**Mayfield Community School**

**History Subject Plan**

**Junior Cycle History**

**Subject Plan**

**Year One**

**History Subject Plan**

**Notes:**

Based on using New Complete History by Charles Hayes

**Support materials:**

 New Complete History Workbook

Power Point Presentations

Internet Resources, YouTube, Scoilnet, Material provided by Cork HTAI etc

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| **Week (based on three periods a week)**  | **Topic**  | **Page in Book (New Complete History)** | **Corresponding JCSP Statement** |
| 1 | Sources, Primary, Secondary, Bias, Location of sources, AD and BC | Pgs 1, 2,3, 6 | H 10 H12 |
| 2 | Archaeology, Dating, Artefacts, **People in History: Life of an Archaeologist** | Pgs 4, 5 | H10 H12 |
| 3 | Mesolithic era (food, tools, shelter), Neolithic (farming, pottery, tools, burial customs) | Pgs 20-23 | H13 |
| 4 | Neolithic (homes), Bronze age( use of bronze, gold, cooking, tombs)  | Pgs 24 – 26 | H13 H14 |
| 5 | The Celts, (origins, dress, farming, food, religion) | Pgs 27-29 | H15 |
| 6 | The Celts, (homes, arts and crafts, Celtic society) | Pgs 28-30 | H15 |
| 7 | **People in history: Life of a Celtic boy/girl,** St Patrick, monasteries, Skellig Michael,  |  Pgs 31 - 33 | H15 H16 |
| 8 | Round Towers, Round Towers, Mid Term Exam:  | Pg 34 | H16 |
| 9 | Large Monasteries(different part services), Monastic Art (manuscripts, stone crosses, metalwork) | Pgs 34- 37 | H16 |
| 10 | Irish monks abroad, **People in History: A monk in Early Christian Ireland** | Pgs 38 - 40 | H16 |
| 11 | Introduction to the Roman Empire, Sources, Roman Food, Roman Clothes, Rome | Pgs 7 - 10 | H17 |
| 12 | Roman Housing, Roman Slaves, Arts and Crafts, Roman Women,  | Pgs 11, 12, 13 15 | H17 |
| 13 | Roman Entertainment, Roman Soldiers, Religion | Pgs 14 - 17 | H17 |
| 14 | **Life of a Roman Boy/Girl,** Legacy of the Romans,  | Pgs18 -19 | H17 |
| 15 | **Revision** Christmas exams |  |  |
| 16 | Christmas Exams |  |  |
| 17 | Middle Ages, Feudal System, Knights  | Pgs41 – 43 | H1 |
| 18 | Motte and bailey castles – Stone castles, Different parts of the castle | Pgs 44 -55 | H1 |
| 19 | Attacking the castle **Life of the Lady/Lord of the castle**,  | Pg 46 and 56 | H1 |
| 20 | Women in the Middle Ages Life on the Manor – Life of the Peasants | Pgs 47-49 | H1 |
| 21 | Life in Medieval towns, Crime and Punishment, Craftsman/Guild,  | Pgs 50 -53 | H1 |
| 22 | Influence of the Normans, Romanesque and Gothic architecture  | Pg 54,55, 58, 59 | H1 |
| 23 | Monasteries, Friars, **Life of a Medieval Monk**  | Pg 60 -63 | H1 |
| 24 | Why the Renaissance began in Italy, Comparison between Renaissance and Medieval Paintings | Pg 65-67 | H18 |
| 25 | Patrons of the arts, Leonardo da Vinci | Pg 68-71 | H18 |
| 26 | **Life of Michelangelo**  | Pg 72 | H18 |
| 27 | Revision, Easter Exams,  |  |  |
| 28 | Roman architecture, Intro to artists from outside Italy,  | Pg 73-74 | H18 |
| 29 | Life of Albrecht Durer | Pg 75 | H18 |
| 30 | Science in the Renaissance, Women in the Renaissance | Pg 76-77 | H18 |
| 31 | Modern Printing and Guttenberg,  | Pg 78 | H18 |
| 32 | Renaissance writers, results of the Renaissance | Pg 79-81 | H18 |
| 33 | Revision, Summer Exams |  |  |
| 34 | Summer Exams |  |  |

