



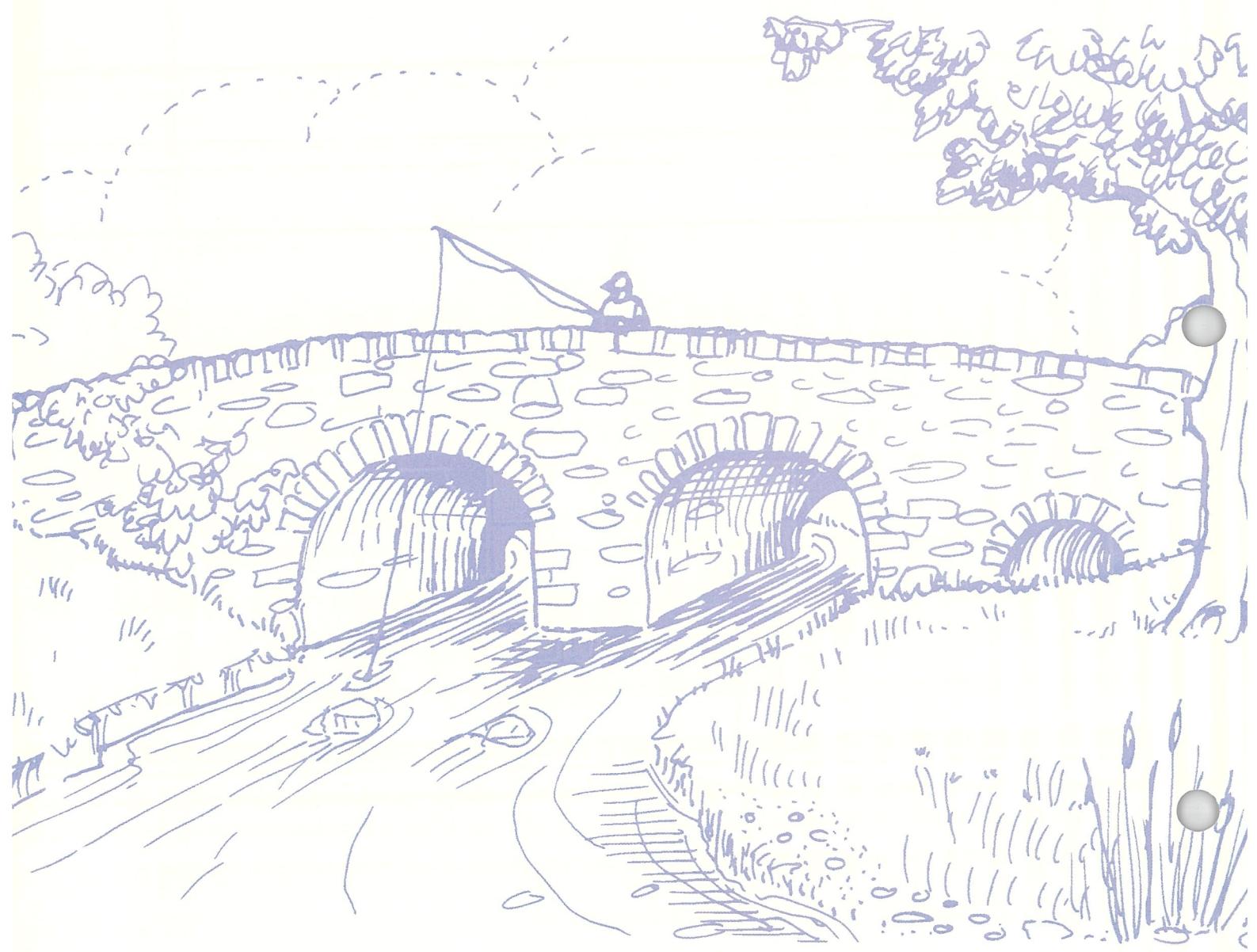
TEACHER GUIDELINES

CONTENTS

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

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





Local History

We have reached the last module but really it's just the beginning. The modules to-date have been developing an understanding of archaeology and cultural heritage. It is hoped that these will now be applied by the pupils to their own locality.

