



Evolution of Devolution

Area of Learning: Environment and Society: *History*

Learning Intentions

By completing the activities, pupils will have the opportunity to:

- research and role play historical characters to view a period from a different perspective;
- use ICT skills to explore evidence and research or revise a period of study; and
- become familiar with strategies to investigate the causes and consequences of events.

Statutory Requirements

The online and class activities will contribute to the following statutory requirements:

Environment and Society: *History*

Pupils should have opportunities to investigate the past and its impact on our world today through an understanding of:

- different perspectives and interpretations;
- cause and effect;
- continuity and change; and
- progression and regression;

and by developing:

- 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 decisions; and
- chronological awareness and the ability to make connections between historical periods, events and turning points.

Pupils should have opportunities to:

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.

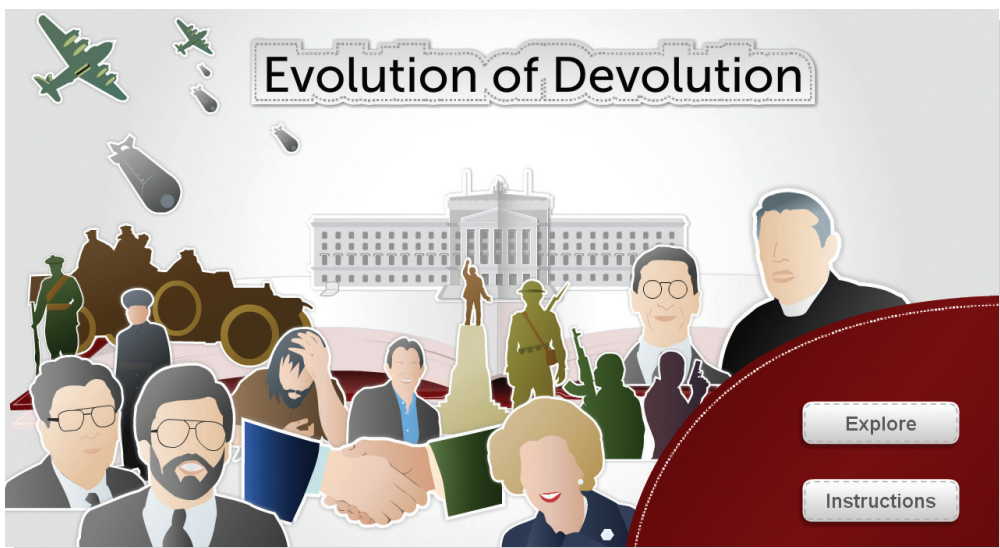




Cross-Curricular Skills/Thinking Skills and Personal Capabilities

The online and class activities will provide pupils with the opportunity to develop the following skills and capabilities:

Managing Information	When using the information on the timeline to create two diagrams looking at the causes and consequences of the partition of Ireland, pupils may develop their skill in: <ul style="list-style-type: none"> • grouping, sorting and evaluating information; and • recording and adapting information.
Thinking, Problem-Solving and Decision-Making	By completing the Fishbone Strategy and Consequence Wheel, pupils will have the opportunity to: <ul style="list-style-type: none"> • examine evidence and options; and • make links between cause and effect.
Working with Others	By working in groups to navigate the timeline and complete the active learning activities, pupils will have the opportunity to: <ul style="list-style-type: none"> • contribute to group work; and • listen actively, justify opinions and reach agreement using negotiation and compromise.
Being Creative	By imagining questions and answers for historical characters through Hot Seating, pupils will have the opportunity to: <ul style="list-style-type: none"> • experiment with different modes of thinking.
Using ICT	By exploring using the online timeline, pupils will have an opportunity to access, select, interpret and research information from safe and reliable sources.



Overview

The Evolution of Devolution in the **Years 8–10** section of the [Northern Ireland Assembly Education Service](#) website is an interactive timeline of events 1900–1999, culminating in the establishment of the Northern Ireland Assembly. It concludes with a summary of the first decade of devolution, 2000–2010.

You can use the timeline in different ways, but you might find it useful to focus on a specific topic, time period or discovery challenge when exploring the information and media available in this online resource.

The Starter Activity uses the theme of stories as a way to introduce pupils to the period of study through active learning.

The Follow-Up Activities focus on exploring the causes and consequences of events, using the partition of Ireland as an example.