**Year Two**

**History Subject Plan**

**Notes:**

Based on using New Complete History by Charles Hayes

**Support materials:**

 New Complete History Workbook

Power Point Presentations

Internet Resources, YouTube, Scoilnet, Material provided by Cork HTAI etc

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| **Week (based on three periods a week)**  | **Topic**  | **Page in Book (New Complete History)** | **Corresponding JCSP Statement** |
| 1 | Reasons for exploration | Pg 82-83 | H19 |
| 2 | Aids to navigation, ships, instruments, Portuguese explorers | Pg 83-85 | H19 |
| 3 | **Life of Christopher Columbus,** Ferdinand Magellan, | Pg 86-88 | H19 |
| 4 | Conquistadors, Cortez and the Aztecs, Pizzaro and the Incas, Consequences of explorations | Pg 89-91 | H19 |
| 5 | Cause of the reformation and abuses in the church, Life of Martin Luther | Pg 94, 95, 97, 97 | H19 |
| 6 | Life of Martin Luther, John Calvin,  | Pg 96, 97, 98, 100, 101 | H20 |
| 7 | **Reformation in England and Ireland** | Pg102, 103 | H20 |
| 8 | Counter Reformation, Jesuits, Council of Trent, Inquisition, | Pg 104-106  | H20 |
| 9 | Results of the Reformation, Revision, Midterm exams | Pg 107, 108 | H20 |
| 10 | Plantations, structure of Ireland, Reasons for the Plantations | Pg 110-111 | H20 |
| 11 |  Plantation of Laois and Offaly, Plantation of Munster, | Pg 112-115 | H20 H2 |
| 12 | Plantation of Ulster, **life of a Planter,**  | Pg 116-119 | H2 |
| 13 | Cromwellian Plantation, Causes and events leading up to the American Revolution | Pg 120, 121, 125-127 | H2 |
| 14 | Events of the American War of Independence, Reasons why America won | Pg 128 - 129 | H2 |
| 15 | Revision, Christmas Exams |  |  |
| 16 | **Revision** Christmas Exams |  |  |
| 17 | Impacts of the American War of Independence, **Life of George Washington** | Pg 130-131 | H2 |
| 18 | Causes of the French Revolution,  | Pg 133-135 | H2 |
| 19 | Events of the revolution,  | Pg 136-139 | H2 |
| 20 | Reign of Terror, Consequences | Pg 139-140 | H2 |
| 21 | Causes of the 1798 Rebellion, The United Irishmen, Terror Tactics | Pg 142-145 | H2 |
| 22 | The Progress of the Rebellion – Leinster, Wexford, Ulster, Connacht | Pg 146-148 | H2 |
| 23 | Death of Wolfe Tone, Effects of the Rising, why it failed. | Pg 149 | H2 |
| 24 | Agricultural Revolution, Changes  | Pg 152-154 | H2 |
| 25 | Agricultural revolution, effects, Why the industrial Revolution began in Britain | Pg 155-156 | H2 |
| 26 | Changes in textile making, worker in a textile factory | Pg 156-158 | H2 |
| 27 | Coal mines, steam engine, iron and steel, worker in a mine, revision, Easter exams | Pg 159-161 | H2 |
| 28 | Improving the rights of workers, effects of the Industrial revolution, Transport Revolution | Pg 162-164, 172, 173 | H2 |
| 29 | Life in urban Britain – health, homes, clothes, education, entertainment | Pg166-170 | H2 |
| 30 | Rural Ireland: Landlords, tenant farmers, poor farmers, labourers, pastimes,  | Pg 174-178 | H2 |
| 31 | The Great Famine, causes, progress, results.  | Pg180-183 | H2 |
| 32 | Comparison of lifestyles, rural Ireland, industrial England.  | Pg 186-188 | H2 |
| 33 | Revision, Summer exams |  |  |
| 34 | Summer exams |  |  |

