











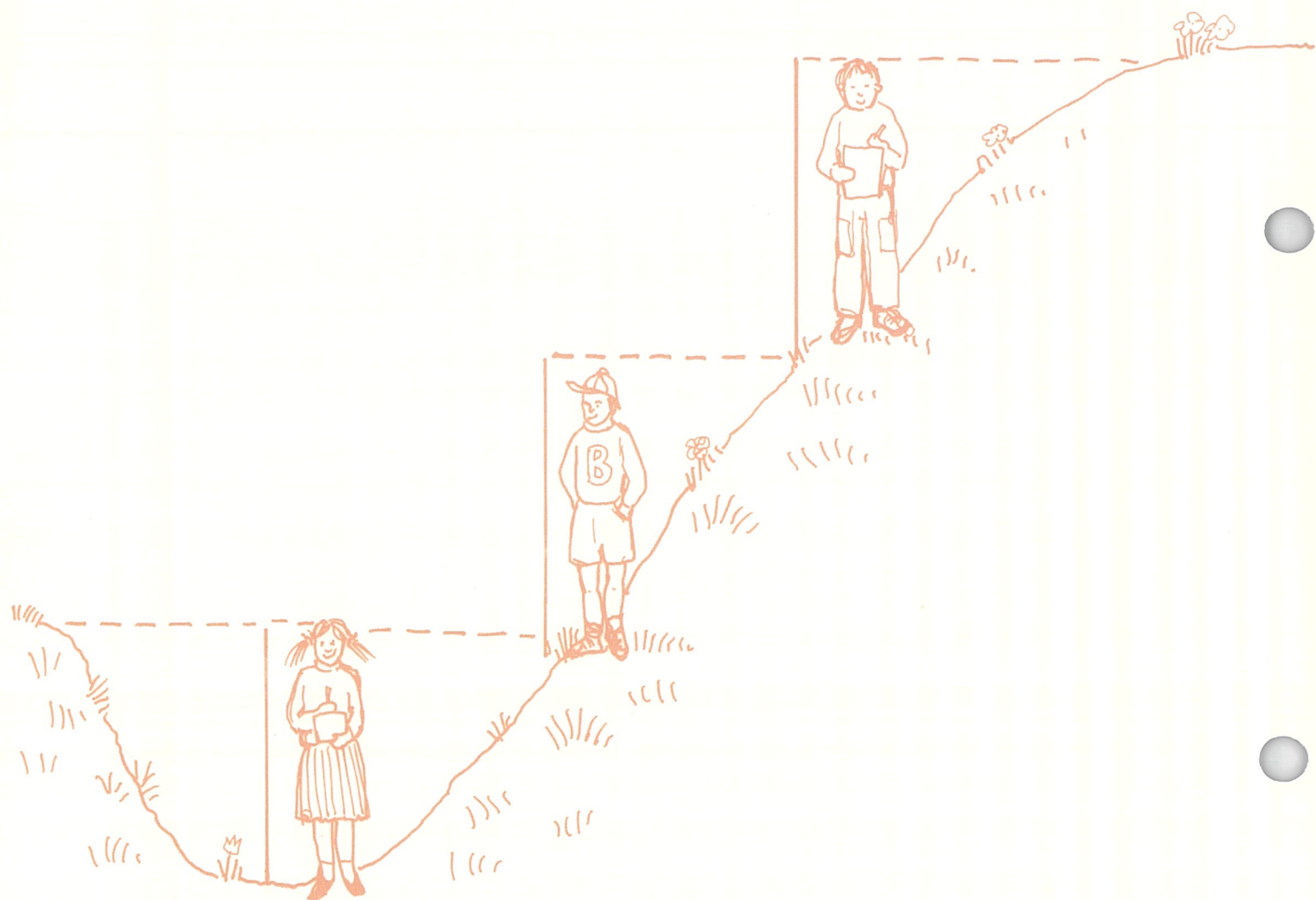
TEACHER

GUIDELINES

CONTENTS

- Managing the Module
- Background Information
- Skills Development
- Strands

Linkages	Integration		
 SESE Geography	 Mathematics	 Visual Arts	 Physical Education
 SESE Science	 SPHE	 Music	 Drama
	 Gaeilge	 English	





We have now reached one of the main aims of the resource pack - to get pupils and teachers out of the classroom to experience first hand Ireland's rich archaeological heritage. This requires extra effort of everyone's behalf but the rewards of a successful visit to an archaeological monument are bountiful and will greatly enhance the learning experience. Field trips are an essential part of good education. They can really motivate pupils for learning, opening new doors and giving them unforgettable experiences.

