

TEACHER GUIDELINES

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- Background Information
- Skills Development
- Strands

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





Managing the Module: Senior Classes

Ordnance Survey maps can look intimidating but don't be frightened- try them first!

A section of Ordnance Survey six-inch map number 2 for Co. Cork is provided in AS1. This is an area just west of Charleville- one of the crossroads on the map is named 'Two Mile Cross Roads' because it is two miles from the town of Charleville. This map is dated 1936 and shows the countryside as it was about seventy years ago. The six-inch maps are an essential tool for the study of local history in Ireland.

Three further Activity Sheets are provided with a series of tasks designed to assist the pupils understand these map. The activities are based on colouring-in various features on the map, under five basic headings, see AS2, AS3, AS4 and AS5.

The maps should be enlarged to A3 size on a photocopier for distribution to the pupils. If possible give them a map for each Activity Sheet but all the activities can be carried out on one photocopy. The ideal markers for colouring are coloured pencils. Felt markers, or even highlighters, will also suffice provided they are not too strongly coloured and obscure the detail on the map.



Prompt: The pupils should find these activities fun- Don't worry if they can't find all the features once they are becoming familiar with using maps.

Map Scale

The original copy of this map is at a scale of six-inches to one mile (1:10,560). Six inches on the map represent a mile on the ground. Because the map has been reduced in size for reproduction here and will change in size again if enlarged on a photocopier, the copy that the pupils work with will not be to the original scale. Don't worry about this, as the correct scale is not necessary for any of the activities.

Activity Sheet 2: Part 1

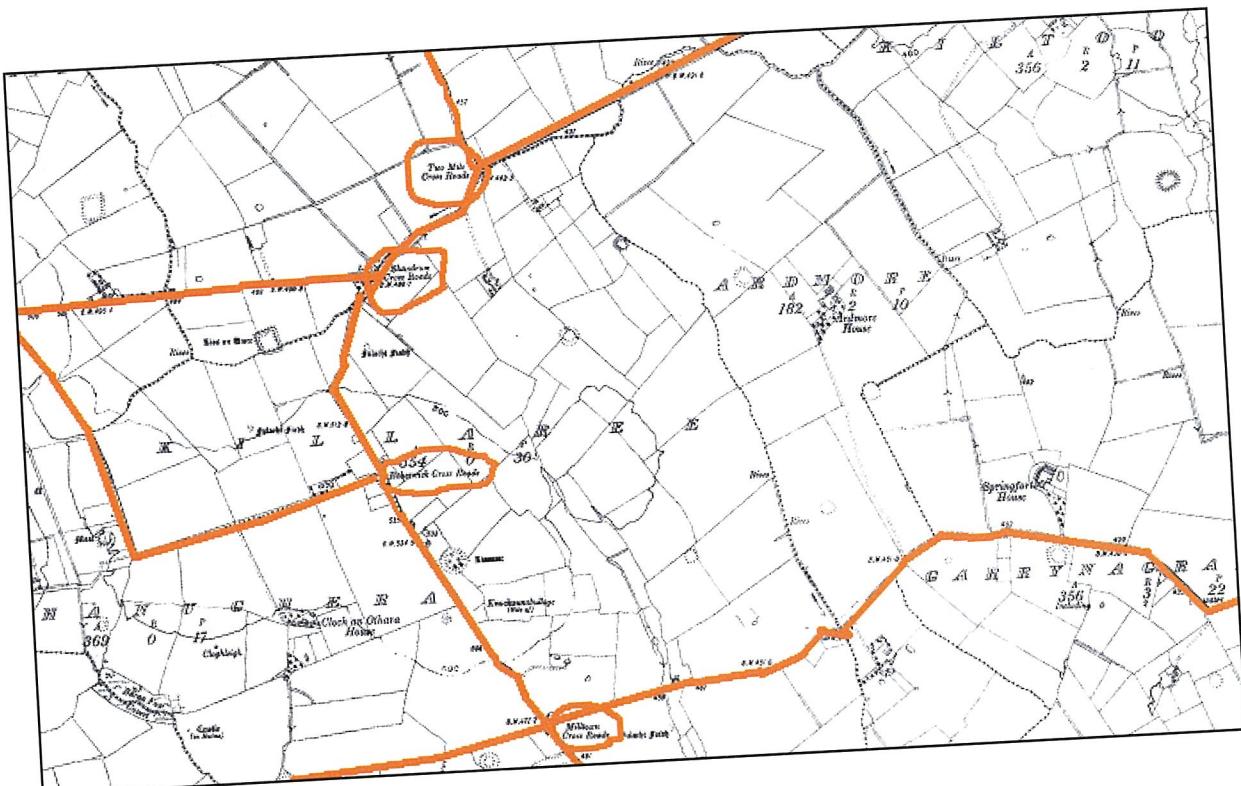
Roads and Contours

Roads are marked on the maps by two lines close-together; one is usually a slightly thicker line than the other. On this section of map four crossroads are named: Milltown Cross Roads; Boherwick Cross Roads; Shandrum Cross Roads; and Two Mile Cross Roads. As mentioned above the last name is derived from the crossroads distance from a local town.

Having identified these crossroads the pupils can then trace the rest of the road network on the map. This is an opportunity to discuss roads: why do we need roads; some roads are very old, other roads are modern- why do we need new roads; what are the problems in making roads (rivers; bogs; other types of obstacles); close relationship between town and roads; how roads serve the rural community.

Why do crossroads have names? Note that of the four junctions named on the map only one is a true 'cross' road- which one? What traditions are associated with crossroads in Ireland?





Crossroads and Roads

Activity Sheet 2: Part 2

Heights and Contours

Heights and Contours
Height above sea level is important to where people live. The map shows altitude in two basic ways: by giving the height of a spot on the ground and by showing contour lines. On this map the first type comes in three varieties: spot heights; bench marks and trigonometric stations.

Spot heights: These are numbers written on the map- in this map they are all beside the roads (because it was easier for the surveyors to measure along roads than across the countryside!). The number is the number of feet above sea level at that point.