Every locality is rich in cultural heritage. Some of this heritage is obvious such as churches, monasteries and castles. More of it is not as obvious and sometimes hidden, such as stone walls, pillars, gates, letter boxes etc. These all pay silent testament to the people who lived in the local area over the centuries. By recording and understanding these historic features and monuments the pupils can piece together the story of their own unique locality.

Local information can be gathered from a variety of different sources and one of the best ways is interviewing older people who have lots of stories to tell. Other aspects to local history are folklore and legends, tales about ghosts and heroes, traditional arts and crafts of the area etc. Also worth considering are local people engaged in traditional crafts, like thatchers, stone masons, potters, basket makers, cheese makers etc.

Managing the Module: Senior Classes

Use the other Modules that are relevant to your area and your class. Substitute local examples for the old photographs in Module 8 if you haven't already done so. Use Module 10 *Exploring Old Maps* to begin the study of the area around the school. If the pupils enjoyed the map work and you wanted to do more get a copy of an older edition of the 6-inch map. The first edition of these maps dates back to the 1830s/40s and is a very important source for local history.

Many areas have published Local Histories- use the local library to search for relevant material. Are there local historians or a local historical society that can be tapped into as a source of information. By incorporating local traditions such as story telling, poetry and music you can develop the story of the area into a drama which will make a lasting impression in the pupils' memories.

It is strongly recommended that any work you do in the locality - photographs, interviews etc., are stored in the school archive or even published; perhaps they could be put up on the school website. After all, every area is different and should tell its own story.

Managing the Module: Junior Classes

Again, whatever work has been done in the other modules can be considered for inclusion in a more focused look at the pupil's own local environment. Reduce the amount of ground covered as appropriate.

Exemplar Activity Sheet for My Own Place

This is an Activity Sheet prepared and used at a primary school to give the pupils a sense of their own place. The pupils involved were 5th and 6th class. The first step in the exercise involved using the Ordnance Survey 6-inch map (see Module 10) to look at the area immediately around the school and to identify interesting features on the map. Then some background research was undertaken by the teacher into the features noted. The local branch of the County Library was an invaluable resource in researching these features.

Each place was visited by the teacher beforehand to ensure safety and easy access. Once the research, preliminary site visit and permission from landowners was completed, the story that the area wanted to tell was clear. The Activity Sheet was prepared with this story in mind. During the course of the outing a lot more additional information came to light -locally made gates, field boundaries, natural features, traditional farming practices. Members of the local community took interest in the trip and allowed the pupils to interview them. This enabled the pupils to engage with elderly members of the community, and made the elderly people feel more involved with the young people.

Ballynaross School is where the pupils attend school. It was built in 1959.

1. What townland are we in?
2. What does the name mean?
3. Why is the name in Irish?
4. When was Ballynaross school built?
5. Why was the school built?
6. Why was it built at Skena Cross Roads?
7. What is it built of?

All pupils were given a map of a designated area around the school - in this case 1.6km in diameter (a mile).

Rathnabo School was the old school built in 1860.

8. Why was it called Rathnabo School
9. The government at the time passed an Act to allow National Schools to be built in every parish in Ireland. What was the name of the Act?

Link with National Education and Hedge Schools

10. Why did the government introduce the Act?
11. Do you know anyone who went to school there?

This old school was located within 1.6km radius of the new school. The site was roadside but somewhat covered by overgrowth. However, the stone plaque with the name of the school was cemented into a nearby wall. The pupils met local resident, who remembered attending the school, and she talked to the pupils about the school.

Task

Interview politely a former student and find out the following-

- When did they start school?
- What did they have for lunch?
- What subject did they learn?
- How far was the school from them?
- How did they get to the school?
- Who was the teacher?
- How did you keep warm?
- What games did they play?
- What did they write on?
- Did they have school books?

Any other questions?

12. When did the school close?

13. What was the school built of?

14. What is written on the pier?

The pupils could see low walls so they measured the outline of the school and drew a plan of the building.

Field boundary

15. What is it made from?

16. Is there a **fosse**?

17. How old do you think the field boundary is?
 (a) 10 years old (b) 200 years old (c) 2000 years old

Field boundaries are full of natural features, both plants and animals.