Managing the Module: Senior Classes

Choosing a monument. If you decide to visit monuments in the environs of the school they will invariably be in private ownership and not be generally accessible to the public. For further information on this type of visit see Module 12. They may be monuments in the locality that have public access, like churches, graveyards and holy wells. Other monuments may be accessible because of their location by the roadside, in a public park etc. In order to find out what monuments are in your locality consult the Record of Monuments and Places (RMP) and the Archaeological Inventory for your county (see **Module 10**).

In the case of monuments that are on private land permission from the landowner will be required before any site visit. The teacher should also visit the monument beforehand and make a risk assessment of the site (see *Resources: Health and Safety Guidelines*). There are also many archaeological monuments in State ownership to which the public have access but where there is no entrance fee or guided tour, though they may be information boards. The Guide to National Monuments of Ireland (see *Resources: Source Material*) is a good source of information on archaeological monuments in state care and accessible to the public.



The other main type of fieldtrip is to a formal 'visitor attraction' where there is probably an entrance fee and a guided tour. In this case, since the fieldtrip for this module is activity based, it will be best to check beforehand if such activities are permissible at the site.

Preparation. Whatever type of fieldtrip is organised, the main focus of the visit should be activity-based using pre-prepared activity sheets. Two exemplar activity sheets are provided for commonly occurring monuments: ringfort (**AS1** and **AS2**) and graveyard (**AS3** and **AS4**). Further ideas for activity sheets at different types of monuments are included in Module 12.

It is important that the pupils know what type of monument they are visiting, and have some idea of its date and function. The questions in the activity sheet are designed for this purpose. Each pupil fills in their own sheet but this part of the activity is based on a question-and-answer session between teacher the pupils. It will therefore be necessary for the teacher to provide the relevant answers. For other questions on the activity sheet, it will be more productive for the teacher to provide clues and ideas rather than direct answers. For example, in deciding where the houses were likely to have been located within a ringfort the pupils should be encouraged to come up with their own ideas, but with gentle hints e.g. what is the most sheltered side of the interior?



Checklist for Fieldtrip

A ratio of one teacher/adult-helper per fifteen pupils is about the average for an effective site visit. As well as the usual waterproofs, the underfoot conditions at the monuments may also require that the pupils wear wellingtons or strong shoes/boots.

If you are travelling in a bus is there parking convenient to the monument?

Meeting point: select the best location at each monument for assembly before and after the tasks. What are the arrangements for lunch and toilets?



(see *Resources: Health and Safety Guidelines*).

Ringfort: AS1

The first activity sheet (AS1) consists of a series of questions designed to assist teacher and pupils explore some basic information about the monument. This is envisaged as a question-and-answer session led by the teacher with the pupils filling in the activity sheet as the session progresses.

The first question relates to the nature of the monument itself: what is its archaeological classification? Here there is a simple choice and the answer should be obvious. If the answer is 'ringfort', the next questions explore why this is the case. In the case of the ringfort its shape, size and form are then considered. The next questions explore some simple information about the date and function of ringforts. The final questions relate to the situation of the monument in its local environment. These should encourage the pupils to make their own observations. If a copy of the six-inch is included (see Module 10) then some questions relating to how the monument is depicted on the map and other map information could be included in the questions.

Ringfort: AS2

The second activity sheet (AS2) is a list of tasks to be carried out at the monument. The tasks are organised under six basic headings: *measuring; experiments; nature study; poetry/story; drama; arts & crafts*. The class or group will need to be divided into the same number of teams as there are tasks. Teams of two or three pupils are most satisfactory. Hand out their 'task' to each team and emphasise that the performance of the tasks is not a race- a set time for carrying them out will get over the tendency for teams to compete in this way. The tasks must be within the capacity of all the members of each team.