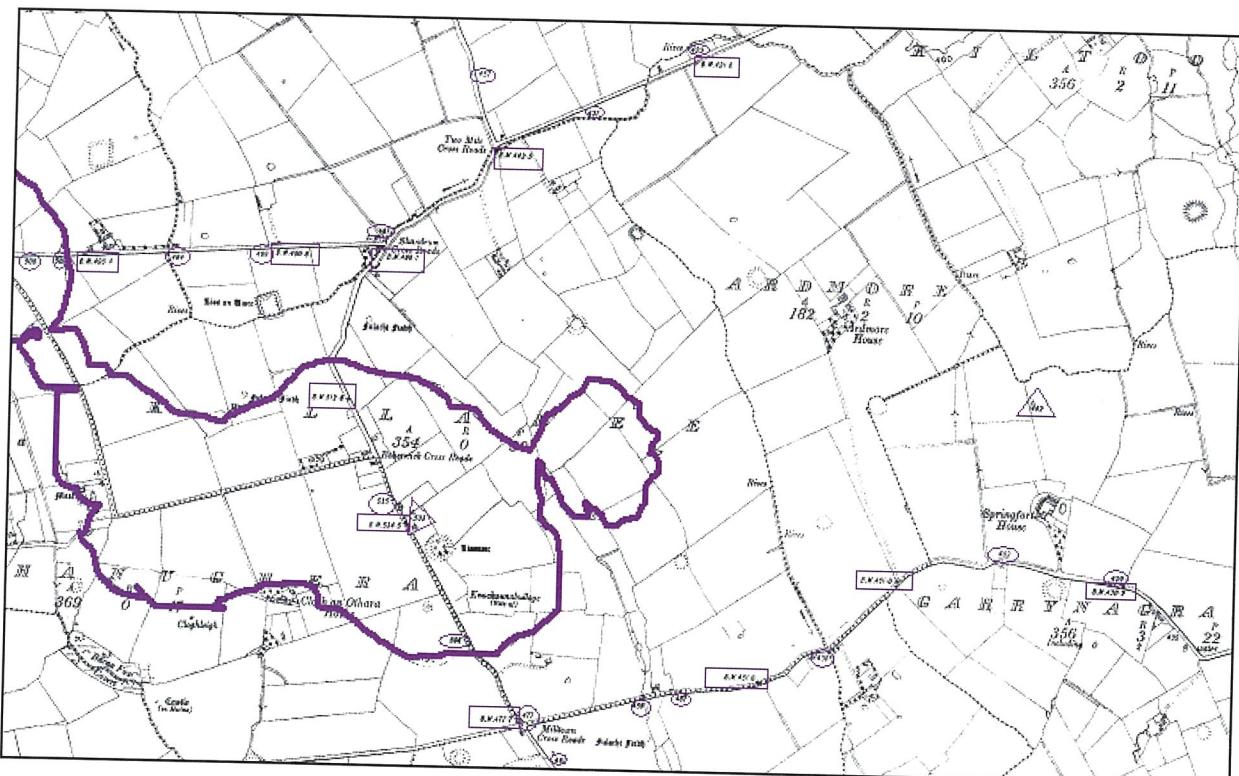
Bench marks: Some heights were physically marked on the ground so that future surveyors could use them. The symbol is a horizontal line with three lines converging on it from below. This was cut into bridges, buildings, stone walls etc. and many of them can still be found today.

walls etc. and many of the
The line at the top is the actual measured height above sea level, and the 'arrow'
underneath is the symbol of the British Army's Ordnance Department (who were
responsible for the original survey).

Trigonometric stations: These are points on the ground where the Ordnance Survey set up a 'station' or a concrete pillar, which they used for surveying over long distances as fixed points. They are nearly always on high points. There are two on this map and they both mark the top of local rises.

Height Above Sea Level: Sea Level was calculated as the low water mark of the spring tide on the 8th April 1837 at Poolbeg lighthouse near Dublin. All calculations of altitude in Ireland were based on this point until 1958 when it was changed to mean sea level at Malin Head, Co Donegal.

A *contour line* is a continuous line on a map that follows a particular height above sea level. On this map the five-hundred foot contour outlines a low hill on the left-hand side of the map.



Heights and Contours

Activity Sheet 3: Part 1

Water

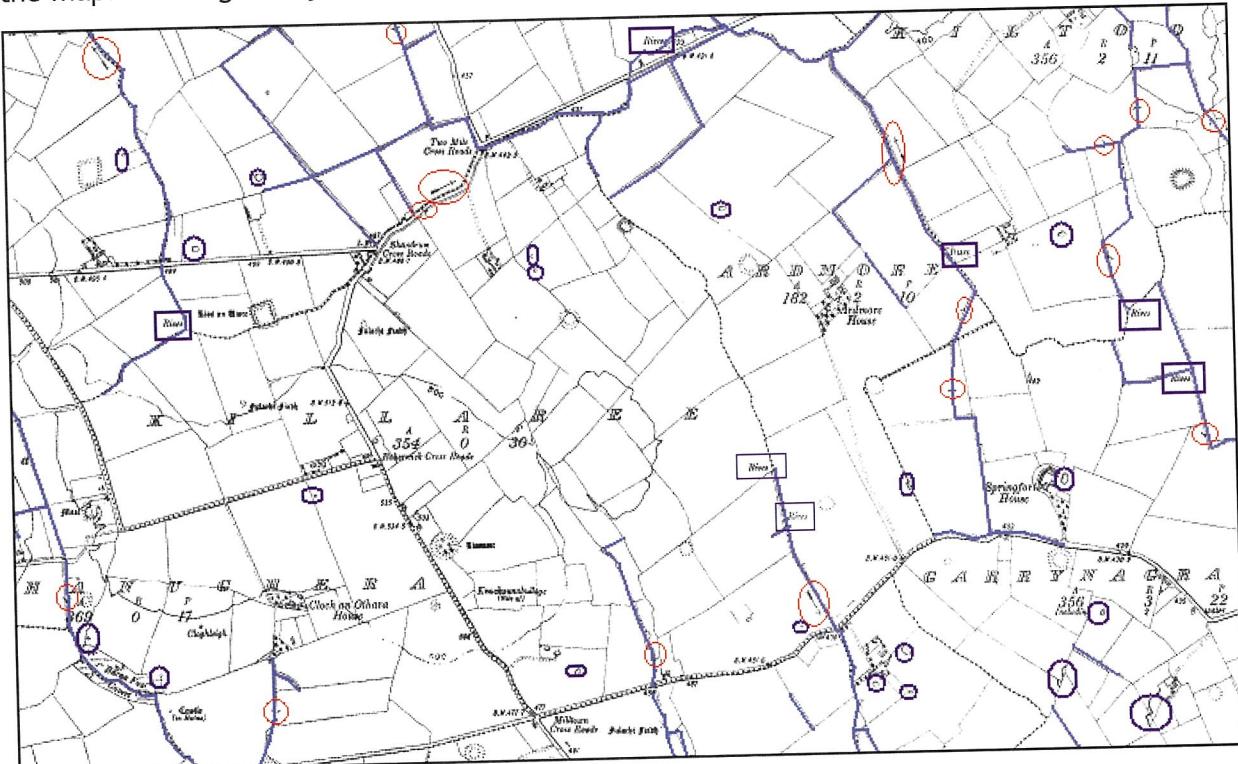
The drainage pattern in this map can be followed by colouring in the streams and watercourses shown on the map and by following the flow of water as indicated by the arrows. A good way to start looking at the drainage pattern is with the term 'rises'. This signifies a point where there is a natural spring- the spring itself usually shown as a very small circle. Sometimes just the small circle itself is shown.