Field boundaries are a wonderful man-made feature that are often taken for granted. They vary in material, size and shape all over Ireland. Here was an earthen bank* that was very wide. The ditch was long since filled in. The local farmer came out and told how it was used as a mass path in olden days.

*bank is the mound and the fosse (drain) is cut into the ground!

Task

- Measure how high the field boundary is.....
- Measure how wide the field boundary is
- Measure out 4m and write down everything you can see that grows or lives there.

Fulacht Fia

20. Name the townlands where fulachta fia occur in our area.

.....

21. What were they used for?

22. How do we know these are fulachta fia?

.....

23. Who used them?

24. What do you think was cooked?

25. Mark on the map where the people might have lived.

26. What kind of houses did they live in?

One of the pupils found a previously unrecorded fulacht fia that day which was very exciting. Its location was later marked on the OS map and the class wrote to the Department of Environment to report their discovery.

Task

It is 3000BC and you are 13 cycles (years) old tomorrow. It is big day for you as you will be considered to be a fully-fledged member of the tribe. Plan the celebration.

- Plan the ceremony- what will take place
- Organise the music
- Organise the menu
- Select and decorate the person
- Enact the cooking at the Fulacht fia
- Make a shelter - after all, it is Ireland and it might rain!

O'Dwyer's Public House

27. How old is this building?

28. Who owns it?

29. How long has it been in the same family?

.....

30. What happened the old pub?

31. Who was governing Ireland at the time?

32. Why?

33. Who burnt it down?

34. Why?

35. Who governed Ireland soon after?

36. Describe what happened here on New Year's Eve.

.....

37. What was the name of the band?

.....

38. Who played in the band?

39. Where did they practice?

Tied in with the 'Troubles' and the Civil War

Task

- Pretend you are the Fife and Drum band and it is New Year's Eve and march around.

One of the pupils brought in a picture of the local fife-and-drum band taken around a hundred years ago. The band had long since ceased to exist but some of its history could be recovered from local memories. The band paraded at a local cross-roads so a re-enactment was organised with tin whistles and tambourines.

Bohereen Murder is a local road in the area. ←

40. Why is it called Bohereen Murder?
 41. Whose horse was shot?
 42. What happened to the Mac brothers?

Information on this placename and the story associated with it was obtained in a book on local history.

A Traditional house ←

43. What style is this house?
 44. When was it built?
 45. How many other houses like that are within our area?

Vernacular house built in local style/crafts and using local material

Hughville House

46. What style is Hughville House?
 47. When was it built?
 48. How many houses like that occur within our area?
 49. Name them.
 50. The end

Within the 1.6km radius there was a small early 19th century country house. The elderly owner of the house was delighted to welcome the pupils into the house and show them around. The pupils had light refreshments in the parlour

Team work

1. Number all the roads on the map. Measure the width of each road (with an adult). Is there any difference? Why?
2. Which one is the oldest? Why do you think that?
3. Make a list of all the birds you see.
4. Make a list of all the animals you see.
5. Make a list of all the trees you see.
6. Mark on the map all the new houses in the area.
7. Make a list of all the people who live in the area
8. Keep an eye on the field boundaries in the area. Note if you can see if any are gone - mark on map. Check to see if any are different - mark any ones that are different on the map.



Sample questions and activities for a castle and a medieval abbey

Castle

Aim: To get across that this is a defensive building - withstand attack from bows and arrows, missiles etc; place where people lived; the lord of the castle was the master; Norman invasion; good soldiers; strategic location.

Try and source a plan of the castle.

1. Who built the Castle?.....
2. Why was the castle built here?
3. Is it built near a river? Name of river
4. Is it a good location to build a castle?
5. Has it a keep in the centre?
6. What is the castle built of?
7. What kind of weapons would have been used to attack the castle?
8. When did it go out of use?
9. What was the inner bawn used for?

Activites- some suggested activities:

- Use a bow and arrow to shoot at the castle
- Measure certain buildings including thickness of the wall, using measuring sticks or tape
- Measure the bawn and calculate total area
- The lord of the castle is returning home tomorrow from battle. Make out a menu for a welcoming feast

Medieval Abbey

1. Who founded the Abbey?.....
2. What order of monks lived here?
3. What is the long axis of the church?.....
4. How is the church divided?
5. Draw the east window of the church.
6. Why do you think the east window is so important?
7. Where did the monks pray?
8. Who sat in the Sedilia?
9. When was the tower added?
10. What was the cloister used for?
11. Where did the monks sleep?
12. Would you like to have been a monk in 13th century?