**Year Three**

**History Subject Plan**

**Notes:**

Based on using New Complete History by Charles Hayes

**Support materials:**

 New Complete History Workbook

Power Point Presentations

Internet Resources, YouTube, Scoilnet, Material provided by Cork HTAI etc

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| **Week (Based on a three week period)** | **Topic**  | **Page in Book (New Complete History)** | **Corresponding JCSP Statement** |
| 1 | Home Rule Crisis – Nationalists and Unionists, Nationalist groups | 189-193 | H3 |
| 2 | Home rule Crisis 1912-1914 | 194-196 | H3 |
| 3 | Easter Rising and Aftermath | 199-202 | H3 |
| 4 | War of Independence, Anglo Irish Treaty | 205-209 | H3 |
| 5 | Civil War (Revision, Exam Papers)  | 210-211 | H3 |
| 6 | Cummann na nGaedhal (Revision, Exam Papers) | 214-216 | H3 |
| 7 | Fianna Fail in Power (Revision, Exam Papers) | 217-220 | H3 |
| 8 | Ireland during WW2 (Revision, Exam Papers) | 221-223 | H3 |
| 9 | Inter Party Government, Mid Term Exam | 224-225 | H3 |
| 10 | Ireland from 1950-2000 (Revision, Exam Papers) | 225-227 | H3 |
| 11 | Ireland from 190 -2000, Life of an Irish Leader (Revision, Exam Papers) | 228-231 | H33 |
| 12 | Northern Ireland up to Civil Rights (Revision, Exam Papers) | 233-236 | H3 |
| 13 | Troubles up to Good Friday Agreement( Revision, Exam Papers)  | 237-243 | H3 |
| 14 | Social Change- Entertainment, Transport, (Revision, Exam Papers) | 245-247 | H3 |
| 15 | Rural Life – Christmas Exams | 248 | H3 |
| 16 | Christmas Exams |  |  |
| 17 | Urban Life, Women in Society, (Revision, Exam Papers) | 250-253 | H3 |
| 18 | Education, Religion, **Life of an older person looking at changes in Ireland** (Revision, Exam Papers). | 254-255 | H3 |
| 19 | The League of Nations, (Revision, Exam Papers) | 258-259 | H3 |
| 20 | Characteristics of Fascism, Fascist Italy up to March on Rome (Revision. Exam Papers) | 260 - 264 | H3 |
| 21 | Fascist Italy (Revision, Exam Papers) | 265-267 | H3 |
| 22 | Nazi Germany up to Hitler in Power (Revision, Exam Papers) | 268-270 | H3 |
| 23 | Pre Cert Exams  |  |  |
| 24 | Pre Cert Exams |  |  |
| 25 | Nazi Germany (Revision, Exam Papers) | 271-273 | H3 |
| 26 | Hitler’s Five Steps to War, (Revision, Exam Papers)  | 274- 277 | H3 |
| 27 | World War 2 up to Battle of Britain (Revision, Exam Papers) | 279-281 | H3 |
| 28 | World War 2 – Battle of Britain, Operation Barbarossa (Revision, Exam Papers) | 282 – 285 | H3 |
| 29 | World War 2- War in the Pacific, War in North Africa, Push for Victory (Revision, Exam Papers) | 286 - 289 | H3 |
| 30 | World War 2 – end of the war **People In History- German Soldier in Operation Barbarossa** (Revision, Exam Papers,) | 290- 292 | H3 |
| 31 | Cold war - Causes and early progression (Revision, Exam Papers) | 295- 297 | H3 |
| 32 | Cold War – Berlin Blockade (Revision, Exam Papers) | 298 – 299 | H3 |
| 33 | Cold War – Cuban Missile Crisis, End of the War (Revision, Exam Papers)  | 302-305 | H3 |
| 34 | Revision |  |  |

**Transition Year**

**Subject plan for History**

**Notes:**

**Focus:**

* The focus of History in TY is to offer students a broad introduction to the Leaving Cert history course.
* **Aim one**: To explore one of the case studies prescribed in the Leaving Cert History syllabus. This year’s case study is the 1913 Strike and Lockout.
* **Aim two**: To progress the students ability to deal competently with primary source material by working with a variety of sources such as documents, photographs, cartoons and multi-media sources.
* **Aim three**: To enable students to become familiar with the demands of the research study by allocating time for students to produce their own presentation on a historical topic.

**Timetable**

* Ty programme offers History to all students in a 10 week module.
* The current allocation for History in TY is 4 periods a week.

**Assessment**

* Ty students are assessed by means of a portfolio assessment. Students are assessed at the end of every ten week module.
* Assessment for history in TY is based on project work. This is to help students become familiar with the demands of the research study.

