









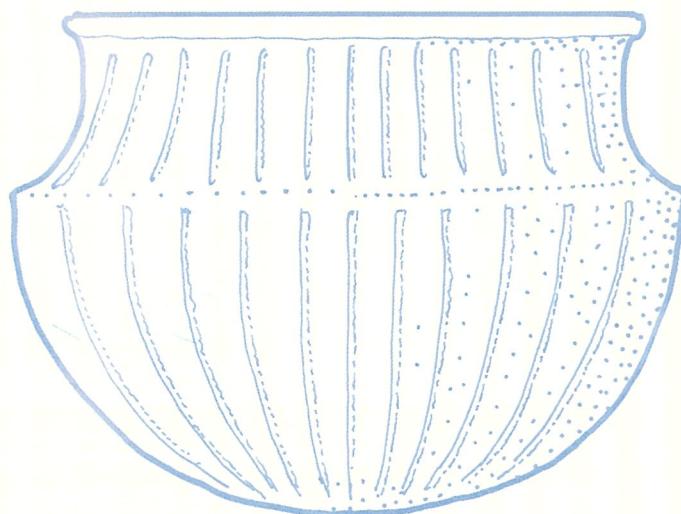
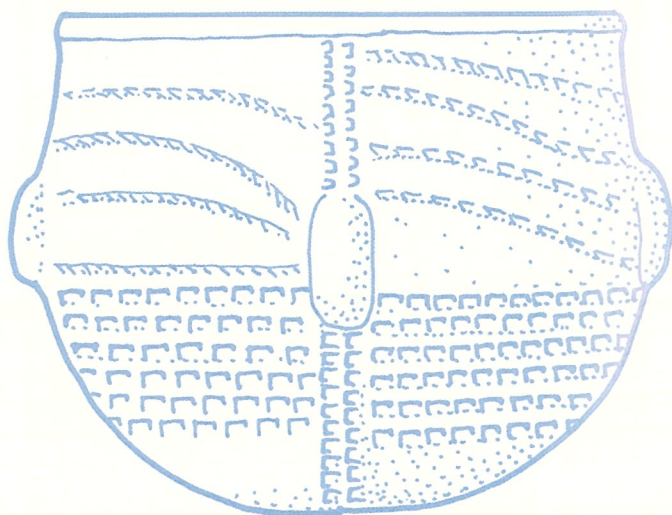


GUIDELINES

CONTENTS

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

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



Managing the Module: Senior Classes

Clay, once fired and turned into a ceramic object, is almost indestructible. Though the pot itself may break fairly easily the shattered fragments (shards) will last indefinitely in the soil. Consequently shards of pottery are one of the most numerous artefacts recovered in archaeological excavations. The study of ancient pottery is therefore an important part of archaeology and a lot of information can be derived from the humble piece of pottery.

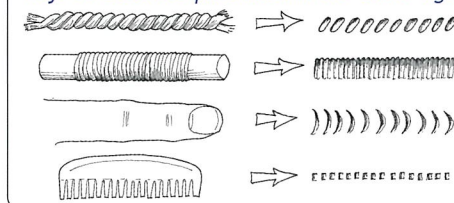


Prompt: Clay has to be fired at very high temperatures to transform it into a ceramic pot. *New Clay* cannot be fired and just self-hardens. *Terracotta Clay* can be fired if a kiln is available.

In preparation the pupils need to be familiar with the introduction of farming into Ireland during the Neolithic period (see *Brief Guide to Monuments and Artefacts*). Use **AS1** to stimulate discussion of the change farming made to the lives of people living at the time by contrasting it with their predecessors who lived only from hunting and gathering wild food (see Module 4).



Ways to decorate pots used in the Stone Age.



Managing the Module: Junior Classes

Infants

Use **AS1** as an introduction to Stone Age farming and let the pupils tell the story of what is happening in the picture- long ago people had no machinery and they had to use animals to pull their ploughs etc.

Make and decorate pinch pots/free-play with clay.

1st and 2nd

Use **AS1** as an introduction to the first farmers. Let the pupils tell the story of what is happening in the picture in terms of how it is different from the way things are to-day. Indicate position of the Stone Age on the timeline (Module 2).

Make pinch pots/free play with clay. Discuss the various uses of clay pots.

Life on a Stone Age (Neolithic) farm: AS1 & AS4

Illustrated Activities:

1. Felling trees -Ireland was covered with woodland at this time. Neolithic people had to make land clear for farming. They are chopping down trees with polished stone axes.
2. Building stone walls to make fields.
3. Ploughing - preparing soil for crops.
4. Winnowing corn by sieving onto a sheet to separate grain from chaff.
5. Milking - man milking a cow, clay pot used to collect milk.
6. Harvesting corn and storing in dry place.
7. Grinding corn in a saddle quern stone (rolling round stone backwards and forwards on curved stone).
8. Pottery - man making coil pot.
9. Hunting with bow and arrow.

