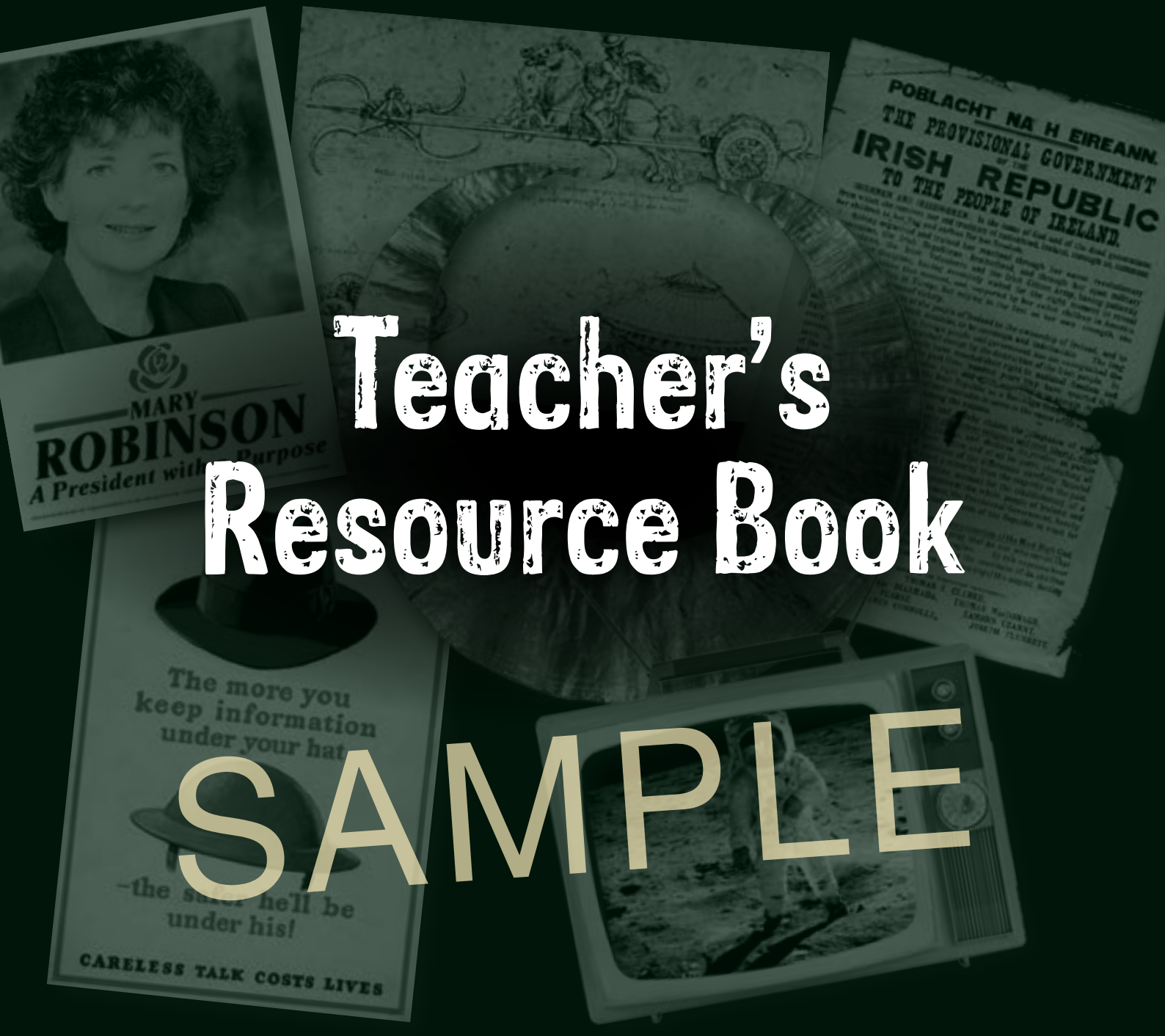
JUNIOR CYCLE HISTORY

ARTEFACT

A FORWARD-THINKING APPROACH TO LOOKING BACK



Teacher's Resource Book

SAMPLE

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Introduction

Welcome to your Teacher's Resource Book for *Artefact*, a three-year textbook for the new History course leading to the Junior Cycle Profile of Achievement (JCPA).

The new Junior Cycle History specification represents a fundamental change in the way that students will learn History and how they will be assessed. As you progress through the material on the course, you will notice many familiar topics and themes. However, you will also see a difference in the way that material is presented and taught, as students and teachers alike are encouraged to take a more active approach to learning, engagement in formative assessment tasks and the development of key skills.

The new Junior Cycle History course is made up of three equally weighted strands:

The course offers an up-to-date approach to the teaching of History that recognises the changing nature of historical understanding and seeks to equip students with both the skills and the knowledge to explore and understand human experience over time and how that experience has shaped the world we live in today.

The new course places great emphasis on the development of the eight key skills of Junior Cycle. It encourages the use of tasks and activities that allow students not just to learn the facts about a given topic, but to apply their knowledge and make links between concepts, research further and gain a rounded view of History's place in the world and their role as historians.

The *Artefact* package matches the requirements of the new History specification in a comprehensive and accessible way by covering all three strands and all 38 learning outcomes in depth, while also offering teachers a familiar sequence of topics as they get to grips with teaching the course for the first time. Fundamental concepts like chronology and causation are brought to life with innovative tasks and material presented in an accessible way.

Artefact meets the needs of the new Junior Cycle History specification while making teaching and learning active and engaging. There is a focus on learning by doing and making links between classroom learning and the real world of historical investigation and research, as students develop their skills and understanding and prepare for Classroom-Based Assessments (CBAs). Students are given clear, relevant information and activities in their textbook, *Sources and Skills Book* and *Research Portfolio*, while teachers are supported throughout with comprehensive planning materials, solutions and ideas for achieving learning outcomes and activating key skills.

Artefact ensures that your students learn through tasks and activities that interest and challenge them, with many opportunities to self-assess and peer-assess as they work towards achieving the 38 learning outcomes at their own pace. Using *Artefact*, your students will develop an understanding of the history of Ireland, Europe and the wider world underpinned by a deep understanding of the nature of history through the use of evidence, the development of historical consciousness and the ability to see the inter-connected big picture. They will research, debate, investigate, create their own work, learn collaboratively, complete projects, give presentations and be encouraged to ask questions. Across the three years of Junior Cycle, *Artefact* will assist you in developing your students as informed, engaged and active historians.

Eimear Jenkinson and Gregg O'Neill

THE ARTEFACT PACKAGE

The Textbook

The textbook takes a student-friendly approach to the new History course. It is organised in a chronological way, which allows students to study events and periods in their correct order in history.

- Its clear, simple language is suited to all learners and classrooms.
- A fold-out back cover contains Irish and world history timelines for easy reference, allowing students to place events in context and stressing the role of chronology in the study of history.
- Chapters begin with a simple timeline, a short introduction to what will be studied, and relevant sources and evidence for vital context.
- Chapters are divided into sub-topics to assist teachers in constructing lessons. Each sub-topic begins with a brief list of learning intentions and contains question checkpoints to assess knowledge and understanding as students move through the material.
- Key words are identified and underlined throughout the text and compiled in a single list with explanations at the end of each chapter.
- Activities and tasks throughout promote the development of key skills, such as being literate and being numerate, and encourage pair and group work.
- Skill-based chapters on The Historian and The Archaeologist introduce students to key methods and knowledge needed to explore the past, such as understanding time and timelines and working with evidence. This is part of the fulfilment of Strand 1 on the Nature of History.
- 'Working with the Evidence' features integrated throughout every chapter offer students a wide range of sources to examine and respond to such as posters, photographs, speeches and extracts from written documents.
- 'Life in Time' features highlight key figures and introduce students to their background and contribution to history
- Many opportunities are provided for pair and group work and active learning with integrated 'Collaborate' tasks that allow students to discuss, research and role-play.
- Chapter summaries and 'Reflecting on…' features allow students to draw conclusions and make links with related topics or the contemporary world.
- Chapters end with revision-style Understanding History questions and summative Exploring History questions and tasks that help students to consider issues, make judgments and express viewpoints.

The Sources and Skills Book

One part of the double-sided book allows students to reflect, revise and put their learning into practice. It contains:

- A short self-assessment section for every chapter, allowing students to track their progress.
- A time capsule question, encouraging students to reflect on what they have just studied and to choose one artefact they would preserve and why.
- Additional exercises for every chapter of the textbook, including extra 'Working with the Evidence' tasks for every chapter and revision-style activities such as crosswords, matching exercises, varied key terms questions and short answer questions.

The Research Portfolio

The other part of the double-sided book, the *Research Portfolio*, offers Life in Time and Past in My Place tasks linked to every textbook topic, with templates and questions to assist students in completing their research and suggested historical figures to research. These are intended to allow students to demonstrate and build on the skills they have learned in *Artefact*, as well as preparing them for the Classroom-Based Assessments to be completed in Second and Third Year.

Digital Resources

Through https://educateplus.ie/, you can access a wealth of material to enhance the classroom experience and aid active learning among your students.

- Summary PowerPoints.
- Chapter quizzes and timeline activities.
- Skill videos on the jobs of the Historian and the Archaeologist with accompanying worksheets.
- Artwork PowerPoints, which will allow you to show all images from the book on-screen in your classroom.
- Premade Kahoot! quizzes matched with *Artefact* content for you to use with your students.

The Teacher's Resource Book

This Teacher's Resource Book provides information on the History specification, suggested teaching and learning approaches for the new course, planning material and information on assessment to inform your teaching according to the new specification. It contains:

- Clear information on the new course, helping you get to grips with requirements.
- Advice and guidance on unpacking learning outcomes into learning intentions for your students, including suggested understanding, learning experiences and assessment ideas for all 38 learning outcomes.
- Guidance on department and classroom planning including sample lessons, comprehensive year plans and blank planning templates.
- Solutions to textbook and *Sources and Skills Book* questions.
- Extension material such as extra worksheets, end-of-chapter assessments, additional classroom activities and photocopiables.
- Sample tests.
- Assessment chapter with information on CBAs and ideas for formative and summative assessment.

Understanding the New Junior Cycle

1

THE FRAMEWORK FOR JUNIOR CYCLE AND THE HISTORY SPECIFICATION AT A GLANCE

The Framework for Junior Cycle is the document that underpins all of the changes and advancements in Junior Cycle teaching, learning and assessment. It includes:

- 24 statements of learning
- Eight key skills that are integral to the learning outcomes in the Junior Cycle History specification.

History

History is a named subject in the Framework for Junior Cycle. Its basic make-up is as follows:

- A common-level course
- 38 learning outcomes spread across three equally weighted strands:
  - **Strand 1:** The Nature of History
  - **Strand 2:** The History of Ireland
  - **Strand 3:** The History of Europe and the Wider World

The Nature of History should not be seen as a completely distinct element of the course, but as the skills to be developed by looking at the other two strands. Strands 2 and 3 provide the context through which the skills outlined in Strand 1 can be developed. The Nature of History seeks to get students to study the Strand 2 and 3 topics through the following elements:

- Developing historical consciousness
- Working with the evidence
- Acquiring 'the big picture'

Within Strands 2 and 3, it is envisioned that students will have the opportunity to study elements of Irish, European and world history through:

- Applying historical thinking
- Recognising key changes
- Exploring people, cultures and ideas

The new Junior Cycle History course includes a mixture of formative and summative assessment, comprising:

- Ongoing assessment across the three years of Junior Cycle
- Two Classroom-Based Assessments (CBAs) in Second and Third Year:
  - The Past in My Place in Second Year
  - A Life in Time in Third Year
- An Assessment Task (AT) based on the second CBA, marked by the SEC
- A final exam at the end of Third Year, marked by the SEC

INFORMATION ON LEARNING OUTCOMES

As previously mentioned, History contains 38 learning outcomes spread across three equally weighted strands. The learning outcomes for each strand are listed across the following pages. Before delving into them, it is important to note the following:

- A learning outcome is a statement of what a student should be able to do or understand by the end of three years of study.
- A learning outcome is not a single lesson or unit of work. Learning outcomes often overlap and might be experienced many times across the three years of Junior Cycle History.
- A learning outcome is not something you will encounter once and then tick off as completed. Rather, your students will build up their skills and knowledge incrementally across the three years, achieving each learning outcome in stages.
- Learning outcomes are for the teacher and are not for the student. In order to 'teach' a learning outcome, it should be unpacked it into smaller units of learning for the classroom.
- Learning outcomes are numbered to support teacher planning, but there is no hierarchy regarding importance or when they should be taught.
- Some learning outcomes are very specific in terms of the material that needs to be covered. Others are more general, specifying a specific theme or issue to be addressed by offering a number of opportunities for choice for teachers in how they approach them. Others still are more thematic and flow through a number of topics.

Linking Learning Outcomes to *Artefact* Content

Below are the contextual learning outcomes in Strands 2 and 3 and the corresponding chapters of *Artefact* that deal with them. As you will see, in some cases we have provided a number of options for the fulfilment of a specific Learning Outcome to allow you to make the best choices for your own students. The Strand 1 learning outcomes are mentioned under chapters 1 and 2 but also run throughout the entire course.