**Topics Covered:**

* Introduction to Leaving Certificate History
* Use of Sources: Photographs, Cartoons,
* Case Study: 1913 Strike and Lockout.
* Research topic of students choice

**Subject plan for TY History**

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| --- | --- | --- |
| **Week** | **Topic Covered** | **Resources** |
| 1 | Introduction to LC history, introducing the **research topic** (setting up groups, discussion on topics), introduction to strategies to examine **sources**.  | PowerPoint on LC history supplied by the Cork History Teachers Association, PowerPoint on sources |
| 2 | Exploring use of **photographs** as sources, **research topic** (how to use the internet when researching) | PowerPoint on sources, use of in class tablets and the internet.  |
| 3 | Exploring use of **propaganda posters and cartoons** as sources, **research topi**c (students work on project) | PowerPoint on sources, use of in class tablets and the internet |
| 4 | **1913 Lockout** - Tenement Life, **research topic**( students work on project)  | RTE century Ireland project, PowerPoint on 1913, extracts from Modern Ireland by Gerard Brockie and Raymond Walsh, source material from UCC Multitext case study of 1913 Strike and Lockout and use of in class tablets and the internet.  |
| 5 | **1913 Lockout**-tenements continued and employment, **research topic** (students work on project) | RTE century Ireland project, PowerPoint on 1913, extracts from Modern Ireland by Gerard Brockie and Raymond Walsh, source material from UCC Multitext case study of 1913 Strike and Lockout and use of in class tablets and the internet. |
| 6 | **1913 Lockout -** Larkin, Connolly, Martin Murphy, **research topic** (students work on project) | RTE century Ireland project, PowerPoint on 1913, extracts from Modern Ireland by Gerard Brockie and Raymond Walsh, source material from UCC Multitext case study of 1913 Strike and Lockout and use of in class tablets and the internet. |
| 7 | **1913 Lockout** - strike begins, its progression, **research topic** (students work on project)  | RTE century Ireland project, PowerPoint on 1913, extracts from Modern Ireland by Gerard Brockie and Raymond Walsh, source material from UCC Multitext case study of 1913 Strike and Lockout and use of in class tablets and the internet. |
| 8 | **1913 Lockout**- Intensification, Asquith inquiry, **research topic**( students work on project) | RTE century Ireland project, PowerPoint on 1913, extracts from Modern Ireland by Gerard Brockie and Raymond Walsh, source material from UCC Multitext case study of 1913 Strike and Lockout and use of in class tablets and the internet. |
| 9 | **1913 Lockout** -Breaking of the strike, **research topic**( students finalise work on project) | RTE century Ireland project, PowerPoint on 1913, extracts from Modern Ireland by Gerard Brockie and Raymond Walsh, source material from UCC Multitext case study of 1913 Strike and Lockout and use of in class tablets and the internet. |
| 10 | **1913 Lockout** -outcomes and recap, students make a **presentation** to class on **research project**.  | RTE century Ireland project, PowerPoint on 1913, extracts from Modern Ireland by Gerard Brockie and Raymond Walsh, source material from UCC Multitext case study of 1913 Strike and Lockout and use of in class tablets and the internet. |

Leaving Certificate

Subject Plan

History

Year Five History Plan

**Textbook:**

Modern Europe: Dermot Lucey

**Support materials:**

 Internet Resources, YouTube, Scoilnet, Material provided by Cork HTAI etc

**Prescribed topics for document based study: 2016/2017** - Europe and the wider world, Topic 3: Dictatorship and democracy in Europe, 1920 – 1945

**Further information available at:**

<https://www.examinations.ie/exam/S12_14_LC_History_Prescribed_Topics_2016_and_2017>