Starter Activity

Introduce the pupils to the topic to be studied through stories of famous or fictional people related to that time, for example the situation in Ireland leading up to partition. Pupils could be asked to do some background research before role-playing/questioning these characters through activities such as Hot Seating, as described in the Northern Ireland Curriculum Active Learning and Teaching Methods for Key Stage 3 booklet, pages 36–37. This resource can be found in the **Key Stage 3** section of the Northern Ireland Curriculum website at: www.nicurriculum.org.uk

Continuing to use the theme of stories, ask the pupils to consider how there can be many pages in a book both before and after a certain event that contribute to the overall story – causes before and consequences after that evolve over time into the rounded account of a whole book.

Present the Evolution of Devolution activity from the **Years 8–10** section of the [Northern Ireland Assembly Education Service](#) website using the whiteboard. The story theme can be used to introduce the timeline of events in its book layout – how the causes and consequences of decisions such as partition can be seen as part of a larger story.

Online Activity

The Evolution of Devolution activity in the **Years 8–10** section of the [Northern Ireland Assembly Education Service](#) website is an interactive timeline of events 1900–1999.

Pupils navigate to explore milestone events in the storybook of a century ending in devolution for Northern Ireland:

- Click the forward/back buttons at the bottom of the screen to scroll to the time period in question.
- Roll over the symbols on the pages of the book for KS3 targeted information on that event.
- Click on each symbol for more in-depth information (KS3 and above) and any other media related to that event.





The interactive timeline can be used to explore, research or revise topics from this time span individually or in groups.

To make the best use of the time available to look at this content, it may be beneficial to arrange the class into groups, providing them with a particular time span and focus to investigate on the timeline.

For example, if the focus is to explore the causes and consequences of the partition of Ireland, split the class into groups and give them a specific time period to research, such as 1900–1910, 1910–1920, 1920–1930.

Ask the groups to make a note of any information they find about the causes and consequences of the partition of Ireland. Each group should feed back on what they have found. Make a note of these ideas on the board.

As well as allowing pupils to discover information, an alternative approach could be taken by setting a challenge in the form of a mystery/puzzle which must be investigated and solved by gathering facts from the timeline.

Related Activities

The **Years 8–10** section of the [Northern Ireland Assembly Education Service](#) website contains other multimedia resources that may be related to this activity:

Who Decides What?

As well as exploring the different levels of government influencing everyday life in Northern Ireland today, this activity introduces devolution and the relationship between the Northern Ireland Assembly and the UK Parliament. It links directly to the Evolution of Devolution timeline in the Follow-Up Activity focusing on History and the Belfast/Good Friday Agreement.

How Do We Elect MLAs?

This video explains the Single Transferable Voting system used to elect representatives in the Northern Ireland Assembly Elections – a form of proportional representation, which did not always exist in Northern Ireland.

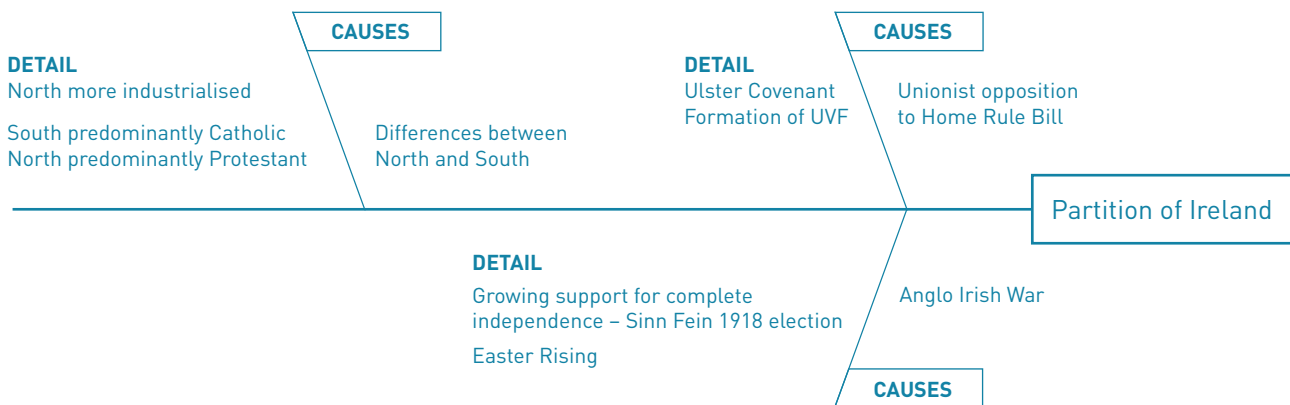




Follow-Up Activities

Introduce pupils to the concept of a Fishbone Strategy, as described in the Northern Ireland Curriculum Active Learning and Teaching Methods for Key Stage 3 booklet, page 27. This resource can be found under the **Key Stage 3** section of the Northern Ireland Curriculum website at: www.nicurriculum.org.uk The Fishbone Strategy helps pupils think about the main causes of an event and list important factors in those causes.

