

ENVIRONMENT AND SOCIETY: History

The minimum content is set out below.

The statutory requirements are set out in **bold** and additional guidance appears in plain text. *All examples are in italics.*

<i>Developing pupils’ Knowledge, Understanding and Skills</i>	<i>(Objective 1) Developing pupils as Individuals</i>	<i>(Objective 2) Developing pupils as Contributors to Society</i>	<i>(Objective 3) Developing pupils as Contributors to the Economy and the Environment</i>
<p>Pupils should have opportunities to:</p> <p>investigate the past and its impact on our world today through an understanding of:</p> <ul style="list-style-type: none"> • different perspectives and interpretations; • cause and effect; • continuity and change; • progression and regression; <p>and by developing:</p> <ul style="list-style-type: none"> • the enquiry skills to undertake historical investigations; • critical thinking skills to evaluate a range of evidence and appreciate different interpretations; • creative thinking skills in their approach to solving problems and making 	<p>Pupils should have opportunities to:</p> <p>Explore how history has affected their personal identity, culture and lifestyle, for example, <i>how location/birthplace, family history, religion, nationality, sport, language, traditions etc. have been shaped by the past, for example, Reformation, plantation, settlement, colonisation, emigration, immigration etc.</i></p> <p>Personal Understanding</p> <p>Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions, for example, <i>the Troubles, slavery, apartheid, Arab/Israeli conflict etc.</i></p> <p>Mutual Understanding</p> <p>Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy, for example,</p>	<p>Pupils should have opportunities to:</p> <p>Investigate the long and short term causes and consequences of the partition of Ireland and how it has influenced Northern Ireland today including key events and turning points.</p> <p>Citizenship</p> <p>Investigate the impact of significant events/ideas of the 20th century on the world, for example, <i>war, women’s rights, international terrorism, developments in transport and travel, technology, medicine, the arts etc.</i></p> <p>Cultural Understanding</p> <p>Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual, for example, <i>through powers, film, docudrama, novel, internet, newspaper, cartoon etc.</i></p>	<p>Pupils should have opportunities to:</p> <p>Investigate how the skills developed through history will be useful in a range of careers, for example, <i>jobs involving advertising, advocacy archiving, analysing problems, researching, campaigning, educating, mediating, report-writing etc.</i></p> <p>Investigate the characteristics and achievements of entrepreneurs over time, for example, <i>Brunel, Harry Ferguson, William Dargan etc.</i></p> <p>Employability</p> <p>Explore issues related to Economic Awareness</p> <p>Investigate the changing nature of local and global economies over time, for example, <i>exploration and trade, industrialisation, globalisation, women in the workplace, workers’ rights etc.</i></p> <p>Investigate the impact of technology in the workplace over time, for example, <i>the linen industry, telecommunications,</i></p>

<p>decisions;</p> <ul style="list-style-type: none"> • chronological awareness and the ability to make connections between historical periods, events and turning points; • an ability to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses; <p>through a broad and balanced range of:</p> <ul style="list-style-type: none"> • historical periods; • Irish, British, European and global contexts; • significant political, social, economic, cultural and religious development. 	<p><i>Galileo, Gandhi, Mandela, Martin Luther King, Rosa Parks, Oscar Schindler etc.</i></p> <p>Moral Character</p> <p>Explore issues related to Personal Health Investigate how and why health standards have changed over time, for example, <i>explore public health in another period and draw comparisons with modern health issues etc.</i></p> <p>Personal Health</p> <p>Explore issues related to Spiritual Awareness Investigate and evaluate the spiritual beliefs and legacy of civilisations, for example, <i>the Aztecs, Incas, Egyptians, Romans, Greeks, Native Americans, Medieval Christians etc.</i></p> <p>Spiritual Awareness</p>	<p>Media Awareness</p> <p>Investigate critical issues in history or historical figures who have behaved ethically or unethically, for example. <i>Slavery, the use of atom bomb, the decision to declare war, the Holocaust etc.</i></p> <p>Ethical Awareness</p>	<p><i>computers etc.</i></p> <p>Economic Awareness</p> <p>Investigate the need to preserve history in the local and global environment, for example, <i>visit an important historical site and evaluate the measures taken to preserve it; create the case for a local building or site to be preserved.</i></p> <p><i>Explore the contribution of heritage tourism to society, the economy and the environment etc.</i></p> <p>Evaluate the environmental impact of wars, industrial revolution etc.</p> <p>Education for Sustainable Development</p>
<p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of History and its impact on the present.</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • research and manage information effectively to investigate historical issues, using Mathematics and ICT where appropriate; • show deeper historical understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose. 			