**Subject Plan by Week**

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| --- | --- | --- | --- |
| **Week (based on five periods a week)**  | **Topic** | **Page in Book** | **Key Concepts/Personalities**/ |
| 1 | **Working with evidence:** Introduction to History and the Historian | Use of historical sources, pg 413-415 | **Key words**: bias, propaganda, objective, subjective, facts, opinion, relevant, sources |
| 2 | **Working with evidence**: Introduction to History and the Historian | Use of historical sources, pg 413- 415 | **Key words**: bias, propaganda, objective, subjective, facts, opinion, relevant, sources |
| 3 | **Topic Five: European Retreat from empire and the aftermath 1945-1990** – Implications of World War 2 on Europe, Decolonisation in India – **Case Study British Withdrawal from India** | Pg 154 - 162 | **Key concepts**: Colonial rule, decolonisation,  |
| 4 | **Case Study British Withdrawal from India** – Post Independence Relations, Britain India and Pakistan  | Pg 162- 168 | **Key personality:** Mahatma Gandhi |
| 5 | Decolonisation in Asia, The Dutch in the East Indies, Indonesia and Holland, French in Indochina, British withdrawal from Palestine.  | Pg 168-177 | **Key Personality:** Achmed Sukarno, Ho Chi Min. **Key Concept**: Zionism |
| 6 | Arab Israel War, Suez Crisis, French in Algeria |  Pg 178 -186 | **Key Personality:** David Ben Gurion, Gamal Abdel Nasser.**Key Concept**: Terrorism |
| 7 | French in Algeria, British Decolonisation in Africa, Nigeria and Tanzania,  | Pg 186-193 | Key Personality: Charles de Gaulle. **Key Concept**: French Union and Community, Tribalism, IMF |
| 8 | The Portuguese in Angola, Economic Consequences of Decolonisation, Trade, Aid and Famine in Post Colonial Africa  | Pg 194-203 | **Key Concept:** Transnational Economy,  |
| 9 | Role of Aid, The Belgian Congo, **Case Study- The Secession of Katanga** | Pg 204 - 212 | **Key Personality:** Development worker in Africa**Key Concept**: NGO, World Bank |
| 10 | Midterm exam – **Case Study- The Secession of Katanga**, Mobutus Rule of the Congo.  | Pg 213 - 218 | **Key Personality**: Mobuto Sese Seko |
| 11 | Immigration Patterns In Britain and France,  | Pg 220-227 | **Key Concept:** Racism, Cultural Diversity, Identity,  |
| 12 | Finish Immigration Patterns and Policy in France, **Case Study, Race Relation in France in the 1980’s** | Pg 228- 236 |  |
| 13 | **Case Study, Race Relation in France in the 1980’s**, Tensions between Indigenous and Colonial Culture, Spread of Islam and Christianity | Pg 237 - 246 |  |
| 14 | Islamic Faith in Europe, English as a World Language, Spread of English | Pg 247 - 254 | **Key Concept:** Assimilation,  |
| 15 | Post Colonial Literature, Christmas Exams | Pg 254 - 256 | **Key Personality**: Chinua Achebe, Nadine Gordimer |
| 16 | Christmas Exams |  |  |
| 17 | **Topic Three Dictatorship and Democracy in Europe 1920 -1945**– The Rule of Lenin, Lenin and the New Economic Policy, The Rule of Stalin,  | Pg 8 - 17 | **Key Concept**: Communism, Propaganda, Dictatorship**Key Personality**: Stalin |
| 18 | Stalinist State in Peace, Five year Plans, Purges and Show Trials, **Case Study – Stalin’s Show Trials 1936 - 8** | Pg 18- 29 | **Key Concept:** Totalitarianism, Cult of Personality, Collectivisation,  |
| 19 | **Case Study – Stalin’s Show Trials 1936-8,** Growth of Dictatorship, Mussolini’s Rise to Power, Establishment of Dictatorships, Domestic Rule,  | Pg 30- 41 | **Key Concept:** Democracy, Fascism, Depression, Inflation, Totalitarianism, Cult of Personality, **Key Personality**: Benito Mussolini |
| 20 | Mussolini Foreign Policy, Mussolini and Hitler, Germany and the Inter War Years, Hitler and the Nazi’s rise to Power, Hitler in Power | Pg 42 – 52,  | **Key Personality**: Adolf Hitler |
| 21 | Hitler in Power – The Totalitarian State, Nazis and the economy, Nazis and the Churches, Nazis and the Jews, **Case Study- The Nuremberg Rallies** | Pg 53- 65 | **Key Concepts:** Lebensraum, Reichskirche, Herrenvolk, Anti-Semitism**Key Personality**: Joseph Goebbels, Leni Riefenstahl |
| 22 | **Case Study – The Nuremberg Rallies**, Britain and the Inter War years, Causes of Economic Depression, The Great Depression,  | Pg 66 - 77 | **Key Concept:** Protectionism**Key Personality**: John Maynard Keynes |
| 23 | **Case Study – The Jarrow March 1936**, Anglo American Popular Culture in Peace and War, Radio and Cinema,  | Pg 79 -89 | **Key Personality**: Charlie Chaplin, Bing Crosbie |
| 24 | Radio and Cinema during WW2, Politics and administration in France, Government and the Political System in France, Foreign Policy, Great Depression, Stavisky Affair. Popular Front Government | Pg 90 - 100 |  |
| 25 | France: Government of National Defence, Foreign Policy, World War 2 and the Defeat of the French Republic, Hitler’s foreign Policy, | Pg 101 - 112 | **Key Concept:** Collaboration, Resistance |
| 26 | Hitler’s Foreign Policy, Nazi Soviet Pact, The War begins, The Second World War 1939-1945, Invasion of Poland, Phoney War, Invasion of Denmark, Norway. France,  | Pg 113 - 124 | **Key Concept**: Blitzkrieg |
| 27 | The Battle of Britain, War in North Africa, Operation Barbarossa, War Time Alliances, Technology of Warfare.  | Pg 125- 135 | **Key Personality:** Winston Churchill |
| 28 | Invasion of Italy, D- Day, End of the war, Results of WW2, Society During the Second World War, Nazi Occupied Europe, and The Holocaust.  | Pg 136- 146 |  |
| 29 | Resistance, Collaboration, The Home Front in Britain.  | Pg 147 - 150 |  |
| 30 | **Additional work on documents study:** Topic 3: Dictatorship and democracy in Europe, 1920 – 1945 | Pg 8-143 |  |
| 31 | **Additional work on documents based study:** Topic 3: Dictatorship and democracy in Europe, 1920 – 1945 | Pg 8 -143 |  |
| 32 | Research Topic | Pg 416 – 420 |  |
| 33 | Research Topic Summer Exams | Pg 416- 420 |  |
| 34 | Summer Exams |  |  |