Measuring: You can use measuring tapes or make your own measuring sticks or use lengths of string cut a certain length. These could be prepared beforehand or bring the materials and make on-site. Another way of measuring is by pacing. Get a pupil to take ten regular strides and measure the distance covered. From this calculate their pace and then use this to measure certain distances. It is more accurate if they use their normal strides and not an exaggerated one. If you encounter a high mound an interesting way of measuring its height is to get the pupils to stand at various heights as if standing on each other's heads when seen from a distance (see illustration p240).



Experiments: These should relate both to the nature and date of the monument itself and to some element of the science curriculum familiar to the pupils. These will need to be designed in advance and the materials brought on site. For example, in the case of the ringfort the activity is to grind some corn as they did long ago using grinding stones. This will necessitate bringing some grains of corn on site and finding suitable stones to grind the corn.

Nature Study: Most archaeological monuments are situated in the rural countryside and therefore ideal for nature study. Even monuments in an urban setting are also likely to feature wildlife. Whether the task involves trees, shrubs, wild flowers, birds, animals, insects etc., the teacher will need to visit the monument beforehand as different elements of flora and fauna are likely to be in evidence at different times of the year. It might be useful to bring appropriate guide books (trees, birds, wild flowers) on site so that the pupils can do some on-site research.

Poetry/Stories & Drama: These activities should be focused on the closing activity. Keep the instructions simple, as the pupils will not have much time for an elaborate composition. It will add an extra dimension to the task to ask the pupils to compose from memory and not to write their poem/dramas on paper.

Arts & Crafts: As with the experiment these tasks should relate both to the nature and date of the monument itself. They might also be connected to the closing activity. For example, at a stone circle the task could be to make a garland from twigs and plants, which would be used as part of the drama in the closing activity.



Prompt: If visiting more than one monument on the fieldtrip try and mix the activities so that nobody has to do the same type of task a second time.

Closing Activity

Each team reports back in approximately 15 minutes to make their report to the assembled class.

Finally divide the pupils into two teams - those who live in the ringfort and those who are going to attack it (Vikings). Those who live in the ringfort elect a king or Rí and recite praise poem in his honor- Team 7. The fort is called after his or her surname e.g. Lios McCarthy. The team inside the fort must protect the Rí. They must also protect their possessions- place five objects to represent cattle inside the fort in the designated safe area.

The objective of the team outside is to get into the fort and steal the cattle and kidnap the Rí. The designated 'souterrain' area is the only safe haven. The others are outside the fort ready to charge. They might recite their warning poem to the inhabitants- Team 8. On the signal those on the outside try to get into the ringfort. If touched first by someone else you have to freeze/stop (like tag). If the Rí is caught the game is over. If the cattle are taken the Rí is safe but poor.



Prompt: This activity is fun but needs strict supervision. The fun is the initial planning and the charge against the ringfort's defences. The 'tag' element is best kept to a very brief period and the 'attack' called to a halt. Keep the attack to one designated side of the ringfort and it works better to have more pupils defending than attacking.

NB: Leave the monument and the vegetation as you found it.



Cameras If the pupils have cameras these can be used to record the monument from various viewpoints, showing different details. Encourage them to note information about each photograph which will allow them to correctly identify it at a later stage, e.g. 'photo 12: inside the ringfort looking east towards the entrance.'

Placenames In Module 10 the use of placename evidence is discussed. It would be beneficial to include some placename evidence on the field trip particularly when it is pertinent to the monument, e.g. the name of the townland in which the monument is situated and the Gaelic form of the name e.g. Kilcolman: Cill Colmán- St Colman's Church. This information, and other information useful for the activity sheets, can be obtained from the Ordnance Survey six-inch map (see Module 10).

Follow-up in the Classroom The fieldtrip is an ideal focus for written work. The inclination is to get the pupils to write a narrative account of the trip itself, focusing on their own experiences: whom I sat with on the bus; what I had for lunch etc. However, a better result may be obtained by focusing on the monument(s) themselves- this will also reinforce the educational side of the outing.

Some suggested topics for a visit to *ringfort*:

- A day in the life of a child living in the ringfort
- The day the Vikings attacked the ringfort
- What would archaeologists find if they excavated the *ringfort*
- Draw a picture of the monument, as it was when people lived in it.

Managing the Module: Junior Classes

For the junior classes the visit to the archaeological monument will be an educational experience in itself. They should be encouraged to look at the monument in terms of what it is made of, what shape it is, and what it was used for. They could also do some task together, e.g. count the number of trees growing on the monument. Instead of measuring with a tape they could measure in terms of paces or footsteps, as best they can. It may be more suitable to younger pupils to use drawing rather than form-filling to record the monument.

