TEACHER

GUIDELINES

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- Managing the Module
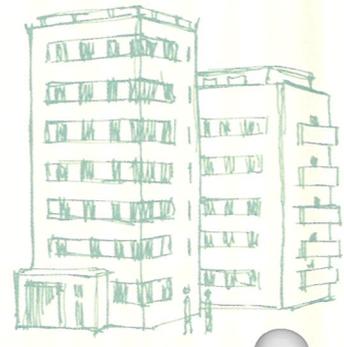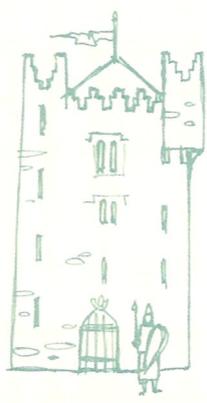
- Background Information

- Skills Development

- Strands

Linkages	Integration		
SESE Geography	Mathematics	Visual Arts	SPHE
SESE Science	Gaeilge	English	

Teacher Guidelines

Managing the Module: Senior Classes

This module is designed as a visual presentation of Irish archaeology through nine thousand years. The drawings show scenes from each archaeological period featuring appropriate monuments and artefacts. These are provided to stimulate the pupil's visual imagination and provide a constant reference point for the other modules. It should be noted that in the prehistoric period the dates given are approximations and should not be seen as exact historic dates.

Preparation

While marking out the line on the wallpaper ensure that the drawings for each period will fit in the space provided. To make them easier to see the drawings should be enlarged on a photocopier from A4 to A3. Make sure allowance is made for this extra size on the timeline.

Whilst there is plenty of space in the 1,000 year intervals for the earlier pre-historic periods, the situation becomes more difficult in the later periods where there is more to fit into less space. Either reduce the number of drawings or add some extra paper below the line.

The periods and their relevant time span are as follows (enlarged versions are provided below which can be photocopied for use on the timeline itself):

Stone Age- Hunters	7000 BC – 4000 BC	(Mesolithic)
Stone Age- Farmers	4000 BC – 2000 BC	(Neolithic)
Bronze Age	2000 BC – 500 BC	
Iron Age	500 BC – 400 AD	
Early Christian	400 AD - 1200 AD	
Medieval	1200 AD – 1700 AD	
Post Medieval	1700 AD - 1900 AD	
Modern	1900 AD - Present	

After placing the names of the different periods on the timeline between the two parallel lines, it might be useful to distinguish them using different colours, e.g. blue for the Stone Age - Farmers and green for the Bronze Age.

The Activity

There are 43 drawings provided, numbered in sequence for placement on the timeline, starting at 7000 BC. Hand out the drawings to the class and ask them to colour them in. Encourage them to use light colouring pencils and to be careful not to scribble or use dark colours that might detract from the details of the drawing. Not all of the picture needs to be coloured - just the monument or artefact itself. Once a pupil is finished the first drawing hand out another (if some are left over) until they are all completed or you feel they have enough done.

Then call on all the pupils with drawings of *Stone Age- Hunters* to come to the front of the class and ask them to stand in numerical order (all the drawings are numbered). They then take it in turn to read their text, show their picture to the class, and stick it on the timeline in the appropriate place. Monitor the way the drawings are stuck onto the timeline so that there is enough room for them all. It is a good idea to draw a vertical line on the timeline at the end of each period to ensure that it does not spill over into the next. When the *Stone Age- Hunters* are finished bring the next group forward- *Stone Age- Farmers*, and repeat the process etc.

When the timeline is completed it should be placed on the wall of the classroom and continually referred to as the other modules proceed, and during the general SESE programme.

Managing the Module: Junior Classes

The concept of long periods of time is difficult for young people to comprehend and particularly for the junior classes. A timeline for infants could be based on the pupils own birthdays. In its simplest form the timeline can feature the difference between the pupils last birthdays and their first birthdays. This idea can be extended to a year-by-year record in 1st and 2nd class, for example featuring a birthday card for each year (see *Primary School Curriculum- Teacher Guidelines*, page 8). The timeline should be used to develop the pupil's vocabulary of time and a sense of the pupil's own past. This can then be developed into a timeline that features the difference between how things were long ago and how things are today (see Module 8).