Year Six History Plan

**Textbook:**

Modern Ireland: Gerard Brockie and Raymond Walsh

**Support materials:**

 Internet Resources, YouTube, Scoilnet, Material provided by Cork HTAI etc

**Prescribed topics for case studies: 2016/2017** - Europe and the wider world, Topic 3: Dictatorship and democracy in Europe, 1920 – 1945

**Further information available at:**

<https://www.examinations.ie/exam/S12_14_LC_History_Prescribed_Topics_2016_and_2017>

**Subject Plan by Week**

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| --- | --- | --- | --- |
| **Week (based on five periods a week)**  | **Topic** | **Page in Book** | **Key Concepts/Personalities** |
| 1 | Research Topic | Pg 443-451 |  |
| 2 | Research Topic  | Pg 443 –451 |  |
| 3 | Research Topic | Pg 431-451 |  |
| 4 | Research Topic | Pg 431 - 451 |  |
| 5 | **Topic 2 Movements for Political and Social Reform, 1870 - 1914**- Ireland in the late 18th century, political divisions in Ireland, The Land Question, Religious identity | Pg 8 -15 | **Key Concept:** Democracy |
| 6 | Education, Culture in late 18th century Ireland, , Gladstone and Ireland, First Land Act, Isaac Butt and the Origins of Home Rule, The Home Rule Party and Parnell,  | Pg 16 - 23 | **Key Personality:** Charles Stewart Parnell. **Key Concepts**: Home Rule, Separatism |
| 7 | The Land War 1879-82 – The Land Question, Davitt, The New Departure, Land League, Land War 1879-82, Second Land Act, Parnell’s Arrest, Ladies Land League, Kilmainham Treaty,  | Pg 25-34 | **Key concept:** Militarism |
| 8 | Parnell and the Home Rule Movement 1882 – 91, Phoenix Park Murders, Revival of the Home Rule Party, Catholic Church and the Home Rule Movement **Case Study: The Elections of 1885 and 1856** | Pg 37-44 |  |
| 9 | Finish Case Study: **The Elections of 1885 and 1856**, Fall of Parnell, The Conservatives and Ireland, Killing Home Rule with Kindness | Pg 45 - 54 | **Key Personality:** Charles Stewart Parnell. |
| 10 | Balfour and the Irish, Plan of Campaign, Co-Operative Movement, United Irish League and Land Reform, Mid Term Exam | Pg 54- 63 | **Key Personality:** Michael Davitt |
| 11 | Cultural Revival, Religious Identity and Educational Advances, Growing Power of the Catholic Church, Educational Advancement, **Case Study: The GAA to 1891** | Pg 66 - 73 | **Key Concept**: Irish Ireland |
| 12 | **Case Study: The GAA to 1891** The Gaelic League, , the Anglo Irish Literary Revival,  | Pg 74 - 81 | **Key Personality:** Douglas Hyde, WB Yeats**Key Concept**: Anglo – Irish, Anglisation/De-Anglisation |
| 13 | Industrial Development in Ireland, Conditions in Belfast and Dublin, The Irish Labour Movement, **Case Study: 1913 strike and lockout** | Pg 82-92 | **Key Personality**: James Larkin, James Connolly**Key Concept**: Socialism, Political Agitation |
| 14 | The Status of Women, Home Rule after Parnell., New Nationalism, Sinn Fein, Third Home Rule Bill, Unionist Resistance, | Pg 96-106 | **Key Personality**, Isabella Tod and Hanna Sheehy-Skeffington.**Key Concept:** Feminism, Suffragette |