Streams are shown by two lines, very close together, representing either bank of the stream. But most of the drainage on this map is carried by watercourses or drainage ditches forming the boundary between fields. Look at the field boundaries formed by two lines- rather than the single line showing a built-up field boundary. These are the watercourses. The direction of the flow of water is indicated by an arrow:

Fuller arrows are placed beside larger streams for the same purpose.



Ponds are also shown on the map. The area of the pond is outlined and on one side of it the line is thickened slightly. These can be hard to pick out. There are a few small ponds shown on the map. The largest is just beside a farmstead near the bottom right-hand corner.

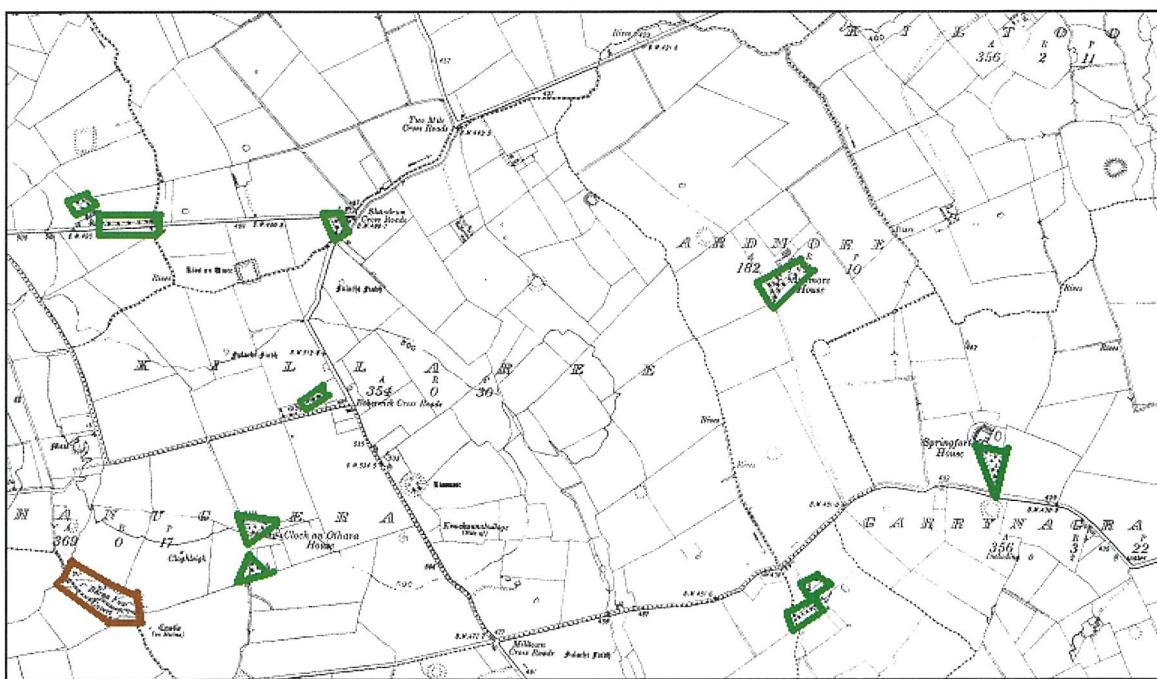


Water

Trees

Trees
Very few trees are shown on the map, just a few small clusters around some of the houses and farmsteads. These are probably shelter belts as this land is relatively high (500 feet/175m above sea level) but others could be orchards or ornamental groves beside houses or lining avenues. The lack of trees indicates that this area is all farmland.

The symbols for boggy/marshy ground are used around the area marked 'Barna Fox Covert'. A fox covert was land owned by a hunt as a refuge for foxes. As more and more land was reclaimed and farmed in the 19th century foxes found it difficult to survive. It therefore became necessary for hunts to purchase small tracts of land as refuges for foxes.