Learning Outcome	Chapter
STRAND 1 – The Nature of History	
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 **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 **1.10** demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras	**1** The Nature of History: The Historian
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	**2** The Nature of History: The Archaeologist

Learning Outcome	Chapter
STRAND 2 – The History of Ireland	
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	**3** Settlement in Ireland Option One: Ancient Ireland *OR* **7** Settlement in Ireland Option Two: Medieval Ireland *AND* **11** Settlement in Ireland: The Plantations
2.2 investigate the role and significance of two leaders involved in the parliamentary tradition in Irish politics	**15** The Parliamentary Tradition: Daniel O'Connell *AND* **17** Ireland 1884–1914: Politics and Culture

Learning Outcome	Chapter
STRAND 2 – The History of Ireland	
2.3 explore how the physical force tradition impacted on Irish politics, with particular reference to a pre-twentieth century example of a rebellion	**14** Physical Force: The 1798 Rebellion
2.4 examine the rise and impact of nationalism and unionism in Ireland, including key events between 1911 and 1923	**17** Ireland 1884–1914: Politics, Culture and Sport *AND* **18** Ireland 1916–1923: The Struggle for Independence
2.5 identify the causes, course and consequences of the Northern Ireland Troubles and their impact on North-South and Anglo-Irish relations	**21** The Troubles in Northern Ireland
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	**4** Culture and Society in Early Christian Ireland
2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora	**16** The Great Famine and the Irish Diaspora
2.8 describe the impact of war on the lives of Irish people, referring to either World War I or World War II	**17** Ireland 1884–1914: Politics, Culture and Sport *AND* **19** Ireland during World War II: The Emergency
2.9 explain how the experience of women in Irish society changed during the twentieth century	**22** Women in Twentieth-Century Ireland
2.10 examine how one sporting, cultural or social movement impacted on Irish life	**17** Ireland 1884–1914: Politics, Culture and Sport
2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events	**20** An Important Decade: Ireland in the 1960s
2.13 analyse the evolution and development of Ireland's links with Europe	Elements of: **4** Culture and Society in Early Christian Ireland **7** Settlement in Ireland Option Two: Medieval Ireland **11** Settlement in Ireland: The Plantations **14** Physical Force: The 1798 Rebellion **16** The Great Famine and the Irish Diaspora **17** Ireland 1884–1914: Politics, Culture and Sport **19** Ireland during World War II: The Emergency

Learning Outcome	Chapter
STRAND 3 – The History of Europe and the Wider World	
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	**5** An Ancient Civilisation: Rome OR **6** Life and Death in Medieval Times
3.2 evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration	**9** The Age of Exploration and Conquest
3.3 examine the causes, course and consequences of one revolution in pre-twentieth century Europe and/or the wider world	**12** Revolutions Option One: The American Revolution *OR* **13** Revolutions Option Two: The French Revolution
3.4 discuss the general causes and course of World War I or World War II and the immediate and long-term impact of the war on people and nations	**23** World War I and its Consequences *AND* **26** The Causes of World War II *AND* **27** People and Nations: World War II
3.5 recognise the importance of the Cold War in international relations in the twentieth-century world	**29** The Cold War
3.6 explore life and death in medieval times	**6** 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	**8** The Renaissance
3.8 consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer	**10** The Reformation
3.9 examine life in one fascist country and one communist country in the twentieth century	**24** Life in Communist Russia *AND* **25** Life in Fascist Germany
3.10 explore the significance of genocide, including the causes, course and consequences of the Holocaust	**28** Special Study: Genocide
3.11 explore the contribution of technological developments and innovation to historical change	Elements of: **8** The Renaissance **9** The Age of Exploration and Conquest **16** The Great Famine and the Irish Diaspora **27** People and Nations: World War II **30** An Important Decade: The 1960s in Europe and the World
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	**31** European Integration
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	**30** An Important Decade: The 1960s in Europe and the World

INFORMATION ON KEY SKILLS

At Junior Cycle, eight key skills have been identified to help students develop their knowledge, skills and attitudes, both within their subjects and for their participation in the wider world. These are:

- Being literate
- Being numerate
- Managing myself
- Staying well
- Managing information and thinking
- Being creative
- Working with others
- Communicating

Each key skill has a number of elements within it. For example, within Communicating, the elements are:

- Using language
- Using numbers
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

The latest guidelines in subject and school planning encourage teachers to incorporate key skills into their lessons and to make students aware of these key skills. *Artefact* has unpacked each learning outcome with key skills in mind, and our planning material will show you exactly which key skills you are activating in each learning experience and activity.

Planning

2

INTRODUCTION TO PLANNING

The new Junior Cycle History course features a lot of familiar material and topics that you will be used to teaching, but it also encompasses new areas, including a greater emphasis on working with evidence, and includes a greater degree of choice over what material you will be teaching in your classes.

As you will have seen in the strands and learning outcomes of the new specification, there will be a clear need for teachers and the subject department to plan for the implementation, teaching and assessment of the course. It is important that your department considers the topics to be covered and makes decisions as how you want to approach the course.

To help you get to grips with the new course, we have included a roadmap to guide you through the textbook and help you to hit the ground running. It is designed to give you peace of mind, knowing that you have covered everything and achieved the learning outcomes. Of course, this does not have to be followed to the letter and the blank templates included allow you to produce and follow your own plan. In this section, you will find:

- Each unit of learning outcome of Junior Cycle History unpacked with clear links to the learning outcomes in strands 1, 2 and 3, suggested learning intentions, teaching and learning methods, methods of assessment, useful resources and clear links to key concepts.
- Suggested schemes of work for all three years of Junior Cycle History.
- Blank templates for your own planning.

Unpacking Learning Outcomes

As discussed, a learning outcome is a statement of what a student should understand or be able to do by the end of three years of study. In order to bring students to that point, teachers must break each learning outcome down into smaller units of learning and then share these learning intentions with students.

When reading a learning outcome for the first time, it is important to trust your instincts as a teacher and your experience of History to work out the key concepts within it. You will more than likely find that what you understand it to mean is broadly similar to what your department colleagues and indeed most History teachers will understand it to mean.

The point of a learning-outcome-based curriculum specification is not to make the course for study unclear, but to provide flexibility so that subject teachers are not constrained by teaching a set syllabus from a point in time in spite of new developments within their field.

Dealing with a learning outcome is a little like working backwards. You are being given a destination and being asked to plan your route. In this chapter, we provide you with a map outlining a possible route. Over the following pages we have unpacked all 38 learning outcomes of Junior Cycle History and organised them into units of learning corresponding to the chapters in *Artefact*, addressing:

- Suggested learning intentions
- Suggested teaching methodologies
- Methods of assessment
- Useful resources
- Useful links to CBAs
- Links between outcomes and strands
- Links with key skills
- Links with historical concepts

Some key activities and projects include suggested success criteria that you can share with your students. In this way, students will be clear about what is expected of them each time they are asked to complete an activity or project. Adopting this approach early on will be of great benefit to your students when it comes time to complete their Classroom-Based Assessments.

It is important to remember that the information about each learning outcome offered over the following pages represents one interpretation of the course and the suggested key concepts and skills within it. The suggested learning experiences, assessment strategies and so on are not exhaustive or mandatory. Additionally, while we have given at least one link to key skills with each learning experience and assessment activity, you may find many more, as key skills are complementary and more than one can be activated at the same time. Keep in mind that you may choose your own methods, activities or approaches to tackle this new course. Indeed, as time goes on, new developments in historical understanding and research will allow for new ways to achieve learning outcomes.

A blank template is included at the end of the section for these reasons and you are encouraged to use *Artefact* as a starting point for your own teaching and planning.

If you do choose to come up with your own department plans, some useful strategies include:

- Deciding which topics or learning outcomes you wish to address in a given term.
- Choosing how outcomes or topics will be experienced.
- Making a plan for ongoing assessment, whether formative or summative, such as observing students' work or giving end-of-topic tests. (More information is provided in the assessment section of this book.)
- Ensuring that experiences and activities provide opportunities to activate key skills.
- Highlighting links between topics.

Choice and Junior Cycle History

The Junior Cycle History specification allows teachers a degree of flexibility in how they choose to meet the learning outcomes in each strand. Some outcomes are quite specific in their intention, but others can be tackled in a number of different ways. To cater to this flexibility, we have offered as much choice as possible in the space available for you to choose your route through the course. Therefore, some learning outcomes will show up beside a few different topics, in particular:

- **LO 2.1** requires students to study 'one example of settlement, such as the growth of towns, and one plantation'. You could achieve the study of settlement through studying chapter 3 Ancient Ireland or chapter 6 Medieval Ireland and chapter 11 The Plantations.
- **LO 3.3** requires students to study one revolution in Europe or the wider world. You could choose between chapter 12 The American Revolution or chapter 13 The French Revolution to achieve this outcome.

It is perfectly acceptable to tackle a learning outcome more than once as you travel through the course, and indeed for many of them you will. However, where choice is provided and you would like to narrow down the material to be covered, here are some questions to assist with your planning and selection:

1. Does it suit the ability of the class and will it interest them?
2. Does it fit chronologically with other topics we are teaching/draw good links with the rest of the course?
3. Is there a local history link or CBA possibilities within this topic for your class?
4. Is it historically important?
5. Would it provide a useful base of knowledge for further study at Leaving Certificate?

SCHEMES OF WORK: FIRST YEAR

Topic/ Chapter	Strand 2 or 3 Learning Outcome	Strand 1 Learning Outcome	Learning Intentions	Assessments	CBA Links
CHAPTER 1 **The Nature of History: The Historian** **Duration:** 2–3 weeks		**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. **1.4** 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. **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.	Students will: • Explain what history is • Explain the difference between history and prehistory • Give reasons why we study history • Describe who studies history • Explain how historians find evidence • Understand and explain the differences between primary sources and secondary sources • Explain the different types and categories of sources • Judge how reliable sources are and the usefulness and limitations of sources • Explain how events are put in order • Discuss how history can be reinterpreted • Understand how to research successfully online, how to cite and avoid plagiarism	• Checkpoint questions • Understanding History questions • Exploring History questions • *Sources and Skills Book* activities • *Portfolio* research task • Summative test with AfL student review • AfL ongoing strategies	**CBA 1** 'The Past in My Place' task – Researching Family, on page 1 of the *Portfolio* *and* This Strand 1 chapter will help to prepare students to undertake research through content on types of sources, their usefulness and limitations, and tips on how to research online.

Topic/ Chapter	Strand 2 or 3 Learning Outcome	Strand 1 Learning Outcome	Learning Intentions	Assessments	CBA Links
CHAPTER 2 **The Nature of History: The Archaeologist** **2–3 weeks**		**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. **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** **1.8** investigate a **repository of historical evidence** such as a museum, library, heritage centre, digital or other archive or exhibition.	Students will: • Explain what archaeology is • Describe how archaeologists find sites • Explain how evidence is preserved • Describe how sites are excavated • Explain the skills and methods archaeologists use • Investigate some Irish archaeological sites • Discuss what it means to conserve the past	• Checkpoint questions • Understanding History questions • Exploring History questions • *Sources and Skills Book* activities • *Portfolio* research task • Summative test with AfL student review • AfL ongoing strategies	**CBA 1** 'The Past in My Place' task – Research an artefact, on page 2 of the *Portfolio* *and* **CBA 1** 'The Past in My Place' task – Research an archaeological site using a printed source, on page 3 of the *Portfolio*
CHAPTER 3 **Settlement in Ireland Option One: Ancient Ireland** **2–3 weeks**	**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	**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	Students will: • Examine the origins of settlement in Ireland • Assess the impact of farming and metal on prehistoric life in Ireland • Investigate the evidence from archaeology for the life in Ancient Ireland • Consider how housing, tools, burials and food changed in these periods	• Checkpoint questions • Understanding History questions • Exploring History questions • *Sources and Skills Book* activities • *Portfolio* research task • Summative test with AfL student review • AfL ongoing strategies	**CBA 1** 'The Past in My Place' task – Research an archaeological site using the Internet, on page 4 of the *Portfolio*

Topic/ Chapter	Strand 2 or 3 Learning Outcome	Strand 1 Learning Outcome	Learning Intentions	Assessments	CBA Links
CHAPTER 4 **Culture and Society in Early Christian Ireland** **2–3 weeks**	**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	**1.3** appreciate their cultural inheritance through recognising **historically significant places and buildings** and discussing why historical personalities, events and issues are commemorated. **1.8** investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition. **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.	Students will: • Explain how Christianity came to Ireland • Describe what life in an Early Irish monastery was like and give examples • Describe how monasteries looked in Early Christian Ireland • Describe the art produced by Irish monks – manuscripts, stonework and metalwork • Explain the impact of Irish monks spreading Christianity abroad • Explain who the Vikings were and what the effect was of the Viking raids in Ireland • Describe and give examples of Viking settlements in Ireland	• Checkpoint questions • Understanding History questions • Exploring History questions • *Sources and Skills Book* activities • *Portfolio* research task • Summative test with AfL student review • AfL ongoing strategies	**CBA 1** 'The Past in My Place' task – Research a Viking site, on page 6 of the *Portfolio* *and* Collaborate task on page 42 of textbook: to research early Christian metalwork, manuscripts or high crosses in the locality