The tasks can also be adopted to take the form of a group activity or game led by the teacher, rather than divide the class into small groups. For example, at a stone circle the 'ceremony' could take the form of a group 'ring-a-ring-a-rosy'.

Background Information: Graveyards

Graveyards (AS3 and AS4): Graveyards are an exceptional resource for teaching history. In every parish there is at least one historic graveyard. They are an important and accessible source of information on local history.





Organising a visit to a graveyard:

- The prepared activity sheet can be used in most graveyards but the teacher should visit the graveyard before a fieldtrip, and add some questions to the activity sheet pertinent to that particular site.
- Find out if there is a local caretaker for the graveyard and inform them of the visit. Also check if there is a burial scheduled for the day of the fieldtrip- this will have to be done immediately prior to the visit. Avoid interrupting a burial service.
- Plan for safety. If visiting an abandoned or unkempt graveyard check for any hidden hazards.
- Work out an access-plan in terms of the questions in the activity sheet- no question should draw the pupils to an unsafe or restricted part of the graveyard.
- Nature study can be an important part of a graveyard visit. Depending on the season different elements of flora and fauna will be in evidence. This is another reason why the preparatory visit should be conducted shortly before the fieldtrip. For example, check what wild plants will be in bloom in the graveyard at the time of the fieldtrip and include a question on them in the activity sheet.
- Check if any human remains are evident in the graveyard. There may be fragments of human bone at newly dug graves or perhaps some bones/skulls may be dumped at some place. If the pupils are likely to notice these during their visit they will need to be prepared in advance in terms of appropriate respect and behaviour.
- A record may have been made of the inscriptions in the graveyard. In the 1970s and 1980s many such projects were carried out as employment-relief schemes and the information may either have been published or is available for consultation locally.

Care and Respect:

Graveyards, no matter what state of abandonment or neglect they may be in, are significant places and should be treated with care and respect. If people are in the graveyard visiting graves it is important that they are not disturbed by whatever activity the pupils are engaged in. Make it clear to the pupils what level of behaviour is expected of them when they are in the graveyard.

In some graveyards the pupils may encounter human remains in the form of bone fragments. It must be made clear to the pupils that these remains are human and must be treated with due respect. Graveyards are sacred places and should be approached in this manner. It is important that the pupils understand this. Then they will be more likely, when adults, to be responsible for the proper care and conservation of the graveyards in their community.

How old is the graveyard?

The type of graveyard most suitable for a fieldtrip is the one that is the site of the medieval parish church, or is associated with a medieval abbey. If the medieval church is present see the sample activity sheet at the end of this section. After the Reformation the old church lands, including the parish church and graveyard, passed to the Church of Ireland. There might, therefore, be a Church of Ireland church, or the ruin of one, in the graveyard. A handy way of checking the old parishes is the first edition of the Ordnance Survey six-inch map (see Module 10). The name of the parish will often be the same name as the graveyard.

How old is the graveyard? If it contains a medieval church then it is at least that old. Some graveyards are very ancient sites and go back to Early Christian times (though the oldest headstone may be 18th century). Is there a holy well nearby? Is it associated with a local saint? Are there any ancient remains in the graveyard, like a bullaun stone, a cross-inscribed slab? All these are strong indicators that the graveyard may date back over a thousand years as a place of Christian burial.



Graveyards in the grounds of Catholic churches are unlikely to be earlier than the 19th century, when these churches were built on new sites after the relaxation of the Penal Laws.

How many people are buried in the graveyard?

Grave markers are only a relatively recent feature (see below) so counting them is of little use in answering this question in terms of an ancient graveyard. This is an impossible question to answer but the following calculation will give some rough idea. What would be the average population of the parish over the past thousand years? Allow for a greater population in the 18th and 19th centuries but a much smaller number before then. What is the average age at which people died over that time? Allow for a much lower age than today's average because of harsher living conditions in the past. If the average population is 200, and the average life expectancy is 40, then roughly two hundred people were buried in the graveyard every 40 years. If the graveyard was used over 1,200 years then about 6,000 people were burials there (a recent survey in England estimated that in the average parish graveyard about 10,000 people had been buried).

