

# Second Year History

## - The Syllabus

### Teaching Second Year History

#### Challenges

Teaching the Second Year Junior Cert History course presents a number of challenges. Its structure is very different to First Year History because each section has a general study and a special study. It follows a patch study approach, based on 5 themes, in contrast to the largely chronological sweep of First Year. It is during Second Year that the first differentiation between Higher and Ordinary level occurs.

The Second Year course also has a greater amount of content. This sometimes presents the difficulty of finishing the course in one school year. The school year has about 30 teaching weeks, allowing for house exams. The 5 sections in Second Year are not all of equal length – the Political Revolutions and From Farm to Factory are longer. Because of this it is the last section which suffers most from time constraints – if at all possible this should not be carried over to Third Year.

#### Time

Given these factors, the following is an approximate breakdown in **teaching time** based on 3 periods per week:

Age of Exploration – 5 weeks

The Reformation – 5 weeks

The Plantations – 5 weeks

The Political Revolutions – 8 weeks

From Farm to Factory - The Industrial Revolution and Ireland in the 1840s – 7 weeks

The Second Year course can be examined in any question on the Higher level paper. But it is of particular importance in the compulsory document Question 5 where it has always been asked.

#### Approaches to teaching

What follows are 5 approaches to teaching each of the sections in Second Year. The emphasis is on the teaching side rather than the content, though of course the syllabus content will be referred to. A wide variety of teaching techniques is referred to but using them will depend on local circumstances and on circumstances from year to year. Nevertheless the articles are meant to provide a framework for the teaching of a very important part of the Junior Cert History course.

(For the full text of the Junior Cert History syllabus and its amendment in 1996, please refer to the Department of Education website at General Information/Policy – Second Level; for Junior Certificate History Syllabus see [www.gov.ie/educ/pdfs/historysylljun.pdf](http://www.gov.ie/educ/pdfs/historysylljun.pdf)

and for its amendment History Junior Certificate Draft Guidelines for Teachers see

[www.gov.ie/educ/pdfs/historyjuniorguidelinesforteach.pdf](http://www.gov.ie/educ/pdfs/historyjuniorguidelinesforteach.pdf))

## HISTORY

### GUIDELINES FOR TEACHERS

TOPIC	DESCRIPTION	APPROACH
Changes in European view of the World:  <b>EXPLORATION</b>	<b>GENERAL STUDY:</b>  Why people wanted new sea routes; What made the voyages possible; The main consequences of these voyages.  <b>SPECIAL STUDY:</b> An account of <u>one</u> exploration.	<b>Exploring different kinds of change through</b> -understanding of cause and consequence - use of appropriate documentary sources - special studies

TOPIC	DESCRIPTION	APPROACH
Religious Change: <b>REFORMATION</b>	<p><b>GENERAL STUDY:</b>  <b>Why the Reformation occurred;</b>  <b>How different people went about reform;</b>  <b>The main consequences of the Reformation.</b></p> <p><b>SPECIAL STUDY:</b> Life of <u>one</u> reformer and the effect he had.</p>	<p>Exploring different kinds of change through</p> <ul style="list-style-type: none"> <li>- understanding of cause and consequence</li> <li>- use of appropriate documentary sources</li> <li>- special studies</li> </ul>

TOPIC	DESCRIPTION	APPROACH
Changes in Land Ownership: <b>PLANTATION IN IRELAND</b>	<p><b>GENERAL STUDY:</b>  <b>Why the land changed hands;</b>  <b>How the land changed hands;</b>  <b>Main consequences, immediate and long-term, of the change in land ownership - eg. politics, culture, religion.</b></p> <p><b>SPECIAL STUDY:</b> <u>One</u> plantation in Ireland.</p>	<p>Exploring different kinds of change through</p> <ul style="list-style-type: none"> <li>- understanding of cause and consequence</li> <li>- use of appropriate documentary sources</li> <li>- special studies</li> </ul>

TOPIC	DESCRIPTION	APPROACH
Political Change: <b>REVOLUTIONARY MOVEMENTS</b>	<p><b>GENERAL STUDY:</b>  <b>Background: sources of discontent in pre-revolutionary America, France and Ireland;</b>  <b>Revolutionary movements in America, France and Ireland, late 18th and early 19th centuries</b>  <b>Consequences of these revolutions.</b></p> <p><b>SPECIAL STUDY:</b> Life of <u>one</u> revolutionary in America, France or Ireland.</p>	<p>Exploring different kinds of change through</p> <ul style="list-style-type: none"> <li>- understanding of cause and consequence</li> <li>- use of appropriate documentary sources;</li> <li>- special studies.</li> </ul>

TOPIC	DESCRIPTION	APPROACH
Social Change:  <b>FROM FARM TO FACTORY</b>	<p><b>GENERAL STUDY:</b>  <b>Background: Agricultural Society in the 18th Century;</b>  <b>Factors which made the Agricultural and Industrial revolutions possible;</b>  <b>Effects of changes in industry and agriculture on people's lives (eg. living and working conditions, migration, emigration etc.)</b></p> <p><b>SPECIAL STUDY:</b> Contrasting life styles c. 1850;  - Industrial England;  - Rural Ireland</p>	<p>Exploring different kinds of change through</p> <ul style="list-style-type: none"> <li>- understanding of cause and consequence</li> <li>- use of appropriate documentary sources</li> <li>- special studies</li> </ul>