Topic/ Chapter	Strand 2 or 3 Learning Outcome	Strand 1 Learning Outcome	Learning Intentions	Assessments	CBA Links
CHAPTER 5 **An Ancient Civilisation: Rome** **3–4 weeks**	**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	**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	Students will: • Examine the evidence for life in ancient Rome • Outline the history of Ancient Rome from its foundation • Explore life in Ancient Rome for its people by looking at their homes, dress, food, entertainment, education and slavery • Assess the importance and success of the Roman army • Consider the role of religion in Rome life • Analyse the legacy of the Roman Empire	• Checkpoint questions • Understanding History questions • Exploring History questions • *Sources and Skills Book* activities • Internet research task on Roman architecture on page 27 of the *Sources and Skills Book* • *Portfolio* research task • Summative test with AfL student review • AfL ongoing strategies	**CBA 1** 'The Past in My Place' task – Research the Roman town of Pompeii, on page 7 of the *Portfolio*
CHAPTER 6 **Life and Death in the Middle Ages** **4–5 weeks**	**3.6** explore life and death in medieval times	**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 **1.9** 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	Students will: • Understand the feudal system and its impact on life and society in the Middle Ages • Examine the lives of people in the Middle Ages through looking at life in manors, castles, towns and monasteries • Investigate the process of becoming a knight, craftsman or monk • Consider the role of religion in medieval life • Analyse the impact of the Black Death on the Middle Ages	• Checkpoint questions • Understanding History questions • Exploring History questions • *Sources and Skills Book* activities • *Portfolio* research task • Summative test with AfL student review • AfL ongoing strategies	**CBA 1** 'The Past in My Place' – Research a medieval Irish site in the locality, on page 10 of the *Portfolio*

Topic/ Chapter	Strand 2 or 3 Learning Outcome	Strand 1 Learning Outcome	Learning Intentions	Assessments	CBA Links
CHAPTER 7 **Settlement in Ireland Option Two: Medieval Ireland** **3 weeks**	**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 **3.6** explore life and death in medieval times	**1.3** appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated **1.8** investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition	Students will: • Understand the impact that the Vikings and Normans had on Ireland • Explore life in medieval Dublin • Make connections between life in medieval Ireland and medieval Europe, especially around health • Investigate the impact of the Normans on Ireland • Prepare for visit to medieval site or museum	• Checkpoint questions • Understanding History questions • Exploring History questions • *Sources and Skills Book* activities • *Portfolio* research task • Summative test with AfL student review • AfL ongoing strategies	**CBA 2** 'A Life in Time' – Research the life of a figure in medieval Irish history, on page 12 of the *Portfolio* Collaborate task on page 95 of the textbook suited to CBA 1 'The Past in My Place': research the origin of your surname
CHAPTER 8 **The Renaissance** **5 weeks**	**3.7** appreciate change in the fields of the arts and science, with particular reference to the significance of the Renaissance **3.11** explore the contribution of technological developments and innovation to historical change	**1.3** appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated **1.7** develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance	Students will: • Understand the meaning of humanism and the origins of the Renaissance • Examine changes in art, literature and science during the Renaissance, through exploring the lives of key figures of change • Recognise the significant impact of invention of the printing press on history	• Checkpoint questions • Understanding History questions • Exploring History questions • Collaborate research task on Renaissance architecture on page 106 of the textbook • *Sources and Skills Book* activities • *Portfolio* research task • Summative test with AfL student review • AfL ongoing strategies	**CBA 2** 'A Life in Time' – Research the life of a Renaissance-era female artist or writer, on page 15 of the *Portfolio*

Topic/ Chapter	Strand 2 or 3 Learning Outcome	Strand 1 Learning Outcome	Learning Intentions	Assessments	CBA Links
CHAPTER 9 **The Age of Exploration and Conquest** **4 weeks**	**3.2** evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration **3.11** explore the contribution of technological developments and innovation to historical change	**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 **1.7** develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance	Students will: • Understand the causes of the voyages of exploration • Explore the contribution of technological developments to the voyages • Examine the key voyages of exploration • Consider the impact of the colonisation on the peoples of the New World	• Checkpoint questions • Understanding History questions • Exploring History questions • Collaborate research task on life in the Aztec empire on page 125 of the textbook • *Sources and Skills Book* activities • *Portfolio* research task • Summative test with AfL student review • AfL ongoing strategies	**CBA 2** 'A Life in Time' – Research the life of a leader of a voyage of exploration, on page 19 of the *Portfolio*
CHAPTER 10 **The Reformation** **4 weeks**	**3.8** consider the historical importance of religion, with particular reference to the Reformation and the actions of one Reformer	**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 **1.7** develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance	Students will: • Analyse the causes of the Reformation • Explore the life of Martin Luther • Consider the response of the Catholic Counter-Reformation • Examine the consequences of the Reformation and its impact on Europe	• Checkpoint questions • Understanding History questions • Exploring History questions • *Sources and Skills Book* activities • *Portfolio* research task • Summative test with AfL student review • AfL ongoing strategies	**CBA 2** 'A Life in Time' – Research the life of a Protestant Reformer, on page 22 of the *Portfolio*

SAMPLE DEPARTMENT PLANS

Chapter 1: The Historian | **Class group:** First Year | **Duration:** 3 weeks

Contextual learning outcome

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

Nature of History learning outcomes

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

1.4 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

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

What we will study:

- What history is
- Why we study history
- The job of the historian
- Sources
- Time and timelines
- Reinterpreting history
- How to research online

Learning intentions

Students will be able to:

- Explain what history is (*Artefact* 1.1)
- Explain the difference between history and prehistory (*Artefact* 1.1)
- Give reasons why we study history (*Artefact* 1.2)
- Describe who studies history (*Artefact* 1.2)
- Explain how historians find evidence (*Artefact* 1.3)
- Understand and explain the differences between primary sources and secondary sources (*Artefact* 1.3)
- Explain the different types and categories of sources (*Artefact* 1.4)
- Judge how reliable sources are and the usefulness and limitations of sources (*Artefact* 1.4)
- Explain how events are put in order (*Artefact* 1.5)
- Discuss how history can be reinterpreted (*Artefact* 1.6)
- Understand how to research successfully online, how to cite and avoid plagiarism (*Artefact* 1.6)

Action verbs

- Investigate
- Develop
- Demonstrate
- Debate
- Reinterpret

Key historical concepts

- Historical consciousness
- Evidence
- Chronology
- Primary
- Secondary
- Sources
- Artefact
- Bias
- Propaganda
- Reliability
- Cite
- Plagiarism

Teaching and learning methodologies

- Starter task on sources and how we can use them to learn about the past: images of the Tara brooch and a history textbook.
- Timelines
- Photos of artefacts and sources
- Use of the Irish census
- Working with the Evidence tasks
- Collaborate tasks
- Use of key terms
- Use of websites and clips shown in resources section

Resources

Sources and Skills Book tasks, pages 1–6: sources, timelines, timeline of your life, centuries, crossword, match the meanings, questions.

Portfolio task, page 1: family tree.

Websites:

- Most recent Irish census: https://educateplus.ie/go/cso
- Channel 4 – *The Titanic* – Reinterpretation: https://educateplus.ie/go/titanic-video
- 1911 Census: https://educateplus.ie/go/census1911
- Video in Online Resources: www.educateplus.ie/resources/artefact

Agreed assessment checks

Checkpoint questions

Understanding History questions

Exploring History questions

Collaborate tasks

AfL methods, e.g. Hot Seat, KWL Chart, Think Pair Share, peer assessment

Differentiation

Fast finishers: Extra activities and worksheets in the TRB

Weaker students: Mixture of tasks in the *Sources and Skills Book*, e.g. crossword and match the meanings tasks.

CBA links

CBA 1 'The Past in My Place'
Research your family tree task on page 1 of the *Portfolio*

Reflection Notes

Chapter 2: The Archaeologist **Class group:** First Year **Duration:** 3 weeks

Contextual learning outcome

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

Nature of History learning outcomes

1.3 appreciate their cultural inheritance through recognising **historically significant places and buildings** and discussing why historical personalities, events and issues are commemorated.

1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition.

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.

What we will study:

- Early Christian Ireland
- The art of Early Christian Ireland
- The impact of Irish monks abroad
- The arrival of the Vikings

Learning intentions

Students will be able to:

- Explain how Christianity came to Ireland [*Artefact* 4.1]
- Describe what life in an Early Irish monastery was like and give examples [*Artefact* 4.1]
- Describe how monasteries looked in Early Christian Ireland [*Artefact* 4.1]
- Describe the art produced by Irish monks – manuscripts, stonework and metalwork [*Artefact* 4.2]
- Explain the impact of Irish monks spreading around Europe
- Christianity abroad [*Artefact* 4.3]
- Explain who the Vikings were and what the effect of the Viking raids was on Ireland [*Artefact* 4.3]
- Describe and give examples of Viking settlements in Ireland [*Artefact* 4.3]

Action verbs

- Consider
- Appreciate
- Investigate
- Demonstrate

Key historical concepts

- Evidence
- Chronology
- Primary
- Secondary
- Sources
- Artefact
- Culture
- Society

Teaching and learning methodologies

- Starter task on sources and how they show us that monks were highly skilled: Book of Durrow and the round tower in Monasterboice.
- Timelines
- Working with the Evidence tasks
- Use of maps
- Draw the layout and contents of a monastery
- Collaborate tasks
- Use of key terms
- Use of websites and clips shown in resources section

Resources

Sources and Skills Book tasks – Time capsule, life of a monk, match the artefacts, match the meanings, crossword, working with the evidence, monastery locations and layout.

Portfolio task – Research a Viking site

Photographs, artefacts and maps as shown in chapter 4

Websites:

St. Patrick's Confessio: https://educateplus.ie/go/st-patricks-confessio

TCD Collection: https://educateplus.ie/go/book-kells

Scoilnet resources: https://educateplus.ie/go/christianity-video

RTE archives: https://educateplus.ie/go/wood-quay

BBC Story of Ireland documentary Episode 1: https://www.youtube.com/watch?v=-6pGZb1aPpY

Agreed assessment checks

- Checkpoint questions
- Understanding History questions
- Exploring History questions
- Collaborate tasks
- AfL methods e.g. Hot Seat, KWL Chart, Think Pair Share, peer assessment

Differentiation

Fast finishers: Extra activities and worksheets in the TRB – Draw an Irish Monastery, Fill in the Blanks.

Weaker students: Mixture of tasks in the *Sources and Skills Book* – Match the Meanings, monastery locations and layout, etc.

CBA links

CBA 1 'The Past in My Place':

Research a Viking Site task, on page 6 of the *Portfolio*

Collaborate task on textbook page 42

Reflection Notes

Chapter 7: Medieval Ireland **Class group:** First Year **Duration:** 3 weeks

Contextual learning outcome

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

This unit covers the aspect of the learning outcome that refers to 'one example of a pattern of settlement, such as the growth of towns'. To fully cover this learning outcome, you need to look at the Plantations in Chapter 11.

Also relates to: 3.6 explore life and death in medieval times

Nature of History learning outcomes

1.3 appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated

1.8 investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition

What we will study

- Medieval Ireland
- The impact of the Vikings and the Normans on Ireland
- The growth of Dublin under the Vikings and the Normans
- Life in medieval Dublin

Learning intentions

Students will be able to:

- Understand the impact that the Vikings had on Ireland (*Artefact* 7.1)
- Understand the reasons for the Norman invasion (*Artefact* 7.2)
- Explore life in medieval Dublin (*Artefact* 7.3, 6.5)
- Make connections between life in medieval Ireland and medieval Europe, especially around health (*Artefact* 7.3, 6.5, 6.7)
- Investigate the impact of the Normans on Ireland (*Artefact* 7.4)
- Prepare for visit to medieval site or museum

Action verbs

- Compare
- Describe
- Investigate
- Outline

Key historical concepts

- Source and evidence
- Viewpoint and objectivity
- Change and continuity

Teaching and learning methodologies

- Starter task to revise life in the Middle Ages from chapter 6 and archaeology (Working with the Evidence task on page 88)
- Start video introductions to the Vikings and the Normans in Ireland
- Narrative account in chapter 7
- Explore life in Dublin using maps and Dublina.ie resources
- Explore death and disease in Dublin using Dublinia.ie resources
- Discuss legacy of medieval Dublin and the Wood Quay controversy
- Visit a medieval site in the area.

Resources

Timeline task (Understanding History Q.10)

Sources and Skills Book tasks, pages 40–44: time capsule, crossword, key terms, source on Wood Quay

Maps: medieval street map of Dublin, textbook page 93

Websites:

- www.dublinia.ie – website is full of short videos, worksheets and source information for medieval Dublin
  Particularly useful topics under 'Map' matching those of this chapter are: Archaeology; Evidence; People; Streets
  There is also an interactive map that demonstrates the growth of Dublin over time
- The BBC series 'The Story of Ireland', Episode 1 – The Age of Invasions: last 15 minutes cover the Vikings. https://www.youtube.com/watch?v=Jb11KxSGQpk
  'The Story of Ireland' Episode 2 – The Age of Conquest: first 20 minutes deal with the Norman invasion. Follow with TRB task on Gerald of Wales.
- https://www.youtube.com/watch?v=RXJphT5iEV4

Agreed assessment checks

- Checkpoint questions
- Research task on surnames on page 95 of the textbook
- Understanding History questions
- Exploring History questions
- Summative assessment test followed by student self-assessment 'two stars and a wish' task

Differentiation

Weaker students: give them the list of answers to the crossword clues and allow them to match to the correct answer

Fast finishers: timeline exercise where students must place events in medieval Ireland alongside those of medieval Europe using the timeline at the back of *Artefact* and the information in chapter 7

CBA links

CBA 2 'A Life in Time'

Research the life of a figure in medieval Irish history on *Portfolio* page 12

Reflection Notes

Chapter 11: The Plantations **Class group:** Second Year **Duration:** 4 weeks

Contextual learning outcome

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**

This unit covers the aspect of the learning outcome that refers to 'one plantation'. To fully cover this learning outcome, you also need to look at another pattern of settlement: either ancient Ireland (chapter 3) or medieval Dublin (chapter 7).

