Timeline Second Year History CBA1

No. of lesson/ Topic	Resources for Teacher and students	Methodology	Assessment	Literacy/numeracy
Lesson 1: Explanation of CBA structure and assessment. Early stages of creating an idea for CBA project.	Teacher: • PowerPoint Presentation • Roll Book • NCCA website- https://ncca.ie/en • JCT.ie Student: • Handout created by teacher to explain CBA structure and guidelines. • School Journal • Daily Diary Worksheet • Brainstorming worksheet • Pens and CBA folder	• Think, pair, share, • Brainstorming • Questions and Answers	In class: • Use of questioning • Brainstorming (Think-Pair-Share) • Start filling in their daily diary. Homework: • Decide on your chosen topic for the CBA (for class 3) • Decide on the template of their CBA.	Literacy: Explaining the CBA and what the task is that they must complete The 5 R's: • Remarkable • Remembered • Resonant • Resulting in change • Revealing Describe the process of the CBA: • Investigating • Discovering • Displaying • Reflecting The Features of Quality: • Exceptional • Above expectations • In line with expectations • Yet to meet expectations Numeracy: • Timeline and Word Count

Lesson 2: Research Topic in PC Suite/ICT - Introduction to Internet Safety	Teacher: • Computer • Projector (if applicable) • Whiteboard & Markers • Roll Book Student: • Computer • Notes Copy • Pens and CBA Folder • Daily Diary Worksheet	• Instructional teaching – the teacher helping the students with their CBA research • S.W.O.T. analysis on two potential topics – the students will then decide what their strongest topic is for class 3	In-class: • Demonstrating research skills • Fill in their daily diary Homework: • Optional to continue research at home via internet searches or visiting certain places of interest to the student.	• Key words from student's ideas on topics – research if necessary • Listing ideas in order of preference for discussion with teacher
Lesson 3: Workshop on using local library sources.	Teacher: • Organises a minibus to get to and from the library for the students • Roll Book Students: • Notes copy • Pens and CBA folder • Daily Diary Worksheet • Research using library materials	• Dialectic teaching • Questions & Answers • Student-centered – students researching information	In-class (library workshop): • Students gather valuable material from the library to help them with their CBA research • Students fill in their daily dairy worksheet Homework: • Students must decide what topic they are doing their CBA on. Students will have a stronger idea now about what they would like to do after spending one class in the computer room in school and	Literacy: • Define what a primary and a secondary source is • Show a variety of examples to the students that is available in the library Numeracy: • Student's need one primary source and two secondary sources • Be aware of their timeline and where they need to be in terms of their CBA research

			another class in the local library	
Lesson 4: Workshop by local newspaper editor: How to conduct interviews and learn new skills for accessing online material	Teacher: • Roll Book • PowerPoint • Whiteboard (if applicable) Students: • Notes Copy • Daily Diary worksheet • Pens and CBA folder	• Dialectic teaching • Questions & Answers • Student-centered – students researching information	In-class: • Students fill in their daily dairy experience. Homework: • If students need to interview a family member at home, they are now aware of how to ask questions and take notes .	Literacy: 5 W's & H: • Students will be able to form questions for their interviewee and what they need to ask them • Students will be able to record their notes using the worksheet template • If there are any words that the students may not understand, the teacher can help the student in the next class
Lesson 5: Peer evaluation	Teacher: • Roll Book • Computer • Whiteboard & Markers (if applicable) Students: • The research and work that the students have done so far – sources • Notes copy • Audio equipment (if applicable) • Pens and CBA Folder • Daily Diary Worksheet	• Peer-Assessment - Sandwich technique • Group work • Oral Feedback	In-class: • Peer-Assessment • Students fill in their daily dairy experience. Homework: • Use the oral feedback that each student got to from their fellow student's and make changes to their CBA if they wish to do so	Literacy: • Students will understand what critical thinking is • Sandwich technique Numeracy: • The teacher and the students are aware of the timeline and keeping track of their progress

Lesson 6:
Show sources and information gathered so far
	Teacher:
	• Roll Book
	• Computer
	
	Students:
	• 3 pictures/images
	• 3 other sources that are not pictures/images (can be primary or secondary)
	• Notes copy
	• Audio equipment (if applicable)
	• Daily Diary Worksheet
		• Evaluate the student's sources and work content so far.
		• Questions & Answers
		• Instructional teaching
		• Implementation of the sandwich technique.
			In-class:
			• Students fill in their daily dairy experience
			• Questions & Answers
			• Sandwich technique
			
			Homework:
			• Use the oral feedback that each student got to from their fellow student's and make changes to their CBA if they wish to do so
				Literacy:
				• New skills
				  - Creativity
				  - Organisational
				  - Time management
				  - Research
				
				Numeracy:
				• 3 pictures/Images
				• 3 other sources that are not pictures or images

Lessons 7 & 8: ICT/ Creation Class	**Teacher:** • Computer • Roll Book • Printer **Students:** • Notes copy • Daily Diary Worksheet • Pens and CBA folder • Sources • Paper, glue, scissors etc. • Posters (if applicable) • Computer & PowerPoint (if applicable) • Folder (if applicable)	• Question and Answers • Sandwich technique for feedback for improvements if necessary	**In-class:** • Daily Diary Worksheet • Teacher walks around to check students' work – formative assessment **Homework:** • Student's may need to finish their CBA at home before they submit it to the teacher in the next class	**Literacy:** • Students become familiar with reflection and what the process consists • Digital literacy for any student working on a computer and using PowerPoint

Lesson 9: Final touches and submitting CBA	**Teacher:**
	• Computer
	• Printer
	• Roll Book
	
	Students:
	• Notes copy
	• Daily Diary Worksheet
	• Pens and CBA folder
	• Sources
	• Paper, glue, scissors etc.
	• Posters (if applicable)
	• Computer & PowerPoint (if applicable)
	• Folder (if applicable)
		• Supervision
		• Questions and Answers
			In-class:
			• Students fill in their daily dairy worksheet
			• Submit their CBA to the teacher in the format each student chose
				Literacy:
				• Students continue their preparation for reflection, becoming aware of how each student will be able to reflect
				  - What did I learn about the CBA in History?
				  - So, what does this imply for your classroom practice?
				  - Now, what do you need to incorporate into your classroom practice?