<tr>
<td><strong>HJC4</strong></td>
<td>I can work with historical evidence DRAFT</td>
</tr>
<tr>
<td><strong>HJC5</strong></td>
<td>I can locate myself in history DRAFT</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Studies of Change: Ireland and Europe</td>
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<tr>
<td></td>
<td>Describe the cause and effect of some of the main events in the twentieth century in Ireland and Europe</td>
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<td><strong>10</strong></td>
<td>Understanding the Past 1</td>
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<td>Describe how we find out about the past</td>
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<td><strong>11</strong></td>
<td>Understanding the Past 2</td>
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<tr>
<td></td>
<td>Describe life in Ancient Ireland</td>
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<tr>
<td><strong>12</strong></td>
<td>The work of the Historian and Archaeologist</td>
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<tr>
<td></td>
<td>Describe an understanding of the work of the Historian and Archaeologist</td>
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<tr>
<td><strong>13</strong></td>
<td>Ancient Ireland: The Stone Age</td>
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<td>Describe life in Ireland during the Stone Age</td>
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<td>Describe life in Ireland during the Bronze Age</td>
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<td><strong>15</strong></td>
<td>The Iron Age and the Celts</td>
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<tr>
<td></td>
<td>Describe the life of the Celts during the Iron Age</td>
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<tr>
<td><strong>16</strong></td>
<td>Early Christian Ireland</td>
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<td></td>
<td>Describe life in Early Christian Ireland</td>
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<tr>
<td>Chapter</td>
<td>Title</td>
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<td>17</td>
<td>An Ancient Civilisation outside of Ireland</td>
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<tr>
<td>18</td>
<td>The Renaissance</td>
</tr>
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<td>19</td>
<td>The Age of Explorations</td>
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<tr>
<td>20</td>
<td>The Reformation</td>
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<td>21</td>
<td>Plantation of Ulster</td>
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<tr>
<td>22</td>
<td>Revolutions of the 18th century</td>
</tr>
<tr>
<td>23</td>
<td>Life in the 18th and 19th centuries</td>
</tr>
<tr>
<td>24</td>
<td>Politics in Ireland in the 19th and 20th centuries</td>
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<tr>
<td>25</td>
<td>Politics in Europe in the 20th century</td>
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<tr>
<td>26</td>
<td>20th century Ireland and International Relations</td>
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<tr>
<td>27</td>
<td>History Terminology</td>
</tr>
</tbody>
</table>
I Understand life in the past

Statement code:  HJC1

This has been demonstrated by my ability to:

1. Describe what life was like for people in the past
2. View past events from different points of view
3. Understand how the past affects life today
4. Explain the actions of people in the past
5. Identify historically significant people and events from the past
6. Show how a set of ideas or beliefs impacted on people's lives in the past

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed... because...
Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed... because...
Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed... because...

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**History**

**Statement code:** HJC3

<table>
<thead>
<tr>
<th>I have begun</th>
<th>I am working on this</th>
<th>I can</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

This has been demonstrated by my ability to:

1. Explain what is Historical evidence
2. Describe the features of a useful source of evidence
3. Explain the difference between a historical fact and an opinion on history
4. Form my own opinion on a historical event or person based on evidence
5. List historical events that have caused significant change in chronological order
6. Recognise the causes and consequences of historical events

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Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed... because...
I can work with Historical evidence

Statement code: HJC4

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

This has been demonstrated by my ability to:

1. Explain what a primary source is and give examples ☐☐☐
2. Explain what a secondary source is and give examples ☐☐☐
3. Know how archaeology helps us to learn about the past ☐☐☐
4. Use different types of sources to collect evidence ☐☐☐
5. Find sources of historical evidences in repositories ☐☐☐
6. Reference a source of historical evidence ☐☐☐
7. Display a historical judgment of a person, event or issue based on evidence ☐☐☐

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed... because...
I can locate myself in history

Statement code: HJC5

This has been demonstrated by my ability to:

1. Recognise historically significant places in my locality
2. Describe the historical background of a place in my locality
3. Know my personal and family history
4. Create a timeline about my own life
5. Create and maintain historical timelines
6. Make links between people in different historical time periods
7. Describe a historical connection between Ireland and Europe
8. Explain the Historical relationship between Ireland and another country in Europe or the wider world
9. Identify an event that happened in the decade of the 1960s in Ireland that influences my life today
10. Identify an event that happened in the decade of the 1960s in Europe and the Wider World that influences my life today
11. Create a timeline of a technological development that has affected my life

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed... because...
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.

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

1. List given events in chronological order
2. Recognise, understand and use frequently used historical terms
3. Outline the major political changes after 1945, e.g. the Cold War
4. Outline the main political developments in Northern Ireland from the start of the twentieth century to the present day
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)
6. Name and describe an important twentieth century Irish figure
7. Explain the difference between fact and fiction, and notice bias
8. Give a brief description of a fascist dictator during the inter-war years
9. Outline the causes and effects of World War 2

Refer also to: English, Art, Geography, Music, Religious Education, Science, Technical Graphics
At Junior Certificate level the student can:

**Describe how we find out about the past**

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**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
2. Describe what history is
3. Describe how evidence is gathered
4. Give examples of primary sources
5. Give examples of secondary sources
6. Distinguish between primary and secondary sources
7. Describe what archaeology is
8. Give example of how an archaeologist works
9. Explain the methods used by archaeologists to date artefacts
10. Demonstrate understanding of the historical terms relating to time, e.g. century, decade, era, age, period

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Refer also to: English, Art, Geography, Music, Religious Education, Science, Technical Graphics
At Junior Certificate level the student can:

**Describe life in Ancient Ireland**

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

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

Refer also to: English, Art, Geography, Music, Religious Education, Science, Technical Graphics
At Junior Certificate level I can:

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

Learning Targets I can...