Nature of History learning outcomes

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

1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance

What we will study

- Ireland in the 1500s
- Henry VIII and the Tudors
- The early Plantations
- The Plantation of Ulster
- The effect of the Plantations on Irish identity

Learning intentions

Students will be able to:

- Describe the three major groups of people in Ireland in the 1500s: the Old English, the Anglo-Irish and the Gaelic Irish (*Artefact* 11.1)
- Explain the importance of Henry VIII and his family, the Tudors (*Artefact* 11.2)
- Explain the policy of surrender and regrant (*Artefact* 11.2)
- Explain the policy of plantation (*Artefact* 11.2)
- Understand the importance of the Laois-Offaly Plantation and its results (*Artefact* 11.3)
- Understand the importance of the Munster Plantation and its results (*Artefact* 11.3)
- Describe the background to the Ulster Plantation (*Artefact* 11.4)
- Describe how the plantation was organised (*Artefact* 11.4)
- Explain the results of the Ulster Plantation (*Artefact* 11.4)
- Explain the effect of the Plantations on Irish identity: religious, political and cultural (*Artefact* 1.5)

Action verbs

- Recognise
- Consider
- Develop

Key historical concepts

- Historical consciousness
- Evidence
- Chronology
- Primary
- Secondary
- Sources

Teaching and learning methodologies

- Starter task on sources that show us how Plantation towns were planned and laid out (textbook page 148).
- Timelines
- Photos of sources
- Working with the Evidence tasks
- Use of maps
- Collaborate tasks
- Use of key terms
- Use of websites and clips shown in resources section
- Use of Snapchat story resource

Resources

Sources and Skills Book tasks: Time capsule, map activity, fill in the blanks, matching exercise, crossword, Working with the Evidence.

Portfolio task (page 25): Plantation town

Maps in chapter 11

Snapchat story resource, fishbone, etc

Websites:

- Rothe House: https://educateplus.ie/go/rothe-house https://educateplus.ie/go/rothe-house2
- Cromwell: https://educateplus.ie/go/cromwell https://educateplus.ie/go/cromwell2
- BBC: Ulster Plantation: http://www.bbc.co.uk/history/british/plantation/index.shtml
- http://www.plantationofulster.org/
- BBC documentary 'The Story of Ireland', Episode 2: https://www.youtube.com/watch?v=G0378CYmGcs or https://www.youtube.com/watch?v=dSerjFKVk3c (specific section of documentary)

Agreed assessment checks

- Checkpoint questions
- Understanding History questions
- Exploring History questions
- Collaborate tasks
- AfL methods, e.g. Hot Seat, KWL chart, Think Pair Share, peer assessment

Differentiation

Fast finishers: Extra activities and worksheets in the TRB – extra Working with the Evidence task.

Weaker students: Mixture of tasks in the *Sources and Skills Book* – crossword, matching exercise.

CBA links

CBA 1 'The Past in My Place' task:

Research a Plantation Near You (*Portfolio* page 25)

Reflection Notes

Chapter 16: The Great Famine and the Irish Diaspora **Class group:** Second Year **Duration:** 4 weeks

Contextual learning outcome

2.7 investigate the causes, course and consequences, nationally and internationally, of the Great Famine, and examine the significance of the Irish Diaspora

Nature of History learning outcomes

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.

1.4 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

1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance.

What we will study

- The 1840s in Britain and Ireland
- The causes of the Great Famine
- The Famine Years 1845–1850
- The impact of the Famine at home and abroad
- The Irish Diaspora

Learning intentions

Students will be able to:

- Describe the changes resulting from Britain's Agricultural Revolution (*Artefact* 16.1)
- Describe life in 1840s Ireland (*Artefact* 16.1)
- Explain the causes of the Famine in Ireland (*Artefact* 16.2)
- Describe the course of the Famine (*Artefact* 16.3)
- Explain the Famine relief efforts received by Ireland (*Artefact* 16.3)
- Explain how the events of the Famine affected Ireland (*Artefact* 16.4)
- Investigate the creation of and the significance of the Irish Diaspora in Britain and the US (*Artefact* 16.5)

Action verbs

- Investigate
- Consider
- Demonstrate
- Develop

Key historical concepts

- Historical consciousness
- Evidence
- Chronology
- Primary
- Secondary
- Sources

Teaching and learning methodologies

- Starter task on illustration from newspapers and what they tell us about what life was like for people during the Great Famine (textbook page 215)
- Timelines
- Photos of sources
- Working with the Evidence tasks
- Use of maps and graphs
- Collaborate tasks
- Use of key terms
- Use of websites and clips shown in resources section

Resources

Sources and Skills Book tasks: Time capsule, multiple choice questions, Which Word, two Working with the Evidence tasks.

Portfolio task: Research the Irish Diaspora

Maps and graphs in chapter 16

TRB: Fishbone, crossword, etc

Websites:

- Dunbrody Museum and Ship: https://educateplus.ie/go/dunbrody
- The Jeanie Johnston Tall Ship: https://educateplus.ie/go/jeanie-johnston
- BBC 'Story of Ireland' documentary, Episode 4: The Age of Union https://www.youtube.com/watch?v=fVe2TuxC3Gk

Agreed assessment checks

- Checkpoint questions
- Understanding History questions
- Exploring History questions
- Collaborate tasks
- AfL methods, e.g. Hot Seat, KWL Chart, Think Pair Share, peer assessment

Differentiation

Fast finishers: Extra activities and worksheets in the TRB

Weaker students: Mixture of tasks in the *Sources and Skills Book* – Which Word, multiple choice questions.

CBA links

CBA 1 'The Past in My Place'

Research the Irish Diaspora task on page 44 of the *Portfolio*

Reflection Notes

Chapter 22: Women in Twentieth-Century Ireland **Class group:** Third Year **Duration:** 3–4 weeks

Contextual learning outcome

2.9 explain how the experience of women in Irish society changed during the twentieth century

Nature of History learning outcomes

1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance

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

What we will study

- The changing lives of women in twentieth-century Ireland
- 1900 to 1921: the campaigns for the vote and independence
- 1921 to the 1960s: women in independent Ireland
- 1960s to 2000s: the fight for equality
- The life of Mary Robinson

Learning intentions

Students will be able to:

- Understand the position of women in Irish society in 1900 (*Artefact* 22.1)
- Describe the campaigns for women's suffrage and the role of women in in the independence movement (*Artefact* 22.1)
- Assess the legal and social restrictions women faced in independent Ireland (*Artefact* 22.2)
- Analyse the campaign for greater equality for women from the 1960s onwards (*Artefact* 22.3)
- Recognise the role played by Mary Robinson in Irish history (*Artefact* 22.3)
- Consider why women are sometimes absent from Irish history

Action verbs

- Analyse
- Consider
- Describe
- Explore
- Explain
- Recognise

Key historical concepts

- Viewpoint and objectivity
- Change and continuity
- Cause and consequence

Teaching and learning methodologies

- Starter task to consider the positon of the women in Ireland
- Narrative account in Chapter 22
- Explore suffrage movement in Ireland with primary sources
- Examine the role played by women in the independence movement
- Examine the restrictions faced by women in Ireland through looking at the 1937 Constitution Evidence task on page 322 of the textbook
- Class discussion on measures that have hindered and aided progress for women (use the task on Oppression and Progress on page 130 of the *Sources and Skills Book* as a stimulus activity)
- Develop a timeline of Irish women in the twentieth century
- Look at the life and career of Mary Robinson

Resources

Sources and Skills Book: Time capsule, matching task, Working with the Evidence tasks on Cumann na mBan, Countess Markievicz, poor women in Dublin

TRB: Working with the Evidence task on the Irish Women's Liberation Movement manifesto on page xx; crossword on key terms and personalities on page xx

Images: Cumann na mBan and suffragette posters; images of women at work; election posters

Websites:

- Timeline of the Irish Suffrage Movement: http://www.thejournal.ie/100-years-centenary-women-vote-3828133-Feb2018/
- RTÉ's documentary on women in the independence movement, 'Guns and Chiffon', which also covers the social position of women https://www.youtube.com/watch?v=QTC6kWQDXFc
- TG4 documentary 'Uachtaráin', Episode 7 on Mary Robinson https://www.youtube.com/watch?v=6ofeTGM-ygA

Agreed assessment checks

- Checkpoint questions
- Understanding History questions
- Exploring History questions
- Summative assessment test followed by student self-assessment 'two stars and a wish' task

Differentiation

Weaker students: give them the list of answers to the crossword clues and allow them to match to the correct answer

Fast finishers: TRB document task on the IWLM (Chains or Change), page xx

CBA links

CBA 2 'A Life in Time'

Research the life of a significant Irish woman of the twentieth century on page 71 of the *Portfolio*

Reflection Notes

Chapter 24: Life in Communist Russia **Class group:** Third Year **Duration:** 3 weeks

Contextual learning outcome

3.9 examine life in one fascist country and one communist country in the twentieth century

To fully cover this learning outcome, you must also study chapter 25: Life in Fascist Germany.

Nature of history learning outcomes

1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance.

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.

What we will study

- Communism and the Bolsheviks
- Stalin's rise to power
- Daily life in Stalin's Russia
- The life of Josef Stalin

Learning intentions

Students will be able to:

- Describe what communism is and how it took root in Russia (*Artefact* 24.1)
- Explain who the Bolsheviks were and their role in the civil war (*Artefact* 24.1)
- Discuss the importance of Lenin's death (*Artefact* 24.2)
- Describe what happened during the Bolshevik power struggle (*Artefact* 24.2)
- Explain how Stalin rose to power (*Artefact* 24.2)
- Describe what life was like for people in Stalin's Russia under the following headings: economic policies; the use of terror and propaganda; educational policies; women's lives (*Artefact* 24.3)
- Describe the life of Josef Stalin

Action verbs

- Examine
- Develop
- Demonstrate

Key historical concepts

- Historical consciousness
- Evidence
- Chronology
- Primary
- Secondary
- Sources
- Bias
- Propaganda
- Society

Teaching and learning methodologies

- Starter task on sources such as statues and propaganda posters presenting an image of Russia (textbook page 336)
- Timelines
- Photographs
- Propaganda posters
- Working with the Evidence tasks
- Use of maps and graphs
- Life in Time account
- Collaborate tasks
- Use of key terms
- Use of websites and clips shown in resources section
- Venn diagram worksheet to compare and contrast life in Nazi Germany and life in Communist Russia

Resources

Sources and Skills Book tasks: Time capsule, fill in the gaps, timeline, crossword, working with the evidence.

Portfolio task: Research a figure from Bolshevik Russia

Maps and graphs in chapter 24

Photographs

Propaganda posters

TRB: Match the meanings, Venn diagram etc

Websites:

- Extra information on Josef Stalin:
  https://www.britannica.com/biography/Joseph-Stalin
  http://kids.britannica.com/kids/article/Joseph-Stalin/353807
- BBC documentary: 'Stalin – Inside the Terror'
  https://www.youtube.com/watch?v=SIzApqzlP3Q
- Propaganda posters:
  http://allthatsinteresting.com/soviet-propaganda-posters-ww2

Agreed assessment checks

- Checkpoint questions
- Understanding History questions
- Exploring History questions
- Collaborate tasks
- AfL methods, e.g. Hot Seat, KWL Chart, Think Pair Share, peer assessment

Differentiation

Fast finishers: Extra activities and worksheets in the TRB

Weaker students: Mixture of tasks in the *Sources and Skills Book* – crossword, fill in the gaps

CBA links

CBA 1 'A Life in Time':

Research a figure from Bolshevik Russia (page 79 of the *Portfolio*)

Reflection Notes

Chapter 30: An Important Decade: The 1960s in Europe and the World | **Class group:** Third Year | **Duration:** 3–4 weeks

Contextual learning outcome

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

Also relevant to:

3.11 explore the contribution of technological developments and innovation to historical change

(partial fulfillment)

2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events

Nature of History learning outcomes

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

1.7 develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance

What we will study

- The space race
- The US Civil Rights Movement
- Other movements for greater equality and freedom in the 1960s
- The development of youth culture

Learning intentions

Students will be able to:

- Understand the causes, course and consequences of the space race (*Artefact* 30.1)
- Examine the US Civil Rights Movement and its impact on the wider world (*Artefact* 30.2)
- Analyse the birth of youth culture and examine how young people's lives changed in the 1960s (*Artefact* 30.3)
- Assess the idea that the 1960s was a significant decade of change in the world

Action verbs

- Analyse
- Consider
- Describe
- Explore
- Explain
- Recognise

Key historical concepts

- Time and space
- Change and continuity
- Cause and consequence

Teaching and learning methodologies

- Starter task to recognise the key events of the 1960s: images of the moon landing, protest marches, pop culture, the Beatles, etc.
- Narrative account in chapter 30
- Explore the space race (building on the Cold War from chapter 29) by looking at the motivations, successes and failures of both sides
- Examine the US Civil Rights Movement through student presentations on the key events in the movement, constructing a shared timeline of the CRM
- Examine the impact of the US CRM by looking at other movements such as the women's movement and the gay rights movement. Student group projects can be used here to promote active learning
- Using images and music from the 1960s, look at youth culture and get students to compare it with modern pop culture
- Class discussion on how the 1960s influenced the following decades, using the Protest Movement Successes task on page 168 of the *Sources and Skills Book* as a stimulus

Resources

Sources and Skills Book tasks: Time capsule, key terms task, sources on the space race, Dr King and the Civil Rights Movement.