Activity

1. Measure the length of your pace. Now measure the length and breath of the nave by pacing.
2. Measure the length and breath of the chancel with a tape.
3. Measure the length and breath of the cloister with a measuring rod. How long does it take to walk slowly around it?
4. Make a rubbing of suitable stones with carvings on them.
5. Write out a daily menu for the monks.
6. You are the abbot and you need to assign your monks to the various daily jobs. Write out the jobs that need to be done around the abbey.
7. Drama:
The founder's son is making his confirmation today. Organise the ceremony. Select a hymn to sing at the ceremony. Have some pupils form the congregation and others the monks. Appoint somebody as the bishop. Act it out!



Skills and Concepts Development: *Working as a Historian*

Time and Chronology:

- The pupils can become aware of and discuss a simple story in terms of their school and its place in the community.
- The pupils encounter material related to their school and the surrounding area as simple historic evidence.
- Information about their school and the surrounding area can be used as a means of communicating a story from the past in a variety of ways.

Using Evidence:

Communication:

Change and Continuity:

- The pupils can begin to distinguish between past, present and future in terms of recording their school and the surrounding area.

Cause and Effect:

- Begin to develop an understanding of chronology by considering old and new elements in their school and the surrounding area.
- The pupils can explore ideas of change and continuity in terms of features that have changed or remained unchanged in their school and the surrounding area.

Using Evidence:

- By examining their school and the surrounding area the pupils can examine how it is changing and the reasons for these changes.

Synthesis and Communication:

- By recording their school and the surrounding area the pupils are using this evidence to examine aspects of change over time.
- By recording their school and the surrounding area the pupils are able to communicate an awareness of the past and the present as embodied by buildings, physical and natural features of the landscape, and archaeological monuments.
- Using their school and the surrounding area the pupils can imagine and discuss how the lives of those that work and live there have changed over time.

Empathy:

1ST AND 2ND CLASSES

Time and Chronology:

- The pupils can begin to distinguish between past, present and future in terms of recording their school and the surrounding area.

Change and Continuity:

- The pupils can begin to develop an understanding of chronology by considering old and new elements in their school and the surrounding area.
- By recording their school and the surrounding area the pupils can explore words and phrases associated with time.
- By recording their school and the surrounding area the pupils can understand and use date conventions.
- By recording their school and the surrounding area the pupils can use simple timelines to record this information.

Cause and Effect:

- The pupils can explore ideas of change and continuity in terms of features that have changed or remained unchanged in their school and the surrounding area.

Using Evidence:

- By examining their school and the surrounding area the pupils can examine how it has changed and the reasons for these changes.

Synthesis and Communication:

- By recording their school and the surrounding area the pupils are using this evidence to examine aspects of change over time.

Empathy:

3RD AND 4TH CLASSES

Time and Chronology:

- The pupils can begin to distinguish between past, present and future in terms of recording their school and the surrounding area.

Change and Continuity:

- The pupils can begin to develop an understanding of chronology by considering old and new elements in their school and the surrounding area.
- By recording their school and the surrounding area the pupils can understand and use date conventions.
- By recording their school and the surrounding area the pupils can use simple timelines to record this information.

Cause and Effect:

- The pupils can explore ideas of change and continuity in terms of features that have changed or remained unchanged in their school and the surrounding area.
- By examining their school and the surrounding area the pupils can examine how it has changed and the reasons for these changes.

Using Evidence:

- By recording their school and the surrounding area the pupils are using this evidence to summarise and make simple deductions about the past.

Synthesis and Communication:

- By recording their school and the surrounding area the pupils are asking questions about pieces of evidence about the past.

Empathy:

- By recording their school and the surrounding area the pupils are communicating an awareness of the past and the present as embodied by buildings, physical and natural features of the landscape, and archaeological monuments.