| 15 | Solemn League and Covenant Irish Volunteers, World War 1 and the Split in the Volunteers, Christmas Exam | Pg 107 – 113 | **Key Personality**: John Redmond, Edward Carson |
| 16 | Christmas Exam |  |  |
| 17 | **Topic Three: Pursuit of Sovereignty and the Impact of Partition 1912 - 1949**– Home Rule Bill 1912, Unionist Response, Outbreak of WW1 | Pg 118 – 126 | **Key Concept:** Sovereignty, Partition, Ulster Unionism |
| 18 | 1916 Rising – Planning, Outbreak Aftermath, 1918 conscription crisis and general election. | Pg 126 - 139 |  **Key Personality,** Patrick Pearse,**Key Concept:** Allegiance, Physical Force, IRB/IRA, Blood Sacrifice |
| 19 | 1918 General Election, The First Dail, the War of Independence, Government of Ireland Act, Truce  | Pg 140 -151 | **Key Personality,** Countess Markievicz |
| 20 | Treaty Negotiations, **Case Study: the Treaty Negotiations, October-November 1921,** The Treaty Split, Debate and the Drift to Civil War | Pg 154 – 164 |  |
| 21 | Civil War, Impact, Establishment of the Irish Free State, Law and Order | Pg 165 - 174 | **Key Personalities**, Arthur Griffith and Michael Collins, |
| 22 | Pre Cert Exams |  |  |
| 23 | Pre Cert Exams |  |  |
| 24 | Review of Pre Cert Exams |  |  |
| 25 | Army Mutiny, Economic and Social Policies of Cumann na NGaedhal, Boundary Commission | Pg 175 - 182 |  |
| 26 |  DeValera and the founding of Fianna Fail, 1932 General Election, , **Case Study: The Eucharistic Congress 1932** | Pg 183 - 193 | **Key Personality**: WT Cosgrave |
| 27 | Dismantling the Treaty, Bunreacht na hEireann, Economic and Social Policies of Fianna Fail, Challenges to Fianna Fail, The Blueshirts | Pg 194 - 202 | **Key Concept**: Dominion Status, Republic, Free Trade, Protectionism. |
| 28 | General Elections of 1937 and 1938, Outbreak of WW2, Relations with Other Countries, Life during the Emergency, End of the War, Assessment of and Life during the Emergency. . | Pg 203 - 212 | **Key Personality,** JJ McElligott.**Key Concept**: Neutrality |
| 29 | 1948 general election, Declaration of an Irish Republic, Northern Ireland 1920-39, Establishment of Northern Ireland, Relations between the North and South, Religious and Political Divisions, Education | Pg 213 - 223 | **Key Personality:** Eamonn De Valera, Evie Hone.**Key Concept**: Discrimination |
| 30 | Social and Economic Policy in NI, 1930’s Depression, Outbreak of WW2, **Case Study: Belfast during WW2** | Pg 223 - 233 | **Key personality**: James Craig, Richard Dawson Bates**Key concept:** Conformity, Censorship |
| 31 | American Forces in NI, War Ends Welfare State, Post War Reconstruction, Northern Ireland and the Declaration of the Republic.  | Pg 235 - 238 |  |
| 32 | Revision and Exams Preparation |  |  |
| 33 | Revision and Exam Preparation  |  |  |
| 34 | Revision and Exam Preparation |  |  |