Websites:

- NASA history site on the US space programme up to the moon landings: https://history.nasa.gov/tindex.html#5
- Moonwalk One: Documentary from 1970 on the Moon landing that details the technological developments of the space race https://www.youtube.com/watch?v=prDwx8zlVJk
- The Martin Luther King Jr Centre http://www.thekingcenter.org/
- Detailed history of the American women's movement https://tavaana.org/en/content/1960s-70s-american-feminist-movement-breaking-down-barriers-women
- Online photo exhibition at the Smithsonian Museum https://www.smithsonianmag.com/smart-news/these-photos-bring-womens-movement-life-180961283/
- Timeline of key events from the 1960s http://www.thepeoplehistory.com/1960s.html

Agreed assessment checks

- Checkpoint questions
- Understanding History questions
- Exploring History questions
- Collaborate task on protest movements
- Summative assessment test followed by student self-assessment 'two stars and a wish' task

Differentiation

Weaker students: give them the list of answers to the key terms task and allow them to match to the correct answer

Fast finishers: the key terms task, but with the book closed

CBA links

CBA 2 'A Life in Time'

Research the life of a prominent figure from the 1960s: task on page 102 of the *Portfolio*

Reflection Notes

Chapter 1: The Nature of History – The Historian

TEXTBOOK ANSWERS

Checkpoint 1.1 (page 2)

1. History: the study of the past. Prehistory: the period of time before writing was used.
2. History comes from the Greek word historia, meaning 'knowledge from investigation'.
3. Source: anything that gives us information or evidence about a person, place or thing in the past.
4. Clothes, coins, pottery, weapons, remains of buildings, documents, etc.
5. Archaeology: the study of the remains left by people in the past.

Checkpoint 1.2 (page 3)

1. Historian: someone who is an expert in, or student of, history.
2. Students in schools, historians and archaeologists.
3. To recognise patterns of change, to understand how human experience has shaped society and the world, to avoid mistakes from the past, etc.
4. Historical consciousness: being able place ourselves in past human experience, linking the past, the present and the future.

Checkpoint 1.3 (page 5)

1. Libraries, archives, museums, the Internet, etc.
2. Cross-checking: when more than one source is used to make sure the information is correct. Artefact: a man-made object.
3. Examples of primary sources: artefacts, photographs, letters, diaries, etc. Examples of secondary sources: movies, TV/film and radio documentaries, websites, etc.
4. [Collaborative group discussion on reliability of sources]

Checkpoint 1.4 (page 7)

1. Primary source: a source from the time of the event; a first-hand account of what happened.
2. Secondary source: a source from a later date, after the time of the event.
3. Bias: when an account is not balanced, but unfairly favours one side. Sometimes it is unconscious; sometimes it is deliberate, to influence others.
4. Propaganda: information that has been designed to influence the attitudes of the general public. It is generally biased, often appeals to the emotions (fear, anger, loyalty) and may even be made up.
5. Diaries, emails, letters, government records, biographies, autobiographies, etc.

6. Any source that can be touched, including all artefacts (tools, weapons, clothing, furniture, buildings, etc.), handling boxes and so forth.
7. Historians must consider: the accuracy of the source, whether or not it contains exaggeration and whether or not it contains bias.

Working with the Evidence (page 8)

1. Primary sources, both visual.
2. To keep information 'under your hat' (secret) so that it would not reach the enemy and endanger British soldiers.
3. To work for Germany. Hard times bring with them hard duties and demand hard hearts. The poster encourages people to be strong and appeals to their emotions.
4. They contain bias and exaggeration. As propaganda, they are designed to manipulate emotions and any statements or information they contain cannot be trusted.
5. They show how people were encouraged to think at the time, what events were happening and sometimes depict common fears of the time. They also indicate how people dressed, show artistic styles of the time, etc.
6. Films and documentaries, in newspapers, on radio and television, etc.

Checkpoint 1.6 (page 10)

1. Chronology: putting events into the sequence in which they happened.
2. Historians put events in order by: dividing time into hours, days, weeks, months and years and grouping years into decades (10 years), centuries (100 years) and millennia (1,000 years); organising events using a common feature or theme from a period of history; using timelines, etc.
3. a) The eleventh century; b) the sixth century.
4. 41 BC.
5. Reinterpretation: to see something in a different light.

Understanding History questions (page 12)

1. Missing words: past; evidence; sources; information; prehistory; archaeology; people.
2. To recognise patterns of change, to understand how human experience has shaped society and the world, to avoid mistakes from the past, etc.
3. A historian studies history (since the written word), whereas an archaeologist studies tactile remains from the past, including but not only those from prehistoric times.
4. a) beginning: 1300, end: 1399; b) beginning: 299 BC, end: 200 BC; c) beginning: 2000, end: 2099.

Exploring History questions (pages 12 and 13)

1. [Research task using the online 1911 census records.]
2. To make Mussolini look as though he is in control of the horse himself; to make him look powerful, like a military hero or general. It is a secondary source.

SOURCES AND SKILLS BOOK ANSWERS

Revision and Skill Building

1. Sources Task (page 1)

Primary	Secondary
Anne Frank's Diary	*Hitler: The Rise of Evil* DVD
Mosaic from Pompeii	History textbook
The *New York Times*	Biography of Karl Marx
Email	

2. Using a Timeline (page 2)

[Numbered to show their correct order on the timeline, left to right.]

1. a. Newgrange passage tomb at Brú na Bóinne was complete by: 2,500 BC
9. b. the Second World War comes to an end: AD 1945
4. c. the Romans invade Britain: AD 43
2. d. the city of Rome is founded by the twins Romulus and Remus: 753 BC
7. e. the Easter Rising takes place in Ireland: AD 1916
6. f. the Aztec Empire falls to Spanish conquistadores: AD 1521
8. g. all Irish women gain the right to vote: AD 1922
3. h. Clonycavan Man is alive in the Irish midlands: about 283 BC
10. i. Ireland joins the European Union (then called the EEC): AD 1973
5. j. the invention of the movable type printing press: AD 1450

How many years passed between:

a and h : 2,217 years
c and d : 796 years
e and i : 57 years
f and j : 71 years
b and g : 23 years

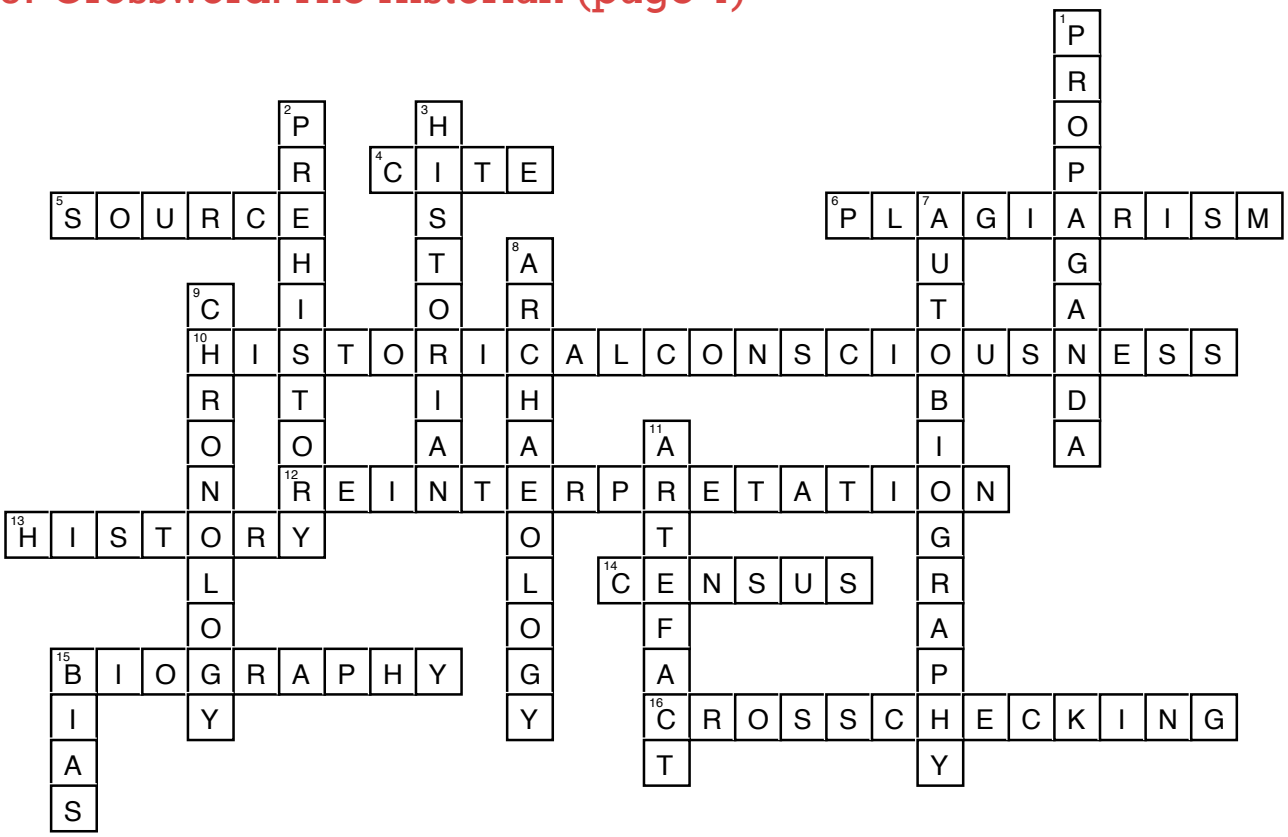
3. Centuries Task (page 2)

Century	Start Year	End Year
3rd century AD	AD 200	AD 299
7th century AD	AD 600	AD 699
11th century AD	AD 1000	AD 1099
14th century AD	AD 1300	AD 1399
21st century AD	AD 2000	AD 2099

4. Timeline of Your Life (page 3)

[Check that the student has labelled the axes of the timeline as instructed, and that their ten important events each have a year and a note and are entered in the correct sequence.]

5. Crossword: The Historian (page 4)



6. Match the Meanings: The Historian (page 5)

1	2	3	4	5	6	7	8	9
f	g	a	c	d	b	e	i	h

7. Revision Questions (page 5)

1. Archive: a place that catalogues and stores collections of written document sources, e.g. the National Archives.
2. Museum: a place that collects and displays objects for public education and appreciation, e.g. the National Museum.
3. To make sure that their evidence is reliable and accurate.
4. BC: Before Christ; AD: Anno Domini. BCE: Before Common Era; CE: Common Era.
5. Three valid sources with any of their limitations and benefits given.

Working with the Evidence

Diary of the Rising (page 6)

1. Primary written source.
2. The day and date: Easter Monday 22 April 1916. That 'no trains had run since 1.o'c and that the "enemy" were in possession of H. [Harcourt] Street Station'. That 'the Sinn Finners had risen and taken the G.P.O., Harcourt St., the Bank of Ireland & were strongly entrenched in the Green'. 'Very few soldiers about', etc.
3. They would compare it with other sources, cross-checking them against each other.
4. Possible bias against the rebels, as the writer was a young, well-off woman living on the outskirts of Dublin.

Chapter 5: Ancient Rome

TEXTBOOK ANSWERS

Checkpoint 5.1 (page 49)

1. Any three of: the writings of Romans such as Caesar, Pliny, Virgil; ruins of Roman buildings; Roman art like wall paintings, mosaics and statues; remains of Roman towns like Pompeii
2. Romulus and Remus, twin brothers descended from the Trojan prince Aeneas
3. Any five of: Italy, France; Spain Portugal; Algeria; Morocco; Tunisia; Libya; Egypt; Israel; Jordan; Syria; Lebanon; Iraq; Turkey; Greece; Cyprus; Bulgaria; Romania; Serbia, Croatia; Slovenia; Macedonia; Albania; Kosovo; Hungary; Austria; Germany; Switzerland; Belgium; Netherlands; England; Wales.
4. No definite correct answer. Examples could include: too far from Rome; nothing here worth conquering; the Roman empire was overextended; difficult terrain, etc.

Checkpoint 5.1 (page 50)

1. Roman towns were built on a grid system, with streets intersecting at right angles to make rectangular blocks.
2. The large central square, the forum, was the centre of business, political administration and religious worship.
3. Theatres, baths, amphitheatres
4. A number of different answers are valid here.
   (a) Similarities: highly organised; entertainment venues; main centres for business; piped water
   (b) Differences: very dirty; no running water for most people, etc.