For example:



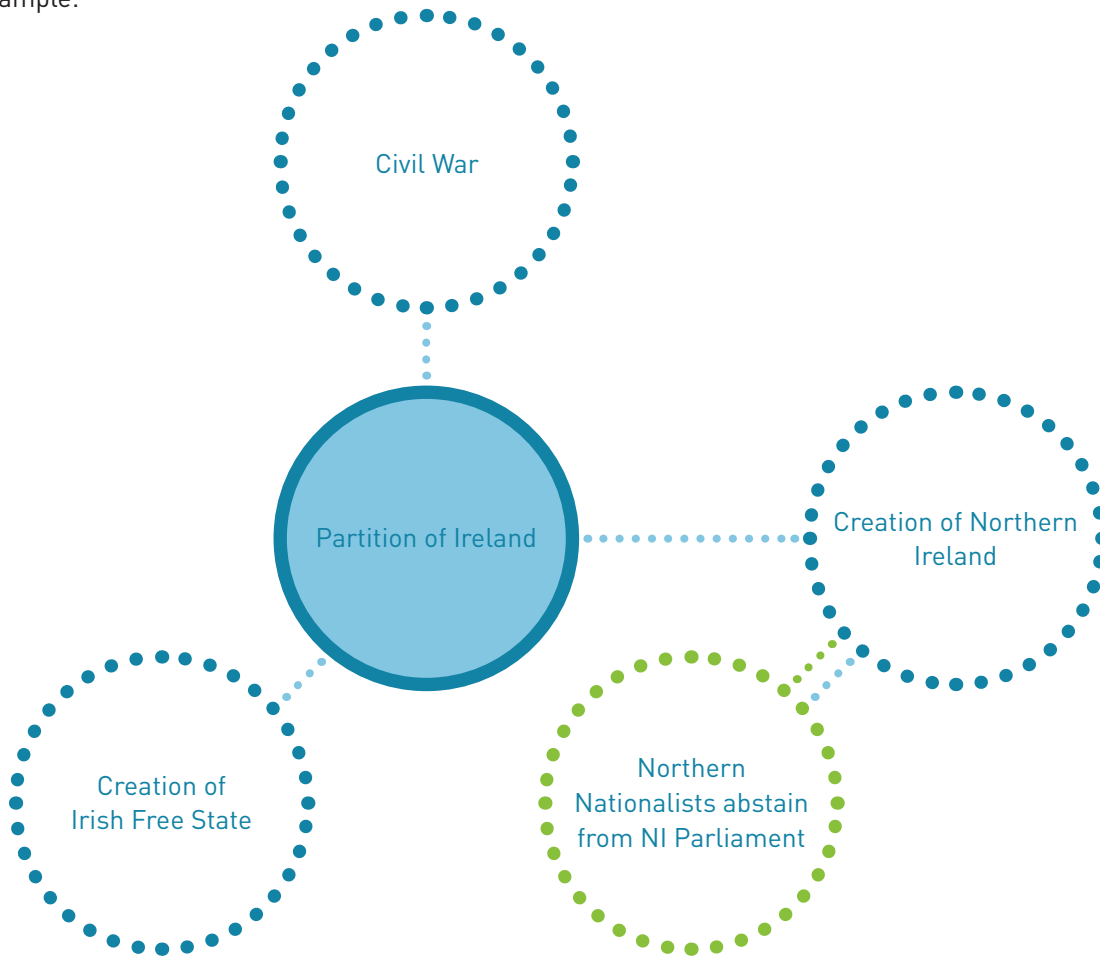
Ask each group to produce a Fishbone diagram about the causes of the partition of Ireland. They can use the information gathered by the whole class.





Introduce pupils to the concept of a Consequence Wheel, as described in the Northern Ireland Curriculum Active Learning and Teaching Methods for Key Stage 3 booklet, page 17. Ask them to look at the consequences that have been collected by the groups during the research on the timeline. Model the creation of a Consequence Wheel for the pupils, looking at the first, second and even third order consequences of partition.

For example:



Ask each group to create a Consequence Wheel using the information the class gathered during their research on the timeline.

You could perform the same exercise if you are looking at more recent events in Northern Ireland's history, for example the causes and consequences of the Troubles or the Belfast/Good Friday Agreement.

The timeline can also be used as a visual revision tool before exams.