Where do all the burials fit? The answer to this is that they don't. Over the centuries the same area was used for burial over and over again. Often there was scant regard for past remains as fresh graves were dug in the same place. In some graveyards the problem of body parts lying around was so great that *charnel houses* were built for the storage of human remains displaced by grave digging.

Typical features of an Irish graveyard

Enclosing wall and entrance gate: A stone wall encloses most of our old graveyards. These walls were built in the 18th/19th century to formally define the area of burial around the church. This was part of an attempt to regulate the act of burial by controlling access to the graveyard. With the wall a gate had to be built. If the original gateway survives it is worthy of attention as it is likely to have fine stone piers and a wrought or cast iron gate.

Graveyard stiles: Some graveyards also have special stiles. These are designed to facilitate a coffin by having a low central pillar with a flat top. The coffin was rested on this whilst those carrying it passed through the stile. There are a lot of very ancient customs associated with the act of burial, like carrying the coffin around the graveyard in an anti-clockwise direction. Find out if there are any such traditions survive (ask the caretaker).

Wrought and cast iron: Graveyards usually contain examples of both cast and wrought ironwork in the form of railings around burial plots. Though often in a poor state of repair, this ironwork is usually of a high standard of workmanship and well worth drawing the pupils attention to. The difference between the two is not difficult to recognise. Wrought iron was produced in a forge and hammered into shape. Cast iron was poured into a mould and is usually more elaborate and uniform in its designs having been mass produced.



Headstones: The earliest headstones in the graveyard will probably date to the mid-18th century, though you may be lucky and find one as early as the very late 17th century. The first appearance of inscribed headstones coincides with a new attitude to the dead where individual family plots were organised and the place of burial was now considered worthy of marking with a permanent stone. Headstones are endlessly fascinating with the various forms the stone is carved into, the changing fashions in inscriptions and the symbols used to decorate the stones.

An activity sheet can easily be designed to record individual headstones. This should include room for a full transcription of the inscription, measurements of the stone and comments on the shape of the stone, the type of stone it is made from and the direction in which it faces. Also allow space for a drawing of any religious symbols (see below) carved on the stone.

Rubbing Headstones: Using a very simple technique the pupils can make rubbings of the headstone inscriptions or of some of the carved decorations. This can be a very rewarding experience and leads to a much greater appreciation of the headstones. All that is needed is poster-size sheets of plain paper and crayons. Place the paper over the headstone and rub over it with the crayon, softly at first and then with more rigour, until the inscription/decoration is copied on the paper. It's as simple as that!

Don't clean the stone with a wire brush or anything that may damage the inscription. The recent fashion of cleaning old headstones with abrasive chemicals or even disc cutters is very regrettable as it does great damage to the delicate carving on the stones.

If the pupils are having difficulty reading a worn inscription try a rubbing!

Chest tombs and mausoleums: Old graveyards also contain a number of chest or box tombs. These are usually the burial places of the local landed gentry families. Beneath the chest tomb is probably a subterranean vault containing the coffins of the deceased members of the family. The flat slab on top of the tomb may contain an inscription commemorating whoever is buried therein. Because of the displacement of so many of these families in the late-19th/early-20th centuries most of these tombs are no longer used or cared for. The more important and wealthier families may have a mausoleum in the graveyard. This is a small building, often in a recognisable architectural fashion, which contains the family remains.

Uninscribed gravemarkers: Look out for lines of low uninscribed gravemarkers in the graveyard. These are a common feature of Irish graveyards and mark the burials of those who could not afford headstones. These are a useful prompt for a discussion about the way burials in a graveyard mirror the way society as a whole was ordered in the past. They are also indicative of past events like The Famine and a high mortality rate.

Placement of burials: Notice how all the oldest headstones in the graveyard will be located just south and east of the medieval church. This reflects a very ancient belief that this is the 'holy' side of the church. By contrast the north side of the church was avoided at all cost- usually this area was used only for the burial of strangers or suicides. Another very strongly held belief was the facing of a body towards the east- the direction of the risen Christ on the Day of Redemption. Therefore the body is aligned east-west with the head at the west end as if facing east. Consequently, the headstone inscription will also be on the east face of the headstone that will be at the west end of the grave.