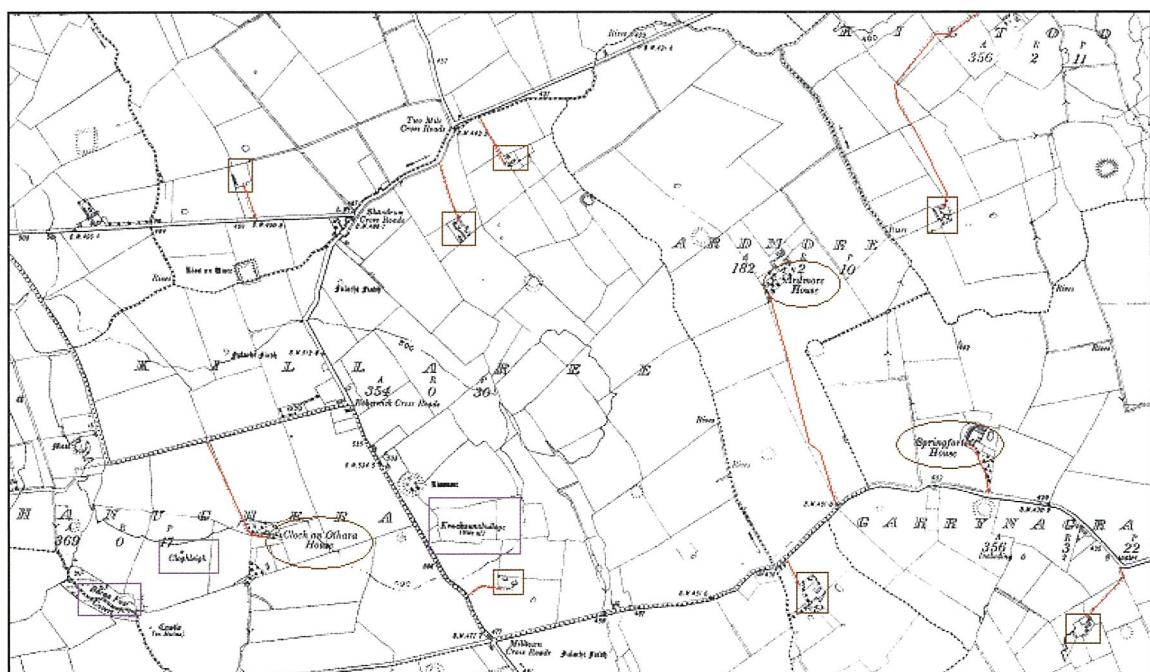


Trees

Activity Sheet 3: Part 2

Three houses are named on the map (others houses and buildings are shown but not named). They are not large country houses but were probably built in the late 18th/early 19th century by minor gentry families or strong tenant farmers. Some of the avenues leading into the houses are shown as stippled lines, indicating that these are not bounded but open driveways across fields.

The three named features are the fox covert mentioned above, 'Cloghleigh' and 'Knockaunabullogue (Site of)'. The term 'site of' indicates that there is nothing of the feature to be seen on the ground.



Buildings, Avenues and Named Features



Activity Sheet 4

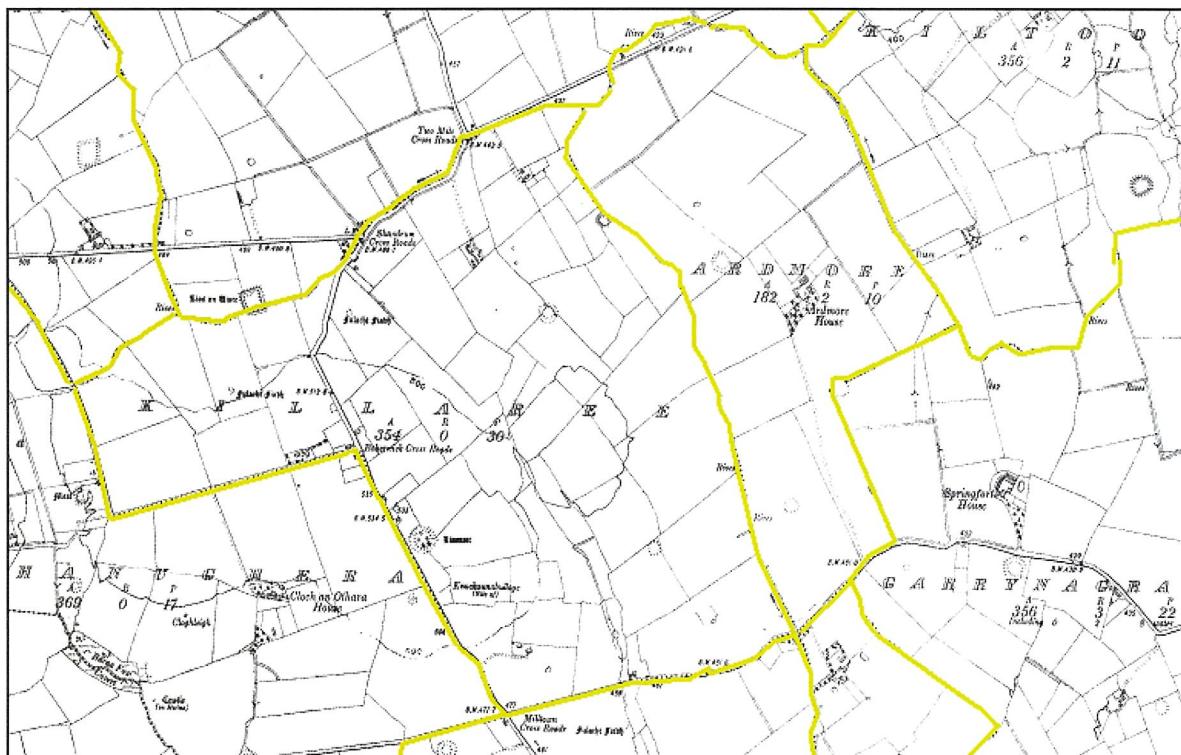
Townlands

Townlands are the basic administrative units in the Irish landscape. Their origins go back to Early Christian tribal boundaries though the system has seen many changes over the centuries. The Ordnance Survey mapped the townland boundaries and marked them onto the six-inch maps using lines of dots. These dots nearly always follow the line of a road, or stream or field boundary so it can sometimes be difficult to make them out on the map.