5TH AND 6TH CLASSES	
Time and Chronology:	<ul style="list-style-type: none"> • By recording their school and the surrounding area the pupils can develop an understanding of time and chronology so as to place people, objects and events within a broad historical sequence.
Change and Continuity:	<ul style="list-style-type: none"> • The pupils can use simple timelines to record old and new elements in their school and the surrounding area. • By recording their school and the surrounding area the pupils can explore words, phrases and conventions associated with the recording of dates and time.
Cause and Effect:	<ul style="list-style-type: none"> • The pupils can explore ideas of change and continuity by exploring similarities and differences between features that have changed or remained unchanged in their school and the surrounding area.
Using Evidence:	<ul style="list-style-type: none"> • By examining their school and the surrounding area the pupils can examine how it is changing and recognise some factors which may have caused, prevented or delayed these changes. • By examining their school and the surrounding area the pupils can recognise some of the different factors which may have caused and effected changes in the past. • By recording their school and the surrounding area the pupils are using a wide range of historical evidence. • By recording their school and the surrounding area the pupils are developing skills in the location and selection of evidence. • By recording their school and the surrounding area the pupils can recognise how evidence from the past can be incomplete or biased in a number of ways. • By recording their school and the surrounding area the pupils can ask questions about a piece of evidence. • By recording their school and the surrounding area the pupils can compare accounts of a person or events from two or more sources. • By recording their school and the surrounding area the pupils can make simple deductions from evidence. • By recording their school and the surrounding area the pupils can appreciate that evidence can be interpreted in a number of ways. • By recording their school and the surrounding area the pupils can recognise the difference between primary and secondary sources. • By recording their school and the surrounding area the pupils are able to communicate an understanding of the past in a variety of ways. • By recording their school and the surrounding area the pupils are using evidence and imagination to reconstruct elements of the past. • By recording their school and the surrounding area the pupils are selecting and organising historical evidence • Using their school and the surrounding area the pupils can imagine and discuss the feelings and motives of people in the past. • By recording their school and the surrounding area the pupils can discuss how events in the past were perceived by those who participated in them.
Synthesis and Communication:	
Empathy:	



Strand: Myself and my family

The child should be enabled to

- collect simple evidence
- discuss developments in the life of the family and things which have stayed the same.

Strand unit: My family

Strand: Story

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
- 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 art work, drama, music, mime and movement and using information and communication technologies.

Strand unit: Stories

Strand: Change and continuity

The child should be enabled to

- visit, explore and become aware of elements in the local environment which show continuity and change.
- listen to and record memories of older people about such places.
- compare photographs, drawings and simple accounts of the site in the past with the site now.
- use simple work directives, work cards or trail leaflets.

Strand unit: Continuity and change in the local environment

Strand: Myself and my family

The child should be enabled to

- discuss and record significant family events
- 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: My family

Strand: Story

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
- 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
- listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries
- discuss the actions and feelings of characters
- express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies
- display storyline pictures showing episodes in sequence.

Strand unit: Stories

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, referring to the wider national context where relevant
- collect related local ballads, stories and traditions.

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
- present findings using a variety of media and appropriate timelines.

Strand unit: Buildings, sites or ruins in my locality

The child should be enabled to

- examine changes and examples of continuity in the lives of parents and grandparents in clothes, foods in books, games and leisure activities in communication, roads, transport in built and natural environment
- collect and use a range of simple historical evidence oral history photographs family memorabilia old newspapers reference books.

Strand unit: My family

The child should be enabled to

- explore changes which have taken place in the home and other homes in the area
- discuss with older people items which have changed and those which have remained the same
- collect and/or examine old artefacts.

Strand unit: Homes

The child should be enabled to

- become familiar with the origins and traditions associated with some common festivals in Ireland and other countries.

Strand unit: Feasts and festivals in the past

The child should be enabled to

- explore and discuss games and pastimes enjoyed by parents and grandparents in the past.

Strand unit: Games and pastimes in the past

The child should be enabled to

- become familiar with some games and pastimes enjoyed in the locality
- explore and discuss games and pastimes enjoyed by parents and grandparents in the past.

Strand unit: My school

The child should be enabled to

- investigate the development of present buildings and the history of earlier school buildings
- attempt to reconstruct a school day in the past using a range of simple evidence
- compare school furniture and equipment of the past and the appearance of the classroom with those of today
- examine old roll books or other records; if possible old handwriting copybooks.

