TOPIC DESCRIPTION

Beginning in the late nineteeth century, the Home Rule Movement aimed to establish a parliament in Dublin, under British Rule, that would govern on issues relating to Ireland. Meeting resistence at home and in Westminster, Home Rule would not be granted until the third time of asking but was postponed due to the outbreak of the First World War. Home Rule would finally come into effect with the Government of Ireland Act of 1920 (also known as The Fourth Home Rule Bill). By this stage the Home Rule Movement had been replaced with a more radical movement, aimed at establishing an Irish Republic free of British Rule.

INTENTIONS

1. Explore the origins of the Home Rule Movement and describe the various attempts at gainign Home Rule
2. Describe how and why there was resistence to Home Rule in Ulster
3. Explain why attitudes to Home Rule changed in the aftermath of the Easter Rising in 1916

OUTCOMES

- Summarise the Home Rule era and recognise the reasons why there was resistence to the movement.
- Distinguish between the aims of the Home Rule Movement and the more republican movement that emerged after the Easter Rising and the implications it had for Ireland and Northern Ireland.
- Employ ICT skills to express an understanding of the topic.

AREAS OF LEARNING

ENVIRONMENT AND SOCIETY : HISTORY

(Objective 1) Developing pupils as Individuals

Explore how history has affected their personal identity, culture and lifestyle.

(Personal Understanding)

Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy.

(Moral Character)

(Objective 2) Developing pupils as Contributors to Society

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.

(Citizenship)

Investigate the impact of significant events/ideas of the 20th century on the world.

(Cultural Understanding)

Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual.

(Media Awareness)

LANGUAGE AND LITERACY : ENGLISH WITH MEDIA EDUCATION

(Objective 1) Developing pupils as Individuals

Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential.

(Personal Understanding)

Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion;

Develop the ability to use language (including body language) effectively in communicating with and relating to others.

(Mutual Understanding)

Explore the use of language and imagery in conveying and evoking a variety of powerful feelings.

(Spiritual Awareness)

(Objective 2) Developing pupils as Contributors to Society

Explore the power of a range of communication techniques to inform, entertain, influence and persuade.

(Media Awareness)

LEARNING FOR LIFE AND WORK : LOCAL AND GLOBAL CITIZENSHIP
Diversity and Inclusion

Investigate factors that influence individual and group identity;

Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community;

Investigate ways of managing conflict and promoting community relations, reconciliation.

THE ARTS : ART AND DESIGN

(Objective 1) Developing pupils as Individuals

Express themselves through Art and Design.

(Personal Understanding)

Work with other pupils to produce a creative response to group expressions of identity.

(Mutual Understanding)

Investigate and respond to works of art that inspire and relate to their lives and experiences.

(Spiritual Awareness)

(Objective 2) Developing pupils as Contributors to Society

Investigate and respond to the use of visual language, logos and catchphrases in advertising.

(Media Awareness)

CROSS CURRICULAR SKILLS

COMMUNICATION

Talking and Listening

Pupils should be enabled to:

listen to and take part in discussions, explanations, role plays and presentations;

contribute comments, ask questions and respond to others' points of view;

communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;

structure their talk and speak clearly so that ideas can be understood by others;

adapt ways of speaking to audience and situation;

use non-verbal methods to express ideas and engage with the listener.

Reading

Pupils should be enabled to:

read a range of texts for information, ideas and enjoyment;

use a range of strategies to read with increasing independence;

find, select and use information from a range of sources;

understand and explore ideas, events and features in texts;

use evidence from texts to explain opinions.

Writing

Pupils should be enabled to:

talk about, plan and edit work;

communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;

develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;

write with increasing accuracy and proficiency.

USING ICT

The ICT task allows pupils to develop their knowledge, understanding and experience of the topic through the desirable features of:

>> *Research*

>> *Working with Images*

>> *Desktop Publishing*

THINKING SKILLS AND PERSONAL CAPABILITIES

Managing Information

Pupils have the opportunity to:

use their own and others' ideas to locate sources of information;

select, classify, compare and evaluate information;

use a range of methods for collating, recording and representing information;

communicate with a sense of audience and purpose.

Thinking, Problem-Solving and Decision-Making

Pupils have the opportunity to:

sequence, order, classify, and make comparisons;

make links between cause and effect;

justify methods, opinions and conclusions;

use different types of questions;

make connections between learning in different contexts.

Being Creative

Pupils have the opportunity to:

experiment with ideas and questions;

challenge the routine method;

see opportunities in mistakes and failures;

take risks for learning.

Working with Others

Pupils have the opportunity to:

listen actively and share opinions;

give and respond to feedback;

suggest ways of improving their approach to working collaboratively.

Self-Management

Pupils have the opportunity to:

be aware of their personal strengths, limitations and interests;

organise and plan how to go about a task;

focus, sustain attention and persist with tasks;

compare their own approach with others' and in different contexts.

Rewarding Learning

nerve centre