Common Christian symbols of headstones

Symbol	Meaning
A dove	The Holy Spirit; flight of soul up to heaven
Lamb	The Agnus Dei (Lamb of God)
Fish	Jesus Christ the Redeemer
Angel	Guardian Angel; Intercession between God and Man
Skull and Crossbones	Mortality and Death
Sheaves of Wheat	The Divine Harvest
Hourglass	Time and mortality
Calvary Cross	Faith, hope and charity
Cross	Salvation
IHS	First three letters in Greek form of the name Jesus
INRI	Latin initials for Jesus of Nazareth, King of the Jews
XP	Christ the beginning and the end (from Greek)

Crown of thorns and nail, Dice, Seamless robe, Scourges, Cross and sheet, Ladder and sponge, Lantern, Five wounds of Christ, Cockerel, 30 pieces of silver, Hammer and pincers

Instruments of the Passion

Medieval Church

In many of Ireland's old graveyards you will find the ruin of a medieval church. This should be included in the activities at the graveyard. Some sample questions and tasks are listed below. The pupils may wonder why the church is in ruins and why it is now full of burials. This is an excellent opportunity to explore some aspects of Irish history and examine a ruined building.

To answer the question about why the church is in ruins you will need to explain the Reformation to the pupils. When Henry VIII split from Rome the old parish churches and churchyards in his kingdom passed to the new Protestant church. Some of the larger of the old churches were then converted into Protestant churches. Hence, Christ Church Cathedral and St. Patrick's Cathedral in Dublin and St. Canice's Cathedral in Kilkenny are now Church of Ireland churches though they are all medieval buildings. However, the majority of medieval churches were in ruins after the wars of the 16th and 17th centuries and no longer viable as places of worship. There was a great spurt of building Church of Ireland parish churches after the Act of Union in 1800 and many of these were located, but not all, in the old graveyards. A lot of these are now in ruins as the population to support them was not there.

Catholics were forbidden to build churches because of the Penal Laws, but with Catholic Emancipation in 1829 new churches began to appear everywhere. These were built on new sites, often donated to the church by a local landlord.

When the old medieval churches were abandoned they were immediately seized on as a holy places for burial (only very important people were allowed burial within a church in medieval times). In medieval times only the upper crust of society was allowed to be buried inside a church. Once the churches fell into ruins they became a very popular place of burial. Eventually, they became just another part of the graveyard. For more information on medieval churches see *Resources: Brief Guide to Monuments and Artefacts*.



Sample Activity Sheet: Medieval Church

1. What type of monument is it? Castle ☐ Church ☐ Ringfort ☐
2. What shape is it? Rectangular ☐ Cruciform ☐ T-shaped ☐
3. What is the long axis? East-West ☐ North - South ☐
4. What are the walls made of? Stone ☐ Mud ☐ Brick ☐
5. What are the corner stones called? Quoins ☐ Gables ☐ Lintels ☐
6. In what wall is the door? North wall ☐ East wall ☐
South wall ☐ West wall ☐
7. What shape is the arch over the door? Rounded ☐ Rectangular ☐
Pointed ☐ Elliptical ☐
8. Circle the number of windows in the church 1 2 3 4 5 6 7 8 9 10
9. In which wall is the largest window? North ☐ South ☐ East ☐ West ☐
10. What shape is the arch over the window? Pointed ☐ Ogee ☐ Rectangular ☐
11. Which end was the altar ? South ☐ North ☐ East ☐ West ☐
12. How old is the church? 100 years ☐ 500 years ☐ 1500 years ☐

Team 1

Measure the length and breadth of the church using a measuring stick.

Team 2

Measure the width and height of the entrance door use a hand tape.

Team 3

Measure the width and height of the sidewalls.

Team 4

Take photographs of/draw the church and some important features.

Team 5

Look at the walls of the church and describe the type of material used, was it shaped?, how was it made? If stone built find the biggest stone used in the church wall. Measure it.

Team 6

Design a simple ceremony celebrating the church as an ancient place of Christian worship.





INFANT CLASSES

- Time and Chronology:** • By visiting an archaeological site the pupils can become aware of and discuss a simple story based on life in the past as represented by the monument.
- Using Evidence:** • By visiting an archaeological site the pupils encounter archaeological evidence.
- Communication:** • By visiting an archaeological site the pupils can communicate an awareness of the past in terms of their experience of the monument.