A shorter version of the archaeological timeline could be introduced to junior classes. Prepare the wallpaper with a long line dividing it into two sections: *long ago* and *modern*. Select certain drawings from those provided that the younger pupils will understand. Hand these drawings out and get the pupils to colour them in. Then, whilst the pupils place their drawing one-by-one on the timeline, narrate the story the pictures are illustrating. Then select some suitable modern drawings (not supplied) for that section of the timeline. For example, a castle in the long ago section can be contrasted with a modern building. Likewise, one of the Stone Age farming scenes with a modern one.
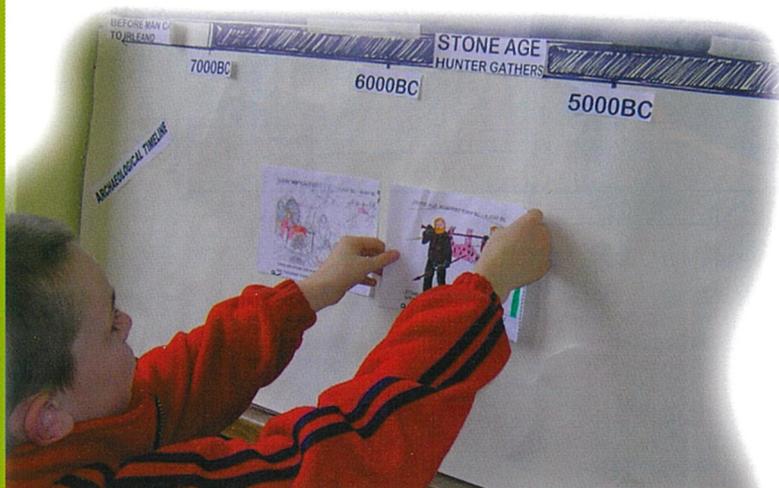
DATES AND PERIODS FOR TIMELINE IRELAND

7000BC
6000BC
5000BC
4000BC
3000BC
2000BC
1000BC
0 Birth of Christ
1000AD
2000AD
Stone Age Hunters
Stone Age Farmers
Bronze Age
Iron Age
Early Christian
Medieval
Post Medieval
Modern

Skills and Concepts Development: *Working as a Historian*

Teacher Guidelines: Module 2

INFANT CLASSES

Time and Chronology:
- The pupils become aware of and discuss a simple story based on a timeline.
- Record a sequence of events in personal or family history using a timeline.

Using Evidence:
- The pupils encounter the idea of events that happened in the past using the timeline.

Communication:
- The timeline can be used as a means of communicating a story about past events.

1ST AND 2ND CLASSES

Time and Chronology:
- The pupils can begin to distinguish between past, present and future events using the timeline.
- Begin to develop an understanding of chronology by placing pictures on the timeline.

Change and Continuity:
- The pupils can explore ideas of change and continuity using the timeline.

Cause and Effect:
- Using the timeline the pupils can relate the event with a consequence- the arrival of farming made more food for people.

Using Evidence:
- The pupils can examine a range of simple historic evidence using the timeline.

Synthesis and Communication:
- The timeline can be used as a means of communicating a story about the past.

Empathy:
- Using the timeline pupils can imagine and discuss the sequence of events that happened in the past.

3RD AND 4TH CLASSES

Time and Chronology:
- The pupils can begin to distinguish between past, present and future using the pictures on the timeline.
- Begin to develop an understanding of chronology by using the pictures on the timeline.
- Use words and phrases to describe the artefacts and monuments depicted on the timeline pictures.

Change and Continuity:
- The pupils can explore ideas of change (differing ways of acquiring food) and continuity (the need for food) using the pictures on the timeline.

Cause and Effect:
- Using the timeline the pupils can relate the events depicted as a consequence of change in the past.

Using Evidence:
- The pupils examine the range of artefacts and monuments depicted on the timeline.
- Summarise information about the past using the pictures on the timeline.

Synthesis and Communication:
- Communicate a story about the past using the pictures on the timeline.

Empathy:
- Using the timeline the pupils can imagine and discuss the event depicted on the pictures from the lives of people in the past.

5TH AND 6TH CLASSES

Time and Chronology:
- The pupils begin to understand time and chronology using the pictures on the timeline.
- Use words and phrases to describe the artefacts, monuments, dates and times depicted on the timeline pictures.
- Record people and events in the past using the timeline.

Change and Continuity:
- The pupils can explore ideas of change (differing ways of acquiring food) and continuity (the need for food) between the different periods in the past using the pictures on the timeline.
- Using the timeline the pupils can recognise factors which effected change in the past.

