

Area of Experience: Environmental and Social Studies

ESS

At Junior Certificate level the student can:

1 Examining the Past

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

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

2 Project Skills

Research, organise and present a historical project with assistance

3 Map Skills

Interpret ordnance survey maps and photographs

4 The Urban World

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

5 Colonialism and the Modern World

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

Examining the Past

ESS

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

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

Date Commenced: / /

Date Awarded: / /

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

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

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

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

Work begun | Work in progress | Work completed

Project Skills

ESS

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Research, organise and present a historical project with assistance

Date Commenced: / /

Date Awarded: / /

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

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

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

Please note: this is the same as the 'Project Skills: Historical' statement in the Active Learning section of the Cross-Curricular statements and cannot be awarded twice

Work begun | Work in progress | Work completed

Map Skills

ESS

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Interpret ordnance survey maps and photographs

Date Commenced: / /

Date Awarded: / /

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

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

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

Please note: this is the same as the 'Map Skills' statement in the Geography part of the Subject-Centred statements and cannot be awarded twice

Work begun | Work in progress | Work completed

The Urban World

ESS

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

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

Date Commenced: / /

Date Awarded: / /

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

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

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

Work begun | Work in progress | Work completed

Colonialism and the Modern World

ESS

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

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

Date Commenced: / /

Date Awarded: / /

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

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

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

Work begun | Work in progress | Work completed