1ST AND 2ND CLASSES

- Time and Chronology:** • By visiting an archaeological site the pupils can begin to distinguish between past, present and future.
• By visiting an archaeological site the pupils can develop an understanding of chronology by considering the age of the archaeological monument.
- Change and Continuity:** • By visiting an archaeological site the pupils can explore ideas of change and continuity in terms of features that have changed or remained unchanged in the landscape.
- Cause and Effect:** • By visiting an archaeological site the pupils can examine how changing times have affected what has survived from the past as part of the built heritage.
- Using Evidence:** • By visiting an archaeological site the pupils can examine aspects of change over time as represented by the archaeological monument.
- Synthesis and Communication:** • By visiting and recording an archaeological site the pupils are able to communicate an awareness of the past as embodied by an archaeological monument.
- Empathy:** • By visiting and recording an archaeological monument the pupils can imagine and discuss how people lived and behaved there in the past.

3RD AND 4TH CLASSES

- Time and Chronology:** • By visiting an archaeological site the pupils can begin to distinguish between past, present and future.
• By visiting an archaeological site the pupils can develop an understanding of chronology by considering the age of the archaeological monument.
- Change and Continuity:** • By visiting an archaeological site the pupils can explore ideas of change and continuity in terms of features that have changed or remained unchanged in the landscape.
- Cause and Effect:** • By visiting an archaeological site the pupils can examine how changing times have affected what has survived from the past as part of the built heritage.
- Using Evidence:** • By visiting an archaeological site the pupils can examine aspects of change over time as represented by the archaeological monument.
- Synthesis and Communication:** • By visiting and recording an archaeological site the pupils are able to communicate an awareness of the past as embodied by an archaeological monument.
- Empathy:** • By visiting and recording an archaeological monument the pupils can imagine and discuss how people lived and behaved there in the past.

5TH AND 6TH CLASSES

- Time and Chronology:** • By visiting and recording an archaeological monument the pupils can develop an understanding of time and chronology.
• By visiting and recording an archaeological monument the pupils can develop word-phrases and conventions associated with recording dates and periods in the past.
- Change and Continuity:** • By visiting and recording an archaeological monument the pupils can develop an understanding of change and continuity in terms of features that have changed or remained unchanged in the landscape.
- Cause and Effect:** • By visiting and recording an archaeological monument the pupils can recognise factors which have effected changes in the past.
- Using Evidence:** • By visiting and recording an archaeological monument the pupils can examine aspects of change over time as represented by the archaeological monument.
• By visiting and recording an archaeological monument the pupils can develop skills in the recognition of evidence from the past.
• By visiting and recording an archaeological monument the pupils can ask questions about the past.
• By visiting and recording an archaeological monument the pupils can develop an understanding of how evidence can be interpreted in a number of ways.
• By visiting and recording an archaeological monument the pupils can make simple deductions about the past using evidence in the form of physical remains.
- Synthesis and Communication:** • By visiting and recording an archaeological monument the pupils can communicate an awareness of the past as embodied by an archaeological monument.
• By visiting and recording an archaeological monument the pupils can learn how to select and organise archaeological information.
• By visiting and recording an archaeological monument the pupils can communicate an understanding of the past using oral language, writing, drama, art work etc.
- Empathy:** • By visiting and recording an archaeological monument the pupils can imagine and discuss how people lived and behaved there in the past.
• By visiting and recording an archaeological monument the pupils can discuss how past events were experienced by those who participated in them.

Infants

Strand: Story

Strand unit: Stories

The child should be enabled to

- listen to, discuss, retell and record through pictures and other simple writing activities some 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 in a variety of ways
- express or record stories through art work, drama, music, mime and movement and using information and communication technologies.

1st & 2nd Classes

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

- listen to, discuss, retell and record some simply told 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
- express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies.

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
- collect related local ballads, stories and traditions.

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: Story

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

- 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
- examine and begin to make deductions from some simple relevant evidence
- 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 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.

Strand: Continuity and change over time

Strand unit: Food and farming

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

5th & 6th Classes

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.
- use evidence which is more diverse and more complex than heretofore
- collect local ballads, stories and traditions relating to these events.

Strand unit: My locality through the ages

The child should be enabled to

- actively explore some features of the local environment
- investigate various aspects of these sites.