Cause and Effect:
- The pupils examine the range of artefacts and monuments depicted on the timeline.

Using Evidence:
- Summarise information about the past using the pictures on the timeline.
- Ask questions about the scenes depicted on the pictures on the timeline.
- Make simple deductions about events in the past using the timeline pictures.
- Select and organise historical information using the pictures on the timeline.

Synthesis and Communication:
- Communicate a story about the past using the pictures on the timeline.

Empathy:
- Using the timeline the pupils can imagine and discuss the event depicted on the pictures from the lives of people in the past.
- Discuss how the people who participated in them perceived the events that are depicted on the timeline.

Infants

Strand: Myself and my family
Strand unit: Myself

The child should be enabled to
· explore and record significant personal events and dates
· collect and examine simple evidence
· compare photographs, clothes worn or toys used at different ages, noting development and things which have stayed the same.

Strand unit: My family

The child should be enabled to
· compare relative ages: old/older, young/younger
· collect simple evidence
· discuss developments in the life of the family and things which have stayed the same.

Strand: Story
Strand unit: Stories

The child should be enabled to
· display storyline pictures showing episodes in sequence.

1st & 2nd Classes

Strand: Myself and my family
Strand unit: Myself

The child should be enabled to
· explore and record significant personal dates and events
· collect, discuss and compare simple items of evidence from own past
· construct simple personal timeline or storyline.

Strand unit: My family

The child should be enabled to
· explore and record significant features, events and dates in the past of the child's family and extended family
· collect, explore and discuss a range of simple evidence, noting changes and developments and items which have stayed the same
· compile simple family tree, scrapbook or timeline.

Strand unit: Feasts and festivals in the past

The child should be enabled to
· explore and discuss the origins and traditions of some common festivals
· explore and discuss the origins and traditions of some common festivals.

Strand: Story
Strand unit: Stories

The child should be enabled to
· display storyline pictures showing episodes in sequence
· use appropriate timelines.

3rd & 4th Classes

Strand: Local Studies
Strand unit: My locality through the ages

The child should be enabled to
· become familiar with important events in the history of the locality, referring to the wider national context where relevant
· collect related local ballads, stories and traditions.

Strand: Story
Strand unit: Stories from the lives of people in the past

The child should be enabled to
· listen to, discuss, retell and record a range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments
· become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
· use appropriate timelines.

Strand: Early people and ancient societies
Strand unit: Stone Age peoples
Strand unit: Bronze Age peoples
Strand unit: Early Christian Ireland

The child should be enabled to
· become familiar with aspects of the lives of these peoples
· examine and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally
· record the place of these peoples on appropriate timelines.

Teacher Guidelines: Module 2

3rd & 4th Classes cont.

Strand: Life. Society, work and culture in the past

Strand unit: Life in Norman Ireland
Strand unit: Life in mediaeval towns and countryside

The child should be enabled to
· become familiar with aspects of the lives of these people
· examine and become familiar with evidence from the periods studied, especially evidence which may be found locally
· record the place of peoples on timelines.

Strand: Continuity and change over time

Strand unit: Food and farming
Strand unit: Clothes
Strand unit: Homes and houses

The child should be enabled to
· identify items of change and continuity in the "line of development"
· identify some of the factors which have caused or prevented change
· refer to or use appropriate timelines.

5th & 6th Classes

Strand: Local Studies

Strand unit: Buildings, sites or ruins in my locality

The child should be enabled to
· actively explore some features of the local environment
· investigate various aspects of these sites
· present findings using a variety of media and appropriate timelines.

Strand unit: My locality through the ages

The child should be enabled to
· study a period or periods in the history of the local village, town, city area, townland, parish or county; in
· become familiar with important events in the history of the locality, setting local figures or events in the national and international context where relevant.

Strand: Story

Strand unit: Stories from the lives of people in the past

The child should be enabled to
· listen to, discuss, retell and record a range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments
· become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
· use appropriate timelines.

Strand: Early people and ancient societies

Strand unit: Stone Age peoples
Strand unit: Bronze Age peoples
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The child should be enabled to
· become familiar with aspects of the lives of these peoples
· examine and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally
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Strand unit: Life in Norman Ireland
Strand unit: Life in mediaeval towns and countryside

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· become familiar with aspects of the lives of these people
· examine and become familiar with evidence from the periods studied, especially evidence which may be found locally
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Strand: Continuity and change over time

Strand unit: Food and farming
Strand unit: Clothes
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· identify items of change and continuity in the "line of development"
· identify some of the factors which have caused or prevented change
· refer to or use appropriate timelines.