Checkpoint 5.2 (page 53)

1. Patrician: wealthy Romans who ruled the city and empire. Plebeian: vast majority of the population; the ordinary people who worked in trades, the army and as farmers. Toga: long white robe worn by patricians, draped over the shoulder. Stola: long dress worn by patrician women. Domus: a wealthy Roman's house in a town. Insulae: apartment blocks lived in by plebeians.
2. A domus was much larger and housed a single family and slaves, while an insulae was a block of apartments that housed many families; a domus was made of stone, an insulae's upper floors were made of wood; a domus had a garden, an insulae apartment did not.
3. The atrium (entrance hall) had a pool to collect rainwater called an impluvium and a shrine to the family gods (the lararium). The domus's other rooms included bedrooms (cubiculum), the kitchen (culina), study (tablinum) and the dining-room (triclinium). Upstairs were the slave quarters and there was a walled garden (peristylium).
4. The ground floor had shops or workshops. Above them were apartments. The higher ones were smaller and made of wood. Often entire families had to share a single room. The poorest Romans lived in these higher floors. There was no running water.
5. The upper floors were made of wood and the residents used stoves for cooking and heating.

Checkpoint 5.2 (page 54)

1. Prisoners of war; children of slaves
2. Working in mines, on farms, in homes doing housework, cooking or looking after children.

3. (a) ludus: reading, writing, basic mathematics
   (b) grammaticus (boys only): history, grammar, geometry, Roman and Greek literature
   (c) rhetor: public speaking
4. From the age of 12, girls stayed at home learning from their mothers how to run a household and manage slaves.
5. For the political or financial benefit of the families involved.
6. Manumission: the freeing of a slave by their master. Rhetor: teacher of rhetoric/public speaking to boys. Stylus: wooden instrument that was used to write on wax tablets. Conferratio: a Roman wedding ceremony.

Checkpoint 5.3 (page 57)

1. It was a good way for Roman leaders to ensure they kept the support of the public
2. For hygiene (most homes did not have running water); to meet their friends and business associates; for exercise; they were a free resource for the town
3. Tepidarium: the medium-hot room at the baths. Caldarium: the very hot room. Frigidarium: the cold water pool at the baths. Strigil: wooden instrument used to scrap oil and dirt off the skin. Palaestra: the exercise yard at the baths.
4. The Circus Maximus was a large oval-shaped stadium with seating along the sides for over 250,000 people. There was a central island or spine down the middle that the chariots had to race around seven times.
5. There were many crashes, and the drivers and horses were often killed.
6. A Roman theatre was a large semi-circular building with stone seats for the audience facing the stage area where actors performed
7. To allow them to play various different people or to represent gods, monsters, etc.; to allow men to play women; so they could be seen at the back of the theatre.
8. It was an oval-shaped amphitheatre that could hold over 50,000 spectators in tiered seating and even had a canopy to protect people from the sun. The seats were strictly arranged on the basis of social status. The seats closest to the action were reserved for male patricians, the seats behind them for male plebeians, then male foreigners, then at the very back women and slaves.
9. Most gladiators were prisoners of war.
10. Their owners spent large sums of money to buy and train them. If they died in the arena, that investment would be wasted.
11. Animal hunts, executions of criminals, myths acted out for the crowd.

Checkpoint 5.4 (page 59)

1. To conquer, control and defend their empire
2. A soldier served for 25 years
3. Sword, shield, helmet, spear, body armour, leg armour
4. So that they would become strong and would not tire in long battles using the real things
5. Eight men made up a tent party, 10 tent parties made up a century; 10 centuries made up a cohort; 10 cohorts made up a legion
6. [Paragraph on the daily life of a soldier] Answers should cover topics like weapons, training, marching and building a camp

Checkpoint 5.5 (page 61)

1. Most Roman gods and goddesses were versions of Greek gods and goddesses.
2. They worshipped them in temples by making offerings. Many households also had a small shrine to the gods (a lararium).
3. A patrician would be dressed in a toga or stola and carried through the city on a litter. The family would hire musicians and professional mourners to walk behind the litter and recount the person's achievements in life. They might even organise gladiatorial fights to honour the deceased.
4. They refused to worship the official gods *of the Roman empire.*
5. The Emperor Constantine lifted the ban on Christianity and became a Christian himself. Eventually, Christianity became the official religion of the Roman empire.

Checkpoint 5.6 (page 62)

1. Concrete; engineering and mathematical skills gave rise to perfect arches and pillars, allowing huge domes
2. Christianity became the official religion of the Roman Empire. Gradually, the huge empire became predominantly Christian, making Christianity the most powerful world religion over the following centuries.
3. French, Italian, Spanish, Romanian.
4. Julius Caesar introduced the 365-day, 12-month calendar that we still use today.

Understanding History (page 63)

1. (a) The wealthy elite (the patricians) in the Senate held power in the name of the people;
   (b) the emperor held total power
2. The description should include the following features: straight streets; blocks of houses and apartments; baths; amphitheatre; theatre; forum; temples; aqueducts
3. Patrician (domus): bigger, large open space in the atrium with a pool to catch rainwater; two storey; bedrooms; culina (kitchen); triclinium (dining room); elaborate decorations (painted walls and mosaics on the floors)
   Plebian (insulae apartment): smaller; upper floors made of wood; no running water; no decoration; small number of rooms
4. Slaves worked on public building projects, domestic chores, farms and in mines, and educated slaves worked as secretaries to patricians or tutors for patrician children
5. A detailed description of the main features along with a labelled diagram is required for this answer.
6. (a) Similarities: large crowds; large venues; theatre and plays; sports created excitement
   (b) Differences: violence in the amphitheatre; deaths of animals in amphitheatres and chariot racing; only male actors in theatre
7. Legionaries were trained to fight with weapons twice as heavy as those they would use in battle. They trained all the time to ensure they were battle-ready and were skilled with all their weapons. They learned complex manoeuvres as group units.
8. The army was highly disciplined, very mobile and well trained.
9. There were shrines to the gods in every home and people made offerings to particular gods depending on their needs. They built large temples and funerals were major events.
10. Constantine legalised Christianity and moved the imperial capital from Rome to Constantinople.

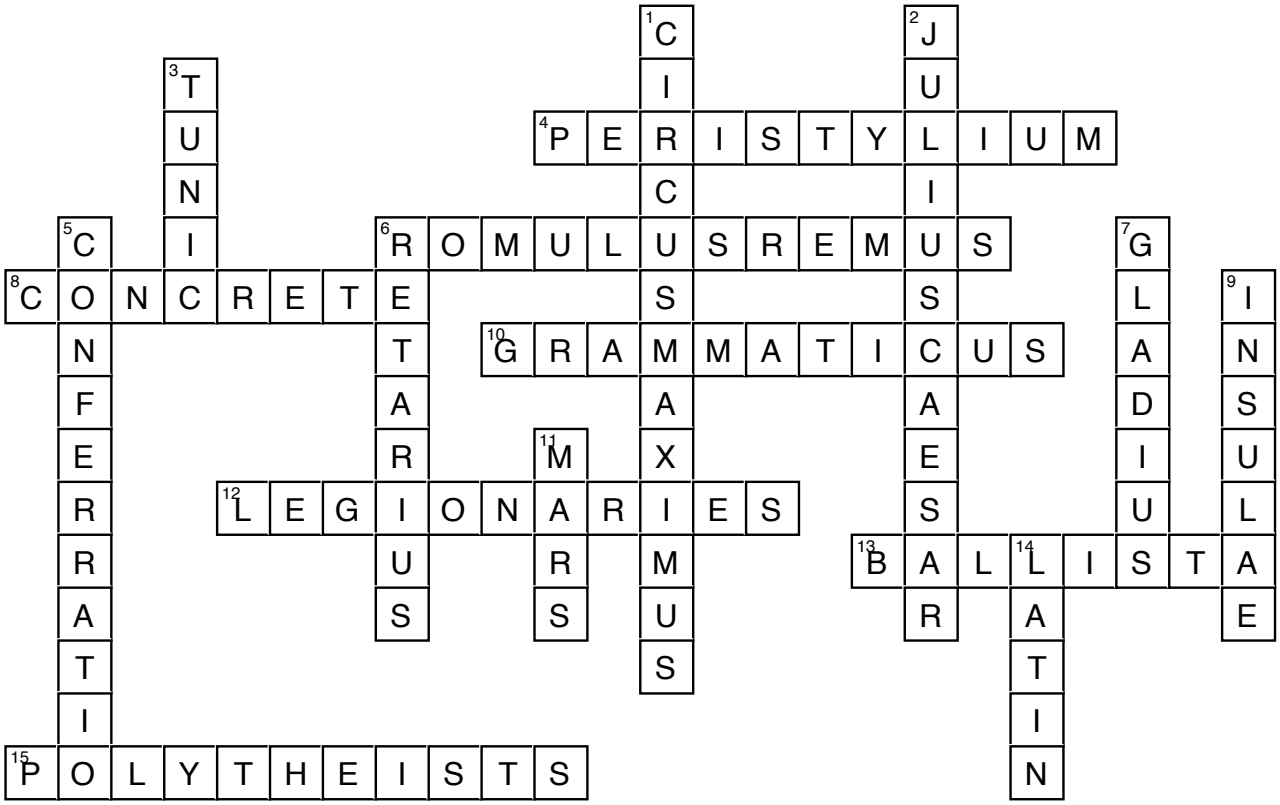
SOURCES AND SKILLS BOOK

Revision and Skill Building

3. Key terms: Ancient Rome (page 28)

Key Term	Explanation
Patricians	the wealthy noble families who ruled Rome
Plebeians	the poor, who made up the vast majority of the Roman population
Toga	a long white robe draped over the shoulder and down to the feet
Stolla	a long dress
Domus	a large house of a patrician
Insulae	the apartment blocks lived in by plebeians
Dole	a payment of free grain given to the plebeians
Forum	large town square and centre for business, political activity and worship
Amphitheatres	where gladiatorial games were held
Manumission	the freeing of a slave by their master after years of service
Conferratio	Roman wedding ceremony
Legionaries	Roman foot soldiers
Monotheists	people who believe in only one god
Polytheists	people who believe in many different gods

4. Crossword: Ancient Rome (page 29)



Working with the Evidence!

A Roman Boy's Essay (page 30)

1. This is a primary source, as it was written by a boy living at the time, in ancient Rome.
2. He puts on his shoes and leg wraps. He then cleans his teeth and puts on his clothes.
3. His 'school attendant' or slave, who carries the boy's writing things and exercise book.
4. Goes to the baths
5. (a) Slaves helped him dress, wash and accompanied him to school and the baths. They were constantly with their masters and helped them throughout the day.

   (b) The boy eats white bread, olives, cheese, dried figs, and nuts for lunch and drinks water

   (c) He wears shoes and leg wraps (to protect against the cold) and a tunic. He wears a cloak and scarf while outside.

   (d) The boy learns to read and write using wax tablets and also uses a ruler. He shows a lot of respect to his teacher, greeting him politely, asking permission to return home for lunch, listening to him while he reads in the afternoon.

Chapter 9: The Age of Exploration and Conquest

TEXTBOOK ANSWERS

Checkpoint 9.1 (page 116)

1. Sailors could get lost easily and could run out of food. They feared sea monsters and falling off the edge of the world
2. (a) The Renaissance: encouraged people to think about the world in different ways; desire to explore the world and understand; influence of Ptolemy's *Geographia*
   (b) Trade routes: European demand for silk and spices from the east meant that people were looking for ways to get there to make money, especially after the fall of Constantinople
   (c) The desire for empire: European rulers wanted to discover new lands to expand their territory
   (d) Religion: European rulers were Catholics who wanted to spread their faith to new lands
3. Any reason is valid here once it is properly backed up with explanation

Checkpoint 9.2 (page 119)

1. Mapped harbours and coastlines more precisely, recording information like currents, tides and depth
2. (a) Calculate longitude: a quadrant and an astrolabe
   (b) Show direction: compass
   (c) Measure speed: log and line
3. Large square sails to catch the wind for propulsion and triangular (lateen) sails to sail into the wind
4. Planks fitted edge to edge. These were far lighter, so ships could be made bigger, could have more
5. masts and could carry more men and supplies.
6. (a) Harsh discipline was used to keep order. Men were flogged (whipped) or put in chains for breaking minor rules. Execution was common. This was to prevent a mutiny breaking out.
   (b) Food that would last for long voyages tended to be dry and very salty. When the crew ran out of meat and vegetables, they ate flat hard bread made from water, flour and salt called ship's biscuit.
   (c) Disease: the lack of fresh water led to typhoid and the lack of foods rich in vitamin C (such as citrus fruit) led to scurvy, which caused exhaustion, tooth loss, vomiting and eventually death. Disease spread easily as the sailors lived in close quarters on the ship

Checkpoint 9.3 (page 121)

1. Portugal was ideally located on the edge of Europe and close to Africa. Its kings wanted to find new trade routes that could make Portugal rich enough to protect itself from its more powerful neighbours, especially Spain.
2. He founded the school for navigation at Sagres to bring together sailors and cartographers to advance knowledge and perfect naval technology.
3. (a) Dias sailed around the southernmost tip of South Africa (the Cape of Good Hope) in 1487
   (b) da Gama sailed around Africa to India in 1497
4. They set up an empire along the African and Indian coasts; controlled the trade around Africa; Portugal became wealthy; other countries sought to follow Portugal's example

Checkpoint 9.3 (page 123)