Strand unit: Buildings, sites or ruins in my locality

Strand: Story*The child should be enabled to*

- listen to, discuss, retell and record a wide 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 ·
- examine and begin to make deductions from some simple relevant evidence.

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

Strand: Early people and ancient societies*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 unit: Stone Age peoples

Strand unit: Bronze Age peoples

Strand unit: Early Christian Ireland

Strand: Society, work and culture in the past*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 unit: Life in Norman Ireland

Strand unit: Life in mediaeval towns and countryside

Strand: Continuity and change over time*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.

Strand unit: Food and farming



LINKAGES ACROSS THE CURRICULUM



SESE
Geography

INFANTS

Strand: Human environments
Strand Unit: Living in the local community

Strand: Natural Environments
Strand Unit: The local natural environment

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

1ST AND 2ND CLASSES

Strand: Human environments
Strand Unit: Living in the local community

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: People living and working in the local community

Strand: Natural Environments
Strand Unit: The local natural environment
Strand Unit: Land, rivers and seas
Strand Unit: Rocks and soils

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

5TH AND 6TH CLASSES

Strand: Human environments
Strand Unit: People living and working in the local community

Strand: Natural Environments
Strand Unit: The local natural environment
Strand Unit: Land, rivers and seas
Strand Unit: Rocks and soils

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



SESE
Science

INFANTS

Strand: Living Things
Strand Unit: Plants and animals

Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and change

Strand: Energy and forces
Strand Unit: Forces

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

1ST AND 2ND CLASSES

Strand: Living Things
Strand Unit: Plants and animals

Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and change

Strand: Energy and forces
Strand Unit: Forces

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

3RD AND 4TH CLASSES

Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and change

Strand: Living Things
Strand Unit: Plants and animals
Strand Unit: Human Life

Strand: Energy and forces
Strand Unit: Forces

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

5TH AND 6TH CLASSES

Strand: Materials
Strand Unit: Properties and characteristics of materials
Strand Unit: Materials and change

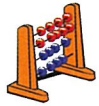
Strand: Living Things
Strand Unit: Plants and animals
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Strand: Energy and forces
Strand Unit: Forces

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



INTEGRATION ACROSS THE CURRICULUM



Mathematics

INFANTS

Strand: Shape and space
Strand: Measures
Strand: Early mathematical activities
Strand: Number
Strand: Data

1ST AND 2ND CLASSES

Strand: Shape and space
Strand: Measures
Strand: Number
Strand: Data

3RD AND 4TH CLASSES

Strand: Shape and space
Strand: Measures
Strand: Number
Strand: Data

5TH AND 6TH CLASSES

Strand: Shape and space
Strand: Measures
Strand: Number
Strand: Data



Visual Arts

INFANTS

Strand: Paint and colour
Strand: Drawing
Strand: Construction
Strand: Fabric and fibre

1ST AND 2ND CLASSES

Strand: Paint and colour
Strand: Drawing
Strand: Construction
Strand: Fabric and fibre

3RD AND 4TH CLASSES

Strand: Paint and colour
Strand: Drawing
Strand: Construction
Strand: Fabric and fibre

5TH AND 6TH CLASSES

Strand: Paint and colour
Strand: Drawing
Strand: Construction
Strand: Fabric and fibre



SPHE

INFANTS

1ST AND 2ND CLASSES

3RD AND 4TH CLASSES

5TH AND 6TH CLASSES

Strand: Myself and the wider world
Strand: Myself and the wider world
Strand: Myself and the wider world
Strand: Myself and the wider world



Physical Education

INFANTS

1ST AND 2ND CLASSES

3RD AND 4TH CLASSES

5TH AND 6TH CLASSES

Strand: Outdoor and adventure activities
Strand: Outdoor and adventure activities
Strand: Outdoor and adventure activities
Strand: Outdoor and adventure activities



Music

INFANTS

Strand: Listening and responding
Strand: Performing
Strand: Composing

1ST AND 2ND CLASSES

Strand: Listening and responding
Strand: Performing
Strand: Composing

3rd AND 4TH CLASSES

Strand: Listening and responding
Strand: Performing
Strand: Composing

5th AND 6TH CLASSES

Strand: Listening and responding
Strand: Performing
Strand: Composing





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
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3RD AND 4TH CLASSES

Strand: Receptiveness to language
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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