The townland names are marked on the map in large letters. In the 1830s the Ordnance Survey collected Gaelic place names and then produced a phonetic version of them in English for the maps. Thus 'Sean Droim' became 'Shandrum'. Finding the original Gaelic version of place names can be a challenge but it is a rewarding way to explore local history. Joyce's *'Irish Local Names Explained'* (see Resources: *Source Material* p284) is a useful introduction to the subject.

Name of Townland	Name in Irish	Meaning of Name
Cloghanughera	Cloch an Fhotharaigh	The stone of the old ruin
Killaree	Cill an Rí	The church of the king
Ardmore	Ard Mhór	The high place
Garrynagranoge	Garraí na Gráinnoige	The field of the small hay stacks
Kiltoohig	Cill Tuathaigh	The church of the chieftain

Other Names on Map		
Shandrum	Sean Droim	Old hillock or ridge
Boherwick	Bóthar na Leice	The stony/flagged road
Cloghleigh	Cloch Liath	The grey stone
Knockaunbullogue	Cnocán an Bholghadh	The hillock of the swelling
Lisaree	Lios an Rí	The king's fort



Townland Boundaries

Fields and Boundaries

The basic feature shown on the map is the field system. Why did people make fields in the past? The field system shown on this map probably only survives in part today. Why have so many field boundaries been removed from the landscape in recent years?

The field boundaries are shown by a single black line. In this area the field boundaries are mostly earthen banks with thorn bushes growing on them.

Activity Sheet 5

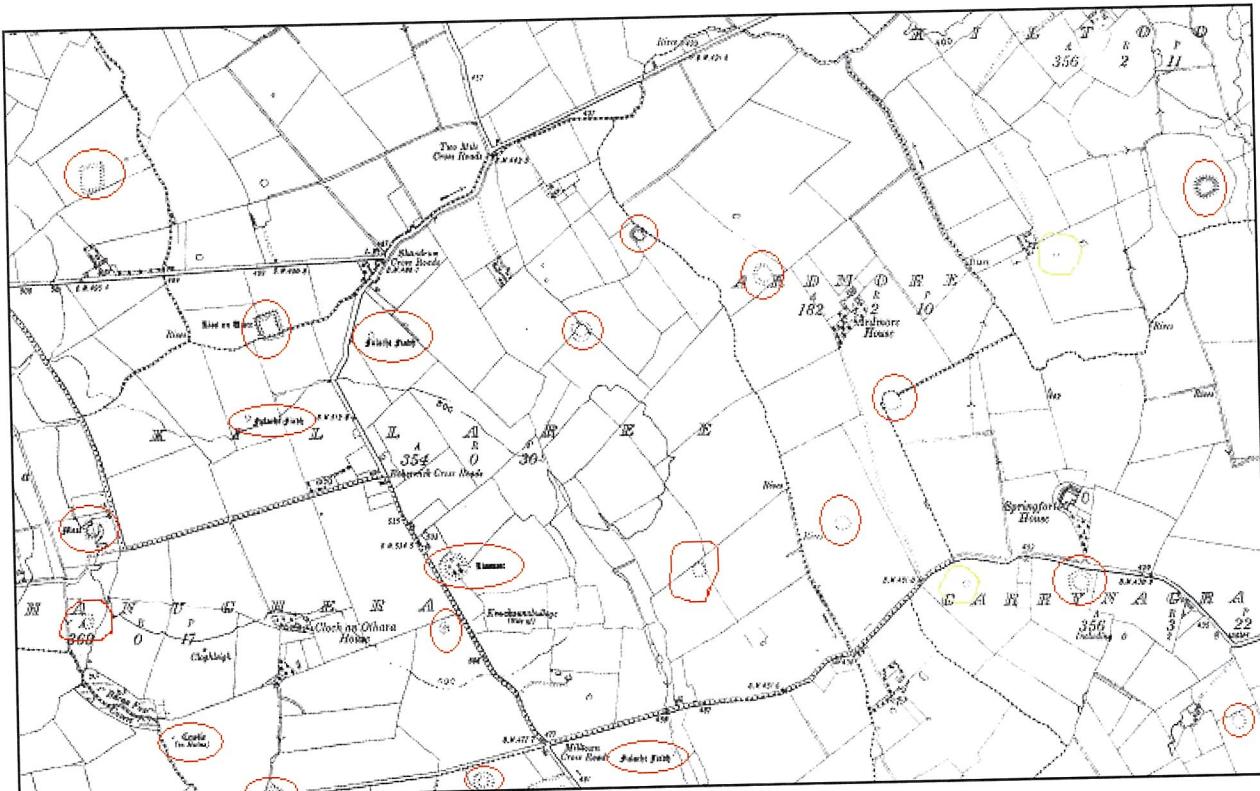
Archaeological monuments were shown on the Ordnance Survey maps using two conventions: Old English (Gothic) script and patterns of hachures. On this section of map the term 'fulacht fiadh' occurs three times, along with a single occurrence of 'Castle (in ruins)', 'Moat', 'Lios an Uisce' and 'Lissaree'. All these terms are written in Old English script.

The second way that ancient monuments are marked on the Ordnance Survey six-inch maps is by regular patterns of hachures. These are tiny tadpole-shaped markings used to depict a sharp slope in the ground. When they occur in a circular pattern, as is the case in a number of cases on this map, they are probably marking a ringfort. Likewise, the square patterns are probably moated sites. Note that in the case of the fulacht fiadh and Lissaree, the monuments are both shown using hachures and named in Old English script.

It can be confusing, but hachures are also used to show natural breaks in slope as is the case in two instances on this map where they show a natural depression in the ground (see yellow circle on guideline map).

It seems curious that the name 'Lios an Uisce' should attach to a moated site as these are usually associated with the Normans. It is possible that it was given the name long after it fell out of use and just had the appearance of an ancient fort or 'lios'. The Normans liked to surround their farmsteads with a water-filled moat for defence, as the name suggests.