1. On the Mediterranean and along the African and European Atlantic coasts
2. He read the works of Marco Polo and Ptolemy and studied a map by Toscanelli and these convinced him that China was only 4,500 km to the west

3. If they sponsored his voyage, he would claim any lands he discovered for Spain and he would then be appointed governor, to rule those lands on behalf of Spain
4. They had travelled so far into the Atlantic and not found land. Their food was running out. Columbus lied to them about how far they had come, keeping two log books, one a fake to reassure the crew and one that accurately recorded their distance
5. He landed on an island in the West Indies in the Caribbean, which he called San Salvador. He believed he had reached Asia
6. Fruit and vegetables (pineapples and maize); animals (parrots); some of the native people; gold
7. He was accused of mistreatment of the natives and poor leadership

Working with the Evidence (page 124)

1. Columbus believed he had landed in India and so the people he found there must be Indians.
2. Food (potatoes, pineapples, tomatoes, coffee, chocolate, maize, tea), animals (turkey)
3. The artist paints them wearing little clothing, in costumes which are very different to those of the Europeans, they look less civilised

Checkpoint 9.4 (page 127)

1. Human sacrifice; many gods; used wood and stone weapons; no metal tools; no horses, cattle, sheep
2. He had heard rumours of their great wealth
3. He burned his ships upon landing so that his men would have no choice but to follow him
4. Their god, Quetzalcoatl, returned from across the sea as promised in their mythology
5. The Spaniards started to steal from the Aztecs and tried to rule through their king, Montezuma
6. Cortez laid siege to the island with a massive army and they built a small fleet to cross the lake and attack the island

Checkpoint 9.4 (page 128)

1. He had heard rumours about the wealth of their kingdom
2. At Cajamarca, in order to provoke the Incas, Pizarro sent them a priest and the Bible. When the Inca king rejected it, Pizarro attacked and captured the king, Atahualpa
3. The Incas promised to fill an entire room with gold and silver
4. The Incas were in chaos, as they were without a king after Atahualpa's execution by the Spaniards

Checkpoint 9.5 (page 130)

1. Colonisation is when a country takes over another territory and settles some of its own people there to control it. Britain colonised North America, Spain colonised Mexico, Portugal colonised Brazil, the Netherlands colonised the Spice Islands (modern Indonesia), etc.
2. The people of South America had no immunity or resistance to European diseases and millions were wiped out.
3. Ships sailed to African slaving ports, where they loaded up with slaves to bring to the Americas. They then sailed back to Europe, full of food and precious materials from the Americas.
4. Spain in South America; Portugal in South America and Africa; Britain in North America and India; France in North America and Africa
5. They were all competing for the same territory and resources. Examples: Spain/Portugal; Spain/England; England/France
6. The 'Columbian exchange' was the exchange of foods and animals between Europe and the Americas. Horses, cattle, sheep, new farming methods and new technologies (like steel) were introduced to the Americas and foods like potatoes, chillies, avocado, cocoa (chocolate), coffee, tomatoes and tobacco reached Europe.

Understanding History (page 132)

1. The Renaissance encouraged the challenging of old ideas, like the idea that the Earth was flat. It also saw the growth of science, which helped with the invention of new instruments and ships.
2. Demand was high for spices in Europe. The supply through Constantinople had been cut off. Anyone who could find a new route to the east could make huge sums of money and so many people, including kings, were prepared to invest in the voyages to find a new route to the east.
3. New ships like the caravel; new instruments like the compass, astrolabe, quadrant, etc. to accurately measure distance, position and speed; new maps (portolan charts) accurately recorded the information
4. Any of the above mentioned is valid, once the explanation focuses on how it helped advance the process of discovery.
5. The Portuguese started by making short voyages along the African coast. In 1487, Dias sailed all the way around the southern tip of the African continent, which afterwards became known as the Cape of Good Hope. In 1497 da Gama sailed around the Cape, up the east coast of Africa and across the Indian ocean to reach Calicut in India.
6. People still believed the world was flat. Columbus did not know how far the voyage was, so he nearly ran out of food. His sailors became anxious and threatened to mutiny. He did not realise that an entire continent lay between Europe and Asia.
7. They had superior weapons (guns, metal swords, armour) and the use of horses.
8. Some were killed in violence and conflict, but most died due to European diseases (smallpox, measles, etc.), as they had no immunity or resistance to these.
9. Millions of Africans were transported across the Atlantic as slaves to work on plantations in the New World.
10. Spain, Portugal, England, France, the Netherlands

SOURCES AND SKILLS BOOK

Revision and Skill Building

3. Timeline: Exploration and Conquest (page 53)

1453 The fall of Constantinople

1487 Dias rounds the Cape of Good Hope

1492 Columbus lands in the New World

1497 Da Gama sails to India

1497 John Cabot claims North America for England

1499 Columbus is removed as Governor of the Indies

1519 Cortés conquers the Aztec Empire

1528 Pizarro conquers the Incan Empire

1585 War breaks out between England and Spain

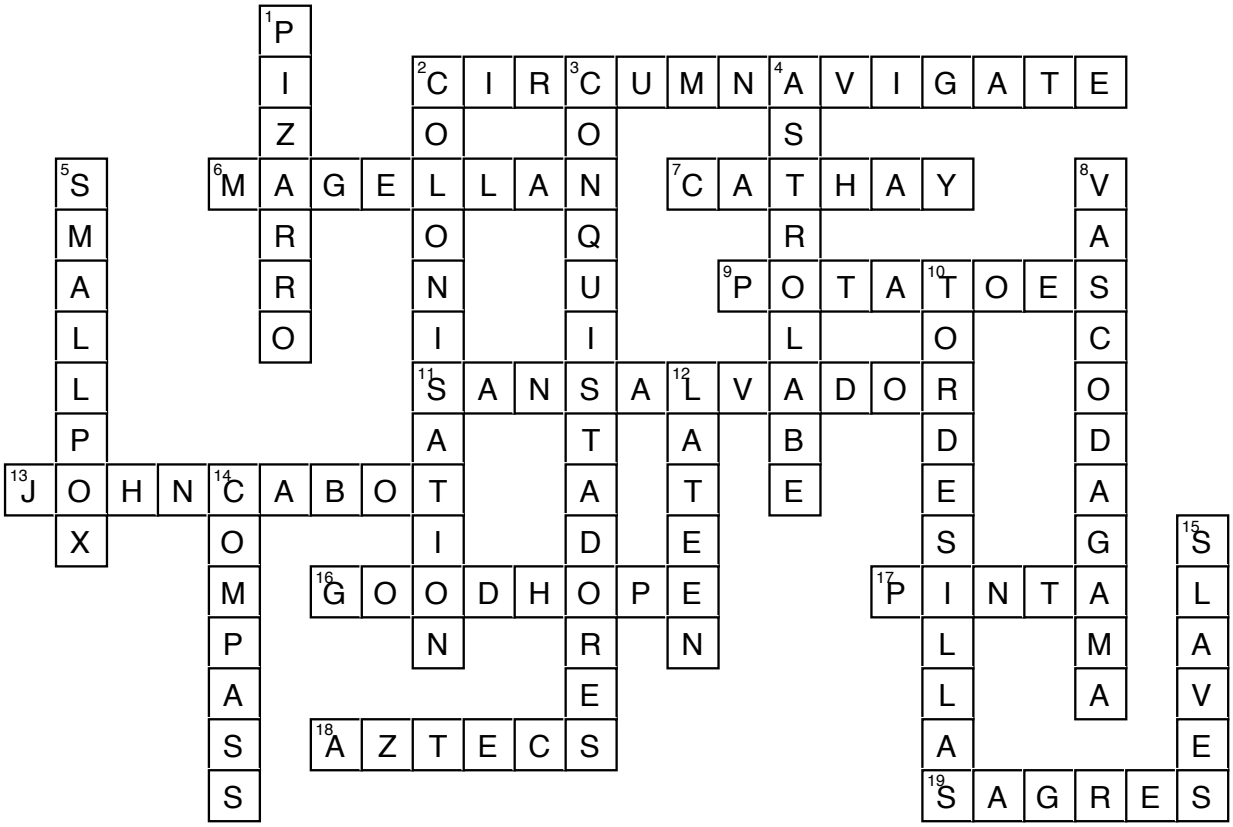
4. The Technology of Exploration (page 53)

	Name	Function
	astrolabe	Used to determine the position of a ship relative to the equator by measuring the position of the stars
	compass	Used to identify north and so determine the direction a ship was sailing
	log and line	Allowed a ship to measure its speed accurately
	lateen sail	Triangular sail that allowed the ship to sail into the wind
	caravel	It was large and sturdy enough to make long voyages and able to sail in all winds
	rudder	Made the ship easier to steer

5. Voyages of Exploration (page 54)

Explorer	Discovered	Consequence of his voyage
Bartolomeu Dias	Rounded the Cape of Good Hope	Allowed future voyages to sail around Africa
Vasco de Gama	Sailed around Africa to India	Established there was a viable trade route around Africa to Asia
Christopher Columbus	Discovered the Americas	The Americas were colonised by Europeans; millions of native Americans were killed
Ferdinand Magellan	Sailed around the world	Proved the world was round
John Cabot	Discovered North America	England colonised North America
Abel Tasman	Discovered Australia	England colonised Australia

6. Crossword: Exploration and Conquest (page 55)



Working with the Evidence

1. Extracts from Columbus's Diary (page 56)

1. Any rephrasing of this content: 'all young and of fine shapes, and very handsome. Their hair was not curly but loose and coarse like horse-hair… Their eyes are large and very beautiful'.
2. He tried to find out if they had any gold.
3. What did and what did they receive in return?
4. The native people gave the Spaniards parrots, balls of cotton and spears and they received glass beads and hawks' bells.
5. Yes, they would be easy to conquer. They didn't know anything about weapons and he thinks about fifty armed men could conquer them.
6. He looks down on them: he thinks they would be easily conquered and they trade valuable things for glass beads. He compliments some of their characteristics (they are very handsome), but even this is in negative terms (they would make good servants).

2. A Spanish Priest Bears Witness (page 57)

1. About 7,000 children died while de las Casas was in Cuba.
2. Their mothers had no milk to nurse them. They were malnourished
3. Men died in the mines, women from overwork and starvation
4. The Spaniards had no more consideration for the native people than for 'beasts' and only wanted their gold
5. The author's sympathy is with the native people – he describes the Spanish as committing 'villainies', of treating the natives like beasts. They, on the other hand, are 'meek and patient' and he is clearly horrified by their deaths: 'I tremble as I write'.

CHAPTER 5 – AN ANCIENT CIVILISATION: ROME

Gladiators in Combat

With your group, look at the mosaic below and answer the questions that follow.

1. What kind of source is this?

_____

2. What weapons do you see the gladiators using?

_____

_____

3. Who do you think the men dressed in white might be?

4. Do you think a fight between these two gladiators would have been evenly matched? Explain your answer.

5. Why are images like this mosaic important for historians?

CHAPTER 7 – MEDIEVAL IRELAND

Gerald of Wales on the Medieval Irish

A Norman priest named Gerald of Wales (sometimes known as Giraldus Cambrensis) toured Ireland in the 1180s and reported back to Henry II. This extract describing the Irish people is from his highly influential work on Ireland, *Topographica Hibernica*. Read it and answer the questions that follow.

> Although the Irish are fully endowed with natural gifts, their external characteristics of beard and dress, and internal cultivation of mind, are so barbarous that they cannot be said to have any culture … This is a filthy people, wallowing in vice. Of all peoples it is the least instructed in the rudiments of the Faith. They do not yet pay tithes … They do not attend God's church with due reverence.
>
> From an old and evil custom they always carry an axe in their hand as if it were a staff. In this way, if they have a feeling for any evil, they can the more quickly give it effect. Wherever they go they drag this along with them … They go naked and unarmed into battle. They regard weapons as a burden, and they think it brave and honourable to fight unarmed. They use, however, three types of weapons – short spears, two darts, and big axes well and carefully forged. They are quicker and more expert than any other people in throwing, when everything else fails, stones as missiles and such stones do great damage to the enemy in an engagement.

1. Why does Gerald of Wales say of the Irish 'they cannot be said to have any culture'?

2. What complaints does he make about their practice of religion?

3. Name three weapons used by an Irish warrior.

4. Give three criticisms Gerald has of the Irish.

5. Give three positive things he says about them.

6. Based on the evidence here, why were the Irish defeated by the Normans in battle?

7. Do you think Gerald of Wales is a reliable source on life in Ireland in the Middle Ages? Give reasons for your answer.

CHAPTER 18 – VIDEO LESSON WORKSHEET

A Visit to the Witness History Exhibition at the GPO

1. Where is the GPO?

2. What can people experience in the museum inside the GPO?

3. Why is the GPO building important?

4. What do students learn about when they visit the exhibition?

5. What role did historians have in creating the exhibition?

6. What primary sources can be found in the museum?

7. What secondary sources can be found in the museum?

8. What does the exhibition tell us about the ordinary people of Dublin during Easter 1916?

9. Which parts of the exhibition are people most fascinated by? Why?

10. Where did the 1916 artefacts on display come from?

11. How is conservation carried out in the museum?

12. Did any new evidence come to light which made historians reinterpret the events of the Rising?

13. How important are the timelines that we see in the exhibition?

14. Why is it important to understand the events of Easter Week 1916?

Write down one new fact that you learned from this video.

