At Junior Certificate level the student can:

<table>
<thead>
<tr>
<th>Area of Experience: Environmental and Social Studies</th>
</tr>
</thead>
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<tr>
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<tr>
<td>Describe the principal methods of examining the past and apply these to three different eras of history:</td>
</tr>
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<td>Pre-Christian Ireland  ☐</td>
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<tr>
<td>The Ancient World     ☐</td>
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<tr>
<td>Viking Ireland        ☐</td>
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<tr>
<td>Norman Ireland        ☐</td>
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<tr>
<td>3  <strong>Map Skills</strong>  ☐ ☐ ☐</td>
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<tr>
<td>Interpret ordnance survey maps and photographs</td>
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<td>4  <strong>The Urban World</strong>  ☐ ☐ ☐</td>
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<td>Outline the development of cities in the 19\textsuperscript{th} and 20\textsuperscript{th} centuries in the developing world</td>
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<tr>
<td>5  <strong>Colonialism and the Modern World</strong>  ☐ ☐ ☐</td>
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<td>Explain and discuss the nature of colonialism and some of the main events and social issues of the twentieth century</td>
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At Junior Certificate level the student can:

Describe the principal methods of examining the past and apply these to three different eras of history:

- Pre-Christian Ireland
- The Ancient World
- Celtic Ireland
- Early Christian Ireland
- Viking Ireland
- Norman Ireland

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

1. Using a personal time line or clock, list the important events in your own life
2. List the main ways we find out about the past (sources of historical information)
3. Explain the work of an archaeologist
4. List given events in time sequence
5. Explain how towns were developed by three of the following: Romans, Greeks, Egyptians, Incas, Vikings, Normans
6. Name some towns that were built by three of the following: Romans, Greeks, Egyptians, Incas, Vikings, Normans
7. Draw a picture or make a model of a settlement
8. Give a brief description of the lifestyle of the people
9. List some reasons for the development of cities in Ireland or Europe
10. Give an account of the living conditions of people in the towns and cities
11. Outline the life and work of one well known man or woman from the era you have chosen

Refer also to: English, History, Geography, Maths, Art
At Junior Certificate level the student can:

Research, organise and present a historical project with assistance

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

1. Identify and state the aim of the project
2. Collect and sort suitable information and material for the project
3. Use a number of ways to collect information: interview, letter, questionnaire, reading, search the Internet
4. Understand the content of the project material
5. Use suitable illustrations in presenting the project: pictures, graphs, cartoons, photos
6. State the results of the project
7. Present the project in a clear, neat and legible manner
8. Explain what you learned from the project
9. List the sources used in the project
10. Display initiative and originality in researching and presenting the project
11. Draw conclusions from the findings

Refer also to: English, History, Art, Geography, Maths

Please note: this is the same as the ‘Project Skills: Historical’ statement in the Active Learning section of the Cross-Curricular statements and cannot be awarded twice
At Junior Certificate level the student can:

Interpret ordnance survey maps and photographs

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

1. Understand direction using the compass on the map
2. Find location with the aid of a compass and grid references, for example
   - find a building, woodland
3. Measure distance on a map
4. Understand and use map symbols
5. Locate on a map anything from a factory to a tourist centre
6. Use grid references to locate a feature on a map
7. Work out the grid reference of a given feature
8. Draw a sketch map
9. Find the length of various features on the map
10. Locate features on photographs
11. Identify the historical features on a map or photograph
12. Identify the geographical features on a map or photograph

Refer also to: English, History, Geography, Art, Maths
Please note: this is the same as the ‘Map Skills’ statement in the Geography part of the Subject-Centred statements and cannot be awarded twice
At Junior Certificate level the student can:

Outline the development of cities in the 19th and 20th centuries in the developing world

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

1. List some of the reasons why Dublin, Belfast and Birmingham developed
2. Describe the living conditions of people in towns and cities in the 19th century
3. Discuss the working conditions in the mines
4. Recount the way mill workers lived and worked
5. Describe the life of a working woman in the 19th century
6. Describe the life of a child at this time
7. Outline the work of at least one social reformer
8. Outline the work of a trade union
9. Give examples of trade union activity from the past or the present
10. Describe the living conditions of people in a rural area in 20th century Ireland, Brazil or other developing city
11. Give reasons why people moved from the country to the city in Ireland or a developing country
12. Discuss the difference in living conditions between a third world city and a first world city in the 20th century

**Refer also to:** English, History, Geography, Art and Maths
At Junior Certificate level the student can:

Explain and discuss the nature of colonialism and some of the main events and social issues of the twentieth century

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

1. Give examples from the past and present of colonialism
2. Outline the changes in land ownership that resulted from the plantations of Ireland and Brazil
3. Explain how the lives of the native people changed under colonialism (land, language, religion, slavery etc.)
4. Give an example of a colony and explain how the colonisers lived
5. Give an example of large scale migration because of colonialism
6. Outline some of the long-term effects of colonialism
7. Outline the causes of either World War 1 or World War 2
8. Outline the effects of either World War 1 or World War 2
9. Outline one major conflict during World War 1 or World War 2
10. Take one aspect of war and write about it, for example, civilians, armaments, food etc.
11. Discuss the effects of war on the lives of one group of people, for example, soldiers in trench warfare, the Jews
12. Outline the social effect of World War 1 or World War 2 on the lives of women
13. Explain the importance of either nationalism or fascism

Refer also to: English, Geography, History, Art, Maths