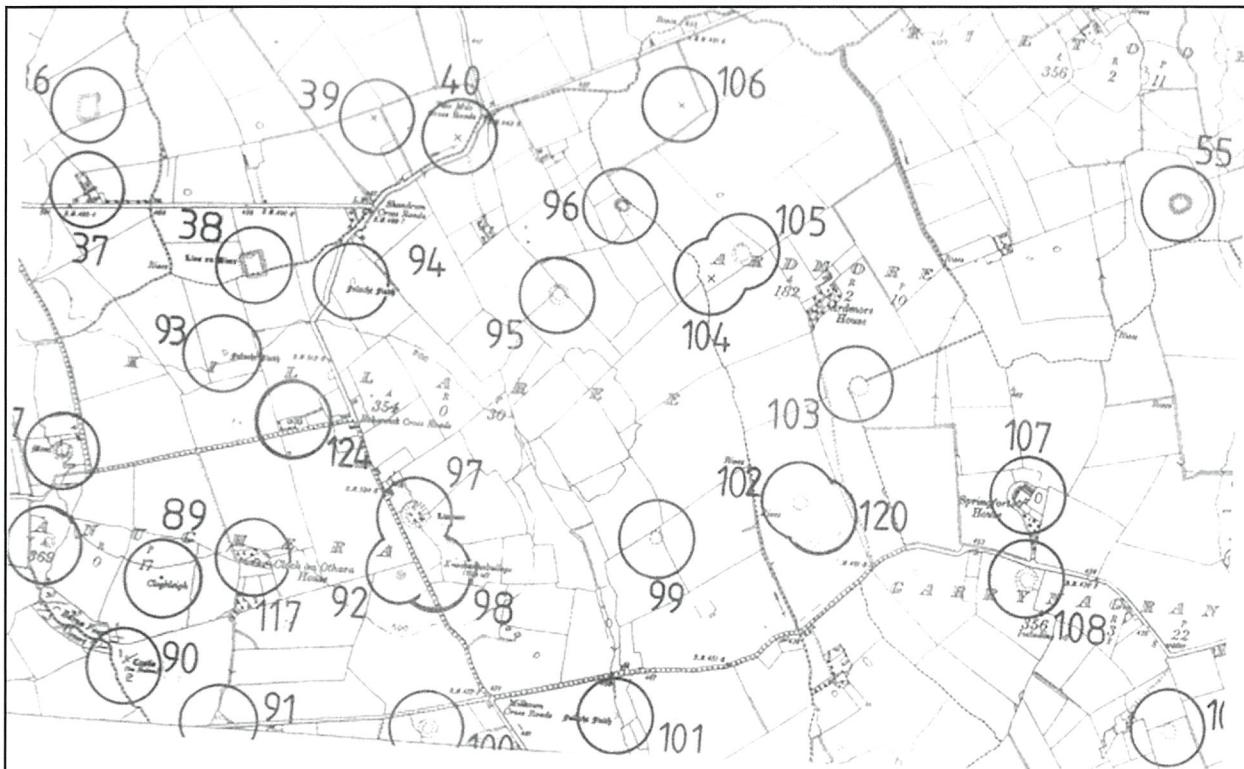
In this area the name 'Moat' can be applied to any ancient mound or earthwork. Local names are important as part of the tradition and folklore of an area but are not always accurate terms from an archaeological point of view.



Archaeological Monuments

Archaeological Survey of Ireland

All the known archaeological monuments in the State have been mapped by the Archaeological Survey of Ireland, Department of Environment, Heritage and Local Government. This record is known as the Record of Monuments and Places (RMP) and gives protection to these monuments under Section 12 of the [National Monuments Act](#) 1994. These maps are a valuable source of information about the archaeology of the country and can be consulted in your local County Library. The following is an extract from the RMP map for Co. Cork showing the recorded monuments in the area of our Activity Sheet map. More monuments are marked onto the RMP maps than are shown on the Ordnance Survey maps themselves. These are either monuments shown on earlier maps but not on the current edition, or are new discoveries- remember most of these six-inch maps date back to the early 20th century and a lot has been discovered since then. (see [Resources: Source material and Glossary](#).)



RMP

As well as producing the RMP maps the Archaeological Survey of Ireland have also published an inventory of these monuments for County Cork. The extracts below from the *Archaeological Inventory for County Cork, Volume 5: North Cork* (see Resources: Source Material) give the published information on the monuments for two townlands in this section of the map.

Activity Sheet 6

The first edition of the Ordnance Survey six-inch maps were compiled in the 1830s and 1840s and are the first (and only) complete survey of the entire country at a scale which shows individual buildings and fields. They are an invaluable historic source and are usually available in the local county library. Compare the 1936 and the 1840 maps to show how the countryside has changed from the early 19th century before the Famine, to the early 20th century.

Note the 'Church' in Killaree townland on the 1840 map. This was a Church of Ireland church that closed in the late 19th century and was later converted into a farmhouse (see Circle Number: 124 on p227). Also note differences in the way some of the archaeological monuments are depicted between the two maps- a number are marked on one map but not on the other. Some of the field patterns have changed, but generally the maps suggest little change in the landscape between 1840 and 1936. Today, part of Ardmore townland is a golf course, many of the field boundaries have been removed and new houses have been built along the roads.

Managing the Module: Junior Classes

The extent to which the Activity Sheets can be used with Junior Classes will depend on their ability to distinguish the various items featured in them. For very junior pupils the exercise could be as simple as colouring in the fields in different colours. This could graduate to highlighting the roads and other suitable features, and blocking them in using a single colour. The teacher could outline the townland boundaries for the pupils and then ask them to colour in the area. The same could be done with the contour lines.

Background Information

Archaeological Inventory

ARDMORE

CIRCLE NUMBER: 102

Ringfort In pasture, on E side of stream valley. Raised, roughly circular, saucer-shaped area (28.3m E-W; 26.8m N-S), defined by scarp (H 1.9m). Edge of enclosure disturbed to S where E-W field fence once existed; quarried into W. Fosse (D 0.25m), survives to NW, with faint traces visible to N and NE. Arc formed by outer bank ENE->WSW with external fosse visible as cropmark in aerial photograph (CASAP). Site overgrown with hawthorn bushes. Enclosure c. 20m to SE in same field.

