



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

## Phase 4: History Statements 2023/2024

1<sup>st</sup> Years

- **New  
Statements  
Only**



2<sup>nd</sup> Years

- **New  
Statements  
Only**



3<sup>rd</sup> Years

- **New  
Statements  
Only**

## **Introductory text for JCSP Statements Supporting The Junior Cycle History**

The statements below were 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](http://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](http://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.

June, 2021

# Area of Expertise: History

## History

**At Junior Cycle level I can:**

**HJC1 I understand life in the past**

**HJC2 I know why it is important to remember the past**

**HJC3 I can demonstrate my Historical knowledge and understanding**

**HJC4 I can work with Historical evidence**

**HJC5 I can locate myself in history**

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

# I Understand life in the past

## History

Statement code: HJC1

Student:

Class:

I can:

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

This has been demonstrated by my ability to:

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

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed...

because...

# I know why it is important to remember the past

## History

Statement code: HJC2

Delta:

Rang:

I can:

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

This has been demonstrated by my ability to:

1. Explain what is a commemoration ☐☐☐
2. Recognise why local events and personalities are remembered ☐☐☐
3. Describe how we remember a **local** historical event or person ☐☐☐
4. Know why **international** events and personalities are remembered ☐☐☐
5. Describe how we remember an international historical event or person ☐☐☐

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed...

because...

# I can demonstrate my Historical knowledge and understanding

## History

Statement code: HJC3

Delta:

Rang:

I can:

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

**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 chronological order ☐☐☐
6. Recognise the causes and consequences of historical events ☐☐☐

**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

## History

Statement code: HJC4

Delta:

Rang:

I can:

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

Reflecting on my learning...

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One thing I did to improve...

I really enjoyed...

because...

# I can locate myself in history

## History

Statement code: HJC5

Delta:

Rang:

I can:

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

This has been demonstrated by my ability to:

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

Reflecting on my learning...

One thing I did well...

One thing I did to improve...

I really enjoyed...

because...