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

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

Work begun | Work in progress | Work completed
At Junior Certificate level I can:

Describe life in Ireland during the Stone Age

Learning Targets I can...

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

Refer also to: English, Geography, Art, RE, Science
At Junior Certificate level I can:

Describe life in Ireland during the Bronze Age

Learning Targets I can...

1. Explain why the Bronze Age was so called
2. Demonstrate an understanding of the farming methods in Ireland during the Bronze Age
3. Describe the kind of housing people lived in
4. Comment on the tools used by people of the Bronze Age
5. Describe the cooking methods people of the Bronze Age used
6. Write a paragraph on the burial customs in Ireland during the Bronze Age
7. Name and describe a range of ornaments which were features of this time
8. Select an object made in the Bronze Age and describe how it was made and who would have used it
9. Participate in an activity that demonstrates an understanding of life in Ireland during the Bronze Age
10. Compile a list of 10 to 20 words on the Bronze Age
At Junior Certificate level I can:

Describe the life of the Celts during the Iron Age

Learning Targets I can...

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

Refer also to: English, Geography, Art, RE, Science
At Junior Certificate level I can:

Describe life in Early Christian Ireland.

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

Refer also to: English, Geography, Art, RE, Science
At Junior Certificate level I can:

Describe life in an Ancient Civilisation outside of Ireland.

Learning Targets I can...

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

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

Work begun | Work in progress | Work completed
The Renaissance

At Junior Certificate level I can:

Demonstrate an understanding of the Renaissance period

Learning Targets I can...

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

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

Work begun | Work in progress | Work completed
At Junior Certificate level I can:

Demonstrate an understanding of the Age of Explorations

Learning Targets I can...

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

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

Work begun | Work in progress | Work completed
At Junior Certificate level I can:

Demonstrate an understanding of the Reformation Period

Learning Targets I can...

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

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

Work begun □□□ | Work in progress □□□ | Work completed □□□
I can describe the causes and effects of the Plantation of Ulster

<table>
<thead>
<tr>
<th>I have begun</th>
<th>I am working on this</th>
<th>I can</th>
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</table>

1. Define the word 'plantation'
2. Indicate on a map the division of clans in Ulster before the Plantation
3. Explain the reasons for the Plantation of Ulster
4. Describe the life of an Irish chieftain in Ulster at the time of the Plantation
5. Explain the following keywords: Undertakers: Servitors: Trusted Irish
6. Write a paragraph about the life of an Undertaker
7. Write a paragraph on the life of a victim who lost land under the Plantation
8. Label the main features on a map of any city or town in Ulster after the plantation
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
10. Compile and explain a list of 10 Keywords for this topic

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

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

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

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

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

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

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
2. Demonstrate an understanding of the Home Rule movement in Ireland
3. Explain the political developments that gave rise to the 1916 Rising in Ireland
4. Make a list the main consequences of the 1916 Rising
5. Identify the main features of the first Dáil Éireann 1919
6. Describe the main events of The War of Independence in Ireland
7. Write a diary entry of a soldier in the IRA in 1921
8. Write a paragraph by a witness to the events of Bloody Sunday, 21 November 1921
9. Write 5 factual statements about each of the following: The Treaty 1921: The Civil War in Ireland: Michael Collins: Eamon De Valera
10. Compile and explain keywords for this period

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

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

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
I have begun working on this. I can describe political and social life in Ireland and understand International Relations in the 20th century.

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Show how fashion has changed in Ireland over the course of the 20th century through giving examples of photographs or illustrations</td>
<td>☐ ☐ ☐</td>
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<tr>
<td>2. Produce written or photographic evidence of the houses where people lived over the course of the 20th century</td>
<td>☐ ☐ ☐</td>
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<tr>
<td>3. Write a paragraph on the differences between living in rural and urban Ireland over the 20th century</td>
<td>☐ ☐ ☐</td>
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<tr>
<td>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</td>
<td>☐ ☐ ☐</td>
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<tr>
<td>5. Identify from photographs 6 main political figures in Ireland since World War II</td>
<td>☐ ☐ ☐</td>
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<tr>
<td>6. Describe the effects World War II had on life in Ireland</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>7. Construct a mind map or a diagram showing the emergence of the superpowers up to and after World War II</td>
<td>☐ ☐ ☐</td>
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<tr>
<td>8. List on a timeline the main events in Europe 1945 – 1990</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>9. Select a political leader from a country outside of Europe and write a paragraph on that person</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>10. Compile and explain a list of keywords for this topic</td>
<td>☐ ☐ ☐</td>
</tr>
</tbody>
</table>

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
I have begun

I am working on this

I can

1. Give an example of a primary source and a secondary source

2. Illustrate what is meant by the term ‘chronology’

3. Apply the following terms to a topic in history: era; age; epoch; century

4. Provide an example of ‘bias’

5. Explain what is meant by ‘revolution’

6. Show that I know what is meant by ‘causes, course and consequences’

7. Write a sentence to explain the following: political; social; cultural; economic

8. Explain what is meant by the following terms: nationalism; republicanism; democracy; monarchy

9. Locate in a text and explain the following terms: government; parliament; act; treaty; declaration;

10. Define 5 other terms used in History that are selected by the teacher

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