LINKAGES ACROSS THE CURRICULUM

SESE Geography

INFANTS

Strand: **Human environments**
Strand Unit: Living in the local community
Strand Unit: People and places in other areas

Strand: **Environmental awareness and care**
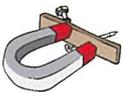Strand Unit: Caring for my locality

1ST AND 2ND CLASSES

Strand: **Human environments**
Strand Unit: Homes and shelter
Strand Unit: People and places in other areas

Strand: **Natural environments**
Strand Unit: The local natural environment

Strand: **Environmental awareness and care**
Strand Unit: Caring for my locality

3RD AND 4TH CLASSES

Strand: **Human environments**
Strand Unit: Settlement: homes and other buildings
Strand Unit: Natural environmental features and people

Strand: **Natural environments**
Strand Unit: The local natural environment

Strand: **Environmental awareness and care**
Strand Unit: Environmental awareness

5TH AND 6TH CLASSES

Strand: **Human environments**
Strand Unit: Settlement: homes and other buildings
Strand Unit: Natural environmental features and people
Strand Unit: Transport and communications

Strand: **Natural environments**
Strand Unit: The local natural environment

Strand: **Environmental awareness and care**
Strand Unit: Environmental awareness

SESE Science

INFANTS

Strand: **Living things**
Strand Unit: Myself

Strand: **Environmental awareness and care**
Strand Unit: Caring for my locality

1ST AND 2ND CLASSES

Strand: **Living things**
Strand Unit: Myself

Strand: **Environmental awareness and care**
Strand Unit: Caring for my locality

3RD AND 4TH CLASSES

Strand: **Living things**
Strand Unit: Human life

Strand: **Environmental awareness and care**
Strand Unit: Environmental awareness
Strand Unit: Caring for the environment

5TH AND 6TH CLASSES
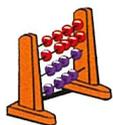
Strand: **Living things**
Strand Unit: Human life

Strand: **Environmental awareness and care**
Strand Unit: Environmental awareness
Strand Unit: Caring for the environment

Teacher Guidelines: Module 2

TEACHER GUIDELINES

INTEGRATION ACROSS THE CURRICULUM

Mathematics

INFANTS	Strand: Early mathematical activity Strand: Number Strand: Shape and space Strand: Data	
1ST AND 2ND CLASSES	Strand: Shape and space Strand: Number Strand: Data	
3RD AND 4TH CLASSES	Strand: Shape and space Strand: Number Strand: Data Strand: Measures	
5TH AND 6TH CLASSES	Strand: Shape and space Strand: Measures Strand: Number Strand: Data	

Visual Arts

INFANTS	Strand: Drawing Strand: Construction
1ST AND 2ND CLASSES	Strand: Drawing Strand: Construction
3RD AND 4TH CLASSES	Strand: Drawing Strand: Construction
5TH AND 6TH CLASSES	Strand: Drawing Strand: Construction

SPHE

INFANTS	Strand: Myself Strand: Myself and the wider world
1ST AND 2ND CLASSES	Strand: Myself Strand: Myself and the wider world
3RD AND 4TH CLASSES	Strand: Myself Strand: Myself and the wider world
5TH AND 6TH CLASSES	Strand: Myself Strand: Myself and the wider world

Gaeilge

RANGANNA NAÍONÁN	Snáithe: Éisteacht Snáithe: Labhairt
1 AGUS 2 RANGANNA	Snáithe: Éisteacht Snáithe: Labhairt Snáithe: Scríbhneoireacht
3 AGUS 4 RANGANNA	Snáithe: Éisteacht Snáithe: Labhairt Snáithe: Scríbhneoireacht Snáithe: Léitheoireacht
5 AGUS 6 RANGANNA	Snáithe: Éisteacht Snáithe: Labhairt Snáithe: Scríbhneoireacht Snáithe: Léitheoireacht

English

INFANTS	Strand: Receptiveness to language Strand: Competence and confidence in using language Strand: Developing cognitive abilities through language Strand: Emotional and imaginative development through language
1ST AND 2ND CLASSES	Strand: Receptiveness to language Strand: Competence and confidence in using language Strand: Developing cognitive abilities through language Strand: Emotional and imaginative development through language
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