CIRCLE NUMBER: 104

Fulacht Fia According to local information, fulacht fiadh noted in grounds of golf course. No visible surface trace; area of site landscaped.

CIRCLE NUMBER: 105

Ringfort In grounds of Charleville golf course, on gentle N-facing slope. Circular area (35m N-S; 34.8m E-W) enclosed by earthen bank (int. H 0.55m; ext. H 0.8m) with external fosse (D 0.3m). Interior used as golfing green; external face of bank scooped out in parts and filled with sand. Fulacht fiadh (CIRCLE NUMBER: 104---) lies c. 70m to WSW.

CIRCLE NUMBER: 106

Possible Ringfort On golf course, on NNW-facing slope. Depicted as hachured, roughly circular enclosure (c. 50m NE-SW; c. 40m NW-SE) on 1842 OS map. No visible surface trace.

CIRCLE NUMBER: 120

Cropmark of fosse of ovoid enclosure (long axis c. 30m E-W, narrowing towards E end) visible in aerial photograph (CASAP, July 1989). Ringfort (12049) c. 20m to NW on N side of levelled field fence shown on 1842 OS map. At least three roughly circular maculae (diam. <10m) also noted in field: one c. 200m to NW and two c. 130m and c. 150m to SW and SSE respectively. Several linear cropmarks also noted in same field.

KILLAREE

CIRCLE NUMBER: 093

Fulacht Fia In pasture, on slight N-facing slope. Grass-covered horseshoe-shaped mound of burnt material (10.2m N-S; 6.6m E-W; H 0.85m); opening faces W.

CIRCLE NUMBER: 094

Fulacht Fia In marshy ground, on NE-facing slope. Grass-covered horseshoe-shaped mound of burnt material (11.3m N-S; 13.8m E-W; H 0.4m); opening faces S.

CIRCLE NUMBER: 095

Ringfort In pasture, on WNW-facing slope. Circular area (33m N-S; 33m E-W) enclosed by earthen bank (int. H 1.35m); intervening fosse and outer bank (H 0.6m) SSE->SSW and WSW->N; traces of outer fosse (max. D 0.4m). Break (Wth 8m) in outer bank to NW; gaps in inner bank to NW and SE (Wth 3.6m).

CIRCLE NUMBER: 097

Ringfort In level pasture. Circular area (48.6m N-S; 48.5m E-W) enclosed by earthen bank (int. H 1.65m) with wide flat-bottomed external fosse (D 1.8m). Bank fairly uniform in height all round; ledge S->NE along external face c. 1.55m below top of bank. Gap in bank to ESE (Wth c. 1.5m) and S (Wth 2m). Interior once planted with trees (1842 OS map); a number of large deciduous trees remain inside bank to SE and W. 'It is said an old Irish King passing through died and was interred in it' (Dunworth 1989, 60). Grove White (1805-25, vol. 4, 203) records 'a so-called Danish Fort well-wooded...locally known as 'Killarree Wood'.'

CIRCLE NUMBER: 098

Enclosure In pasture, on SSE-facing slope. Depicted as roughly circular area (diam. c. 12m) on 1842 OS map and named 'Site of Knockaunabullogue' in Old English lettering. Arc, formed by low rise SW->NW, visible in area of site.

CIRCLE NUMBER: 099

Enclosure In level pasture. Depicted as hachured circular enclosure (diam. c. 20m) on 1842 OS map; as hachured circular raised area (diam. c. 20m) on 1905 and 1936 OS maps. Levelled; roughly circular area (19.6m E-W; 17.5m N-S) defined by slight rise S->NNNE; differential vegetation growth shows line of levelled bank elsewhere. Slight depression SE->S is only evidence for external fosse. May be small ringfort.

CIRCLE NUMBER: 096

Ringfort In pasture, on gentle NW-facing slope. Circular area (28m N-S; 27.4m E-W) enclosed by earthen bank (int. H 1.55m) with external fosse (D 1.1m). Top portion of bank SSW->ENE removed by machinery and dumped in interior. Fosse deepened and waterlogged SE->NE. Entrance (Wth 4.1m) with remains of causeway to SSE. To NE, bank of enclosure appears to be straight sided; enclosure depicted as oval shaped on 1842, 1905 and 1936 OS maps.

CIRCLE NUMBER: 124

Church On N side of road. Indicated on 1842 OS map as 'Church'; indicated but not named on 1905 and 1936 OS maps. T-shaped structure with hipped roof; random-rubble construction with cut limestone quoins. One storey entrance front (SE) of 3 bays, pointed blocked window ope to left of central hipped porch with pointed door ope. Side elevations two bays deep with rectangular sash windows. Lean-to porch on NE side of rear elevation. Central hipped projection to rear is 2-bay, 2-storey; stone chimney on party-wall. Now in residential use. Grove White (1905-25, vol. 4, 205) was informed locally that it was, 'formerly used as a school', with 'school-house' licensed for divine service in Shandrum parish during 19th century.



Skills and Concepts Development: *Working as a Historian*

INFANT CLASSES

Using Evidence:

Time and Chronology:

Change and Continuity:

Using Evidence:

Synthesis and Communication:

Empathy:

INFANT CLASSES

- The pupils encounter old maps as simple historic evidence.

1ST AND 2ND CLASSES

- The pupils can begin to distinguish between past, present and future in terms of recording old maps.
- Begin to develop an understanding of chronology by considering old maps.
- The pupils can explore ideas of change and continuity in terms of features that have changed or remained unchanged in old maps.
- By recording old maps the pupils are using this visual evidence to examine aspects of change over time.
- By recording old maps the pupils are able to communicate an awareness of the past and the present as embodied by the maps.
- Using old maps the pupils can imagine and discuss how the area shown on the map and the lives of those that work and live there are changing over time.