In your opinion, what was the most interesting fact/piece of information in this video?

CHAPTER 21 – THE TROUBLES IN NORTHERN IRELAND

Eyewitness to Bloody Sunday

Gilles Peress, a French photojournalist, was present in Derry during the Bloody Sunday riots and shootings in January 1972 and recalls those events here:

> I remember the beginning of the march, when it left the Creggan Estate – I think Martin McGuinness was speaking to people. The march proceeded down the hill from the Creggan to the Bogside. By the time it reached William Street, I was at the head of it to shoot the picture of the marchers coming down William Street, the traditional shot.
>
> The paratroopers had established two barricades. The first, I believe, was at Agro Corner, on James Street before it crosses William Street. The other barricade was at the bottom of William Street halfway between Chamberlain Street and Waterloo Road... One of the young people sitting down in protest was killed moments later. Suddenly, from the corner of my eye, from James Street across William Street, I saw the First Paras [members of the First Battalion of the Parachute Regiment] in their Saracens move towards Free Derry Corner, towards the Rossville Flats. Then the shooting started. Then everybody started running...
>
> I think it must've been when I saw Barney McGuigan dead. By the time I had reached him, people were still huddling by the telephone box, protecting themselves from the shooting. He was alone. Then a priest [Father Tom O'Hara] arrived and started to give him the Last Rites. I remember taking a few pictures then. I remember I was crying as I was doing it. I remember that I didn't want to intrude too much, but that at the same time I felt this obligation to shoot, to document...

1. What type of source is this extract?

_____

2. Where did the march begin?

_____

3. Where did the paratroopers set up barricades?

_____

4. What happened just before the shooting started?

_____

_____

_____

5. What was the writer's reaction to the death of Barney McGuigan?

_____

_____

_____

6. What do you think he meant when he said 'I felt this obligation to shoot [photographs]' of the priest giving the last rites to the man?

7. The British soldiers claimed that they were fired upon first on Bloody Sunday. The protesters always denied this happened and said that the soldiers had fired first. Is there any evidence to support either side in this extract?

8. Should we consider this a reliable account of the events of Bloody Sunday? Explain your answer.

9. Explain one benefit and one limitation of a source such as this.

Assessment

7

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to record and report achievement, to determine appropriate routes for learners to take through a differentiated curriculum, or to identify specific areas of difficulty or strength for a given learner.

History Specification, page 19

Assessment in Junior Cycle History is both formative and summative, with ongoing learning and feedback taking place across the three years of Junior Cycle, two classroom-based assessments (CBAs) taking place during the course of study in Second and Third Year (The Past in my Place and A Life in Time), an Assessment Task in Third Year based on the learning outcomes of the second CBA (10 per cent of the marks used to determine State Examinations grade), and a final written exam at the end of Third Year.

This structure for assessment is one of the biggest changes to come about as part of implementation of the Framework for Junior Cycle and the History Specification. Over the following pages, we will explore what this means for teachers and their classrooms.

When, How and Why Do We Assess?

Whenever students do work in the classroom and at home – by engaging with new topics, completing tasks or taking part in activities – they are learning. When teachers see this learning in action, they have an opportunity to use assessment to help students get to the next point in their learning.

The first stage of assessment is gathering evidence of learning. Evidence does not have to be physical. Learning can be observed (e.g.by watching students completing group work tasks or seeing students display an ability to link concepts) or can take place in a number of written or physical formats, such as completing questions or homework and producing work during or after an activity (e.g. a poster, survey, presentation or report).

This evidence of learning – observable or physical – is what is used for the purpose of assessment. Whether that assessment will be formative or summative depends or why the particular assessment is taking place and the aim you are setting out to achieve.

What are Formative and Summative Assessment?

At its heart, formative assessment involves providing feedback to the student. This feedback allows the student to understand how they can improve or what they can do next. Therefore, formative assessment is all about the progression of learning.

Some of the principles of formative assessment include:

- Ensuring students understand the learning intentions for the lesson.
- Giving students opportunities to take responsibility for their own learning.
- Helping students recognise the standards they are aiming for.
- Giving students opportunities to learn from and with each other (self-assessment and peer assessment).
- Offering feedback to help students move forward in their learning.
- Communicating confidence that every student can improve.
- Adjusting teaching to take account of the results of assessment.
- Introducing classroom discussion as a method of gaining evidence of students learning or understanding.

Summative assessment, meanwhile, involves checking in on learning at different points in time and keeping record of how students are getting on. It could take the form of an end of term test or a school report, for example. This type of assessment will aid the teacher's future planning.

Both forms of assessment, taken together, form a profile of student learning over a period of time.

Is it Important to Have a Department Policy on Assessment?

Having a common and planned approach to assessment is good practice and useful for students and teachers alike. As part of your department planning, you could discuss assessment in the context of the formative assessment methods that will be used during the teaching and learning of given topics or whether there will be a common assessment across the department (e.g. for summative assessments such as Christmas tests).

It is also worth considering your format for assessment. Written tests remain important, but you might wish to include things like presentations to provide students with an opportunity to have a 'practice run' at skills they will use during their Classroom-Based Assessments, using a defined task with success criteria and a dedicated mark along with written or oral feedback.

It is recommended that the department meet to decide this policy by asking such questions as:

- What formative assessment methods will be used during the teaching and learning of particular outcomes?
- When and in what format will we implement summative assessments?
- How will we produce a common assessment for all classes and who will do this?
- How and in what format will we report on this assessment?

Examples of Assessment

Formative

- Observing students' work
- Asking questions and listening to answers
- Class quiz
- End-of-chapter assessments, to be assessed by the teacher who will provide feedback or by the students for self-assessment
- Using peer assessment during pair and group work
- Pair and group work/projects
- Collaborate tasks
- Cover sheets including 'Two Stars and a Wish' method
- AfL methods: Progression Traffic Lights, Hot Seat, Think Pair Share, KWL Charts, etc.

Summative

- Written test after completion of a chapter/unit
- End-of-term examination
- Completing a project or task with given success criteria
- Presentation

It is important to remember that it is what you do with the evidence of learning, and not the result itself, that makes an assessment formative or summative. The intention of formative assessment is to progress students' learning. Summative assessment is a statement of where the students' learning stands at a point in time.

It is also worth noting that subject teachers will be provided with an Assessment Toolkit as part of the roll-out of and support for the new Junior Cycle. It contains support materials for assessment, such as information on planning and designing assessments, information on Features of Quality and guidelines for the Subject Learning and Assessment Review (SLAR) process. Assessment Toolkits are made available for individual subjects at juniorcycle.ie.

CLASSROOM-BASED ASSESSMENTS

What is a Classroom-Based Assessment?

A Classroom-Based Assessment or CBA is an assessment by the teacher of a specified task that students complete. Common CBAs are set for all schools and take place according to a national calendar. The tasks are clearly described with criteria for assessment.

The teacher awards a judgement for the CBA and their judgement is recorded and reported to parents and students (but performance in CBAs does not contribute to students' overall mark for History).

CBAs are marked according to Features of Quality. Information about Features of Quality and how they are used is provided in the Assessment Specification and Assessment Toolkit that accompanies all subject specifications. These all contain information on SLAR (Subject Learning and Assessment Review) meetings, which are the process by which teachers within departments can check and ensure that their CBA marking is in line with that of others in their school.

What do we know about CBAs 1 and 2?

**Information shown in italics is taken directly from the History Specification.*

Classroom-Based Assessment 1: The Past in My Place

Structured, evidence-based enquiry into a historical aspect or theme relating to the locality, place or personal/family history of the student

When it takes place	Format	Student Preparation	SLAR Meeting
Towards the end of Second Year	*Report that may be presented in a wide range of formats*	*Students will, over a specified time, report on a project related to an aspect of the history of their locality or place, to include personal/family history, as appropriate*	*One review meeting*

Classroom-Based Assessment 2: A Life in Time

Structured, evidence-based enquiry into the historical life and experiences of a person of interest.

When it takes place	Format	Student Preparation	SLAR Meeting
Term two in Third Year	*Report that may be presented in a wide range of formats*	*Students will, over a specified time, report on a project in which they research the life and experiences of a person of historical interest*	*One review meeting*

CBA Links with Well-Being

Both CBAs will help contribute to the well-being of students. Being Responsible and Being Connected are two of the indicators of well-being most relevant to History.

Throughout their research, students will learn how to be responsible when gathering information. They will be able to recognise when their safety is at risk when researching online, for example, and will make good choices when selecting information and websites.

Students will feel more connected as a result of their CBAs. They will feel connected to their community and the wider world as a result of researching The Past in My Place. They will also recognise how we are all connected, and that someone's actions and interactions can impact on people's well-being, in local and global contexts, by researching A Life in Time.

What Do We Know about the Assessment Task?

**Information shown in italics is taken directly from the History Specification.*

On completion of the Classroom-Based Assessments, students will undertake an Assessment Task. This will be completed after the second Classroom-Based Assessment and will be marked by the State Examinations Commission.

The Assessment Task will assess students in respect of their learning including:

- *their ability to demonstrate their understanding of historical concepts by applying their historical thinking to researching the life of a person in history*
- *their ability to evaluate new knowledge or understanding that has emerged through their experience of the Classroom-Based Assessment*
- *their capacity to reflect on the process of research and forming historical judgements based on evidence*
- *their reflections on how their experience of conducting research has influenced their attitudes and values.*

What Do We Know about the Final Exam?

- The final exam will take place at the end of Third Year
- It will be one common-level written paper
- It will be up to two hours in length
- It will be marked by the SEC

According to the History Specification:

> *There will be one examination paper at a common level. This paper will be set and marked by the State Examinations Commission. The examination will be of two hours' duration and will take place at the end of third year. In any one year, the learning outcomes to be assessed will constitute a sample of the relevant outcomes from the tables of learning outcomes.*
>
> *History Specification,* page 22

When Will We Know More?

> *More detailed material on assessment for reporting in Junior Cycle History, setting out details of the practical arrangements related to assessment of the Classroom-Based Assessments, will be available in the Assessment Guidelines for History. This will include, for example, the suggested content and formats for student work and support in using 'on-balance' judgement in relation to the features of quality. The NCCA's Assessment Toolkit also includes substantial resource material for use in ongoing classroom assessment of Junior Cycle History as well as providing a detailed account of the Subject Learning and Assessment Review process.*
>
> *History Specification,* page 21

End of Term Exam – Christmas

First Year – Chapters 1–5

1 hour

Total marks: 100 marks

Section 1: Key Terms (2 marks each – 50 marks in total)

Write a definition for each of the following key terms:

Key Term	Definition
1. History	
2. Archaeology	
3. Historian	
4. Primary source	
5. Secondary source	
6. Artefact	
7. Autobiography	
8. Propaganda	
9. Chronology	
10. Tactile source	
11. Excavation	
12. Conservation	
13. Mesolithic	
14. Monk	
15. Monastery	
16. High cross	
17. Scriptorium	
18. Round tower	
19. Longship	
20. Longphort	
21. Forum	
22. Amphitheatre	
23. Patrician	
24. Insulae	
25. Domus	

Section 2: Working with the Evidence (10 marks each – 20 marks in total)

Question 1: Extract from St. Patrick's *Confessio* – 10 marks

Study the following source and answer the questions that follow.

My name is Patrick. I am a sinner, a simple country person, and the least of all believers. I am looked down upon by many. My father was Calpornius. He was a deacon; his father was Potitus, a priest, who lived at Bannavem Taburniae. His home was near there, and that is where I was taken prisoner. I was about sixteen at the time. At that time, I did not know the true God. I was taken into captivity in Ireland, along with thousands of others. We deserved this, because we had gone away from God, and did not keep his commandments. We would not listen to our priests, who advised us about how we could be saved. The Lord brought his strong anger upon us, and scattered us among many nations even to the ends of the earth. It was among foreigners that it was seen how little I was.

It was there that the Lord opened up my awareness of my lack of faith. Even though it came about late, I recognised my failings. So I turned with all my heart to the Lord my God, and he looked down on my lowliness and had mercy on my youthful ignorance. He guarded me before I knew him, and before I came to wisdom and could distinguish between good and evil. He protected me and consoled me as a father does for his son.

1. What type of source is this? (1 mark) _____

2. What can you learn about St. Patrick's family from this source? (2 marks)

_____

_____

3. What happened to Patrick when he was 16? (1 mark)

_____

_____

4. Why did Patrick believe that he deserved this? (1 mark)

_____

_____

5. What happened to Patrick when he recognised his failings? (1 mark)

_____

_____

6. Explain one limitation of a source such as this for historians. (2 marks)

_____

_____

7. Explain how a source such as this could be useful for historians. (2 marks)

_____

_____

Question 2: An Archaeological Dig at Ness of Brodgar, Orkney, Scotland – 10 marks

Study the photograph below and answer the questions that follow.

1. Name two activities being carried out in the photograph and why they are important. (4 marks)

2. Name and explain two ways in which archaeological sites are discovered. (4 marks)

3. Name two methods used to date artefacts found on a dig. (2 marks)

Section 3: Exploring People, Culture and Ideas (30 marks)

Write an account of the lives of people in one ancient civilisation that you have studied, and explain how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world.

You could include:

- Where and how they lived
- How they worked and what they made
- What they did for leisure and entertainment

Ancient civilisation: _____

Account: _____