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
- listen to local people telling stories about their past
- examine and begin to make deductions from some simple relevant evidence
- discuss the actions and feelings of characters
- discuss the attitudes and motivations of characters
- express or record stories through oral and written forms, art work, music, drama, mime, movement and information and communication technologies.

Strand unit: Myths and legends

- listen to, discuss, retell and record a range of myths and legends from various cultural, ethnic and religious backgrounds in Ireland and other countries.

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

Strand unit: Life in the 18th century

Strand unit: Life in the 19th century

Strand unit: Life in Ireland since the 1950's

Strand unit: Life during World War II

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: Clothes

Strand unit: Homes and houses

Strand unit: Transport

Strand unit: Communications

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

The child should be enabled to

- actively explore some features of the local environment;
- investigate various aspects of these sites
- identify opportunities to become involved in enhancing and protecting the environmental features.

Strand unit: Buildings, sites or ruins in my locality

The child should be enabled to

- study the development of the school over a period
- relate the history of the school to the history of education in the parish or local area.

Strand unit: My family

The child should be enabled to

- compare and classify a range of homes in the area (ideally homes from a variety of periods)
- investigate local and/or regional variations or similarities in building styles and materials
- investigate links between the age of houses and their location
- collect, study and classify domestic artefacts.

Strand unit: Games and pastimes in the past

The child should be enabled to

- become familiar with aspects of the history of games in the locality
- explore aspects of the leisure interests and games of local people in the past.

Strand unit: Schools

The child should be enabled to

- study the development of the school over a period
- relate the history of the school to the history of education in the parish or local area.

Strand: Story

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

- 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
- 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
- discuss the chronology of events in a story
- examine and begin to make deductions from some simple relevant evidence
- discuss the actions and feelings of characters.

Strand unit: Myths and legends

- listen to, discuss, retell and record a range of myths and legends from various cultural, ethnic and religious backgrounds in Ireland and other countries.

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 mediaeval towns and countryside

Strand unit: Life in the 18th century

Strand unit: Life in the 19th century

Strand unit: Life during World War II

Strand unit: Life in Ireland since the 1950's

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: Clothes

Strand unit: Homes, housing and urban developments

Strand unit: Transport

Strand unit: Communications

Strand unit: Workshops and factories

Strand unit: Caring for the sick

Strand unit: Schools and education

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: Eras of change and conflict

Strand unit: The Great Famine

Strand unit: The Industrial Revolution

Strand unit: Changing roles of women in 19th and 20th centuries

Strand unit: Modern Ireland School

- become familiar with aspects of these periods

- 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.

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

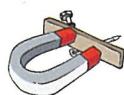
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3RD AND 4TH CLASSES

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: Materials and change
 Strand: Energy and forces
 Strand: 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: Materials and change
 Strand: Energy and forces
 Strand: Forces
 Strand: Environmental awareness and care
 Strand Unit: Caring for my locality

3RD AND 4TH CLASSES

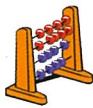
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 Strand Unit: Properties and characteristics of materials
 Strand Unit: Materials and change
 Strand: Living Things
 Strand Unit: Plants and animals
 Strand Unit: Human Life
 Strand: Energy and forces
 Strand: Forces
 Strand: Environmental awareness 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
 Strand Unit: Human Life
 Strand: Energy and forces
 Strand: 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

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

1ST AND 2ND CLASSES

3RD AND 4TH CLASSES

5TH AND 6TH CLASSES



Gaeilge

RANGANNA NAÍONÁN

Snáithe: Éisteacht
 Snáithe: Labhairt

1 AGUS 2 RANGANNA

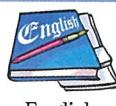
Snáithe: Éisteacht
 Snáithe: Labhairt
 Snáithe: Scribhneoiracht

3 AGUS 4 RANGANNA

Snáithe: Éisteacht
 Snáithe: Labhairt
 Snáithe: Scribhneoiracht
 Snáithe: Léitheoiracht

5 AGUS 6 RANGANNA

Snáithe: Éisteacht
 Snáithe: Labhairt
 Snáithe: Scribhneoiracht
 Snáithe: Léitheoiracht



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

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