Time and Chronology:

Change and Continuity:

Cause and Effect:

Using Evidence:

Synthesis and Communication:

Empathy:

3RD AND 4TH CLASSES

- The pupils can begin to distinguish between past, present and future in terms of recording old maps.
- The pupils can begin to develop an understanding of chronology by considering old maps.
- By recording old maps the pupils can explore words and phrases associated with time.
- The pupils can explore ideas of change and continuity in terms of features that have changed or remained unchanged in old maps.
- By examining old maps the pupils can examine how an area has changed and the reasons for these changes.
- By recording old maps the pupils are using this visual evidence to examine aspects of change over time.
- By recording old maps the pupils are using this visual evidence to summarise and make simple deductions about the past.
- By recording old maps the pupils are using evidence and imagination to reconstruct elements of the past.
- Using old maps the pupils can imagine and discuss how an area and the lives of those that work and live there have changed over time.

Time and Chronology:

Change and Continuity:

Cause and Effect:

Using Evidence:

Synthesis and Communication:

Empathy:

5TH AND 6TH CLASSES

- By recording old maps the pupils can develop an understanding of past, present and future within a broad historical sequence.
- The pupils can begin to develop an understanding of chronology by considering old and new elements in old maps.
- By recording old maps the pupils can explore words and phrases associated with time.
- The pupils can explore ideas of change and continuity in terms of features that have changed or remained unchanged in old maps.
- By examining old maps the pupils can examine how an area has changed and the reasons for these changes.
- By examining old maps the pupils can recognise some factors which may have caused and effected changes in the past.
- By recording old maps the pupils are using this visual evidence to examine aspects of change over time.
- By recording old maps the pupils are using this visual evidence to summarise and make simple deductions about the past.
- By recording old maps the pupils develop skills in locating and selecting evidence about the past.
- By recording old maps the pupils are using evidence and imagination to reconstruct elements of the past.
- Using old maps the pupils can imagine and discuss how an area and those who work and live there are changing over time.

Strands

Strand: Story

Strand unit: Stories

The child should be enabled to

- 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.

Strand: Change and continuity

Strand unit: Continuity and change in the local environment

The child should be enabled to

- visit, explore and become aware of elements in the local environment which show continuity and change
- use simple work directives, work cards or trail leaflets
- record findings through drawing and other art work, modelling, photographs, information and communication technologies.

Strand: Story

Strand unit: Stories

The child should be enabled to

- 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
- listen to local people telling stories about their past
- display storyline pictures showing episodes in sequence.

Strand: Local Studies

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
- become familiar with important events in the history of the locality, referring to the wider national context where relevant.

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.

Strand: Story

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

- 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
- express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies.

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.

Strand: Society, work and culture in the past

Strand unit: Life in Norman Ireland

Strand unit: Life in the 18th century

Strand unit: Life in the 19th century

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.

Strand: Continuity and change over time

Strand unit: Food and farming

Strand unit: Transport

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.



Strands

Strand: Local Studies

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;
- 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 unit: My locality through the ages

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.

Strand: Story

The child should be enabled to

- 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
- express or record stories through oral and written forms, art work, music, drama, mime, movement, information and communication technologies.

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

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 critically, and become familiar with, evidence we have which tells us about these people, especially evidence of these people which may be found locally and in Ireland, where appropriate.

Strand: Society, work and culture in the past

Strand unit: Life in Norman Ireland

Strand unit: Life in the 18th century

Strand unit: Life in the 19th century

The child should be enabled to

- become familiar with aspects of the lives of these people
- examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally.

Strand: Continuity and change over time

Strand unit: Food and farming

Strand unit: Transport

Strand unit: Homes, housing and urban developments

The child should be enabled to

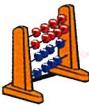
- identify examples of change and continuity in the "line of development"
- identify the factors which may have caused or prevented change.



LINKAGES ACROSS THE CURRICULUM

SESE
Geography**INFANTS**Strand: Human environments
Strand Unit: Living in the local community**1ST AND 2ND CLASSES**Strand: Human environments
Strand Unit: Homes and shelter
Strand Unit: People and places in other areasStrand: Natural environments
Strand Unit: The local natural environment**3rd AND 4TH CLASSES**Strand: Human environments
Strand Unit: Settlement: homes and other buildings
Strand Unit: Natural environmental features and peopleStrand: Natural environments
Strand Unit: The local natural environmentStrand: 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 communicationsStrand: Natural environments
Strand Unit: The local natural environmentStrand: Environmental awareness and care
Strand Unit: Environmental awarenessSESE
Science**INFANTS**Strand: Environmental awareness and care
Strand Unit: Caring for my locality**1ST AND 2ND CLASSES**Strand: Environmental awareness and care
Strand Unit: Caring for my locality**3rd AND 4TH CLASSES**Strand: Environmental awareness and care
Strand Unit: Environmental awareness
Strand Unit: Caring for the environment**5th AND 6TH CLASSES**Strand: Environmental awareness and care
Strand Unit: Environmental awareness
Strand Unit: Caring for the environment

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
	1ST AND 2ND CLASSES	Strand: Drawing
	3RD AND 4TH CLASSES	Strand: Drawing
	5TH AND 6TH CLASSES	Strand: Drawing
 SPHE	INFANTS	Strand: Myself and the wider world
	1ST AND 2ND CLASSES	Strand: Myself and the wider world
	3RD AND 4TH CLASSES	Strand: Myself and the wider world
	5TH AND 6TH CLASSES	Strand: Myself and the wider world
 Gaeilge	RANGANNA NAÍONÁN	Snáithe: Éisteacht Snáithe: Labhairt
	1 AGUS 2 RANGANNA	Snáithe: Éisteacht Snáithe: Labhairt Snáithe: Scríbhneoiracht
	3 AGUS 4 RANGANNA	Snáithe: Éisteacht Snáithe: Labhairt Snáithe: Scríbhneoiracht Snáithe: Léitheoiracht
	5 AGUS 6 RANGANNA	Snáithe: Éisteacht Snáithe: Labhairt Snáithe: Scríbhneoiracht Snáithe: Léitheoiracht
	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
 English	3RD AND 4TH 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
	5TH AND 6TH 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