Neolithic pottery ranges from the simple utility pot to beautifully decorated ware (see *Brief Guide to Monuments and Artefacts*). Some pots were highly decorated- use **AS2** and **AS3** to familiarize pupils with the shapes of the Neolithic pots and the types of decoration used.



Time and Chronology:

Using Evidence:

Communication:

INFANT CLASSES

- The pupils become aware of making a clay pot as a simple story about an event that happened in the past- when people made their own pottery.
- The pupils encounter the hand making of pottery as evidence for an event that happened in the past- when people made their own pottery.
- The making of a simple pinch pot can be used as a means of communicating a story from the past- when people made their own pottery- using drama (the process of making the pot), art work (decorating the pot) and information (what are such pots used for?).

Time and Chronology:

Change and Continuity:

Cause and Effect:

Using Evidence:

Synthesis and Communication:

Empathy:

1ST AND 2ND CLASSES

- The pupils can begin to distinguish between past, present and future events by considering how people made their own pottery in the past.
- Using the concept of making clay pots the pupils can explore ideas of change (when people made their own pots) and continuity (the need for containers like clay pots).
- Using the concept of making their own pot the pupils can relate the event with a consequence- the process of making the pot.
- The pupils encounter the clay pot as evidence for an event that happened in the past- when people made their own pottery.
- The making of the pot can be used as a means of communicating a story from the past- using drama (the process of making the pot), art work (making and decorating the pot) and writing (write an account how you made your own clay pot).
- Using the process of making their own pottery the pupils can imagine and discuss how Stone Age farmers made their own pottery and what it might have been used for.

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 events by considering how people made their own pottery in the past.
- Begin to develop an understanding of chronology through exploring and recording the process of making clay pots.
- Use common words and phrases associated with time in the context of making clay pots during the Stone Age.
- Using the concept of making clay pots the pupils can explore ideas of change (when people made their own pots) and continuity (the need for containers like clay pots).
- Using the concept of making their own pot the pupils can relate the event with a consequence- the process of making the pot.
- The pupils encounter the clay pot as evidence for an event that happened in the past- when people made their own pottery.
- Summarise information and make simple deductions about a single source of evidence: the making of clay pots .
- The making of the pot can be used as a means of communicating a story from the past.
- Communicate this understanding using drama (the process of making the pot), art work (making and decorating the pot) and writing (write an account how you made your own clay pot).
- Using the process of making their own pottery the pupils can imagine and discuss how Stone Age farmers made their own pottery and what it might have been used for.



5TH AND 6TH CLASSES

Time and Chronology:

- The pupils can begin to distinguish between past, present and future events by considering how people made their own pottery in the past.
- Begin to develop an understanding of chronology through exploring and recording the process of making clay pots.
- Use common words and phrases associated with time in the context of making clay pots during the Stone Age (Neolithic).

Change and Continuity:

- Using the concept of making clay pots the pupils can explore ideas of change (when people made their own pots) and continuity (the need for containers like clay pots).
- Using the manufacture and use of clay pots they can explore similarities and differences between past and present and between different periods in the past.

Cause and Effect:

- Using the concept of making their own pot the pupils can relate the event with a consequence- the process of making the pot.

Using Evidence:

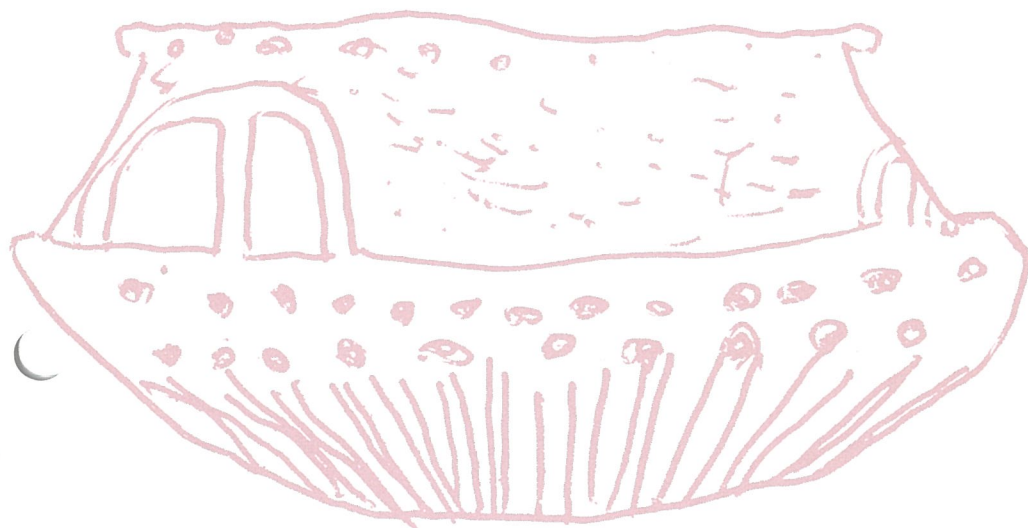
- The pupils encounter the clay pot as evidence for an event that happened in the past- when people made their own pottery.
- Summarise information and make simple deductions about a single source of evidence: the making of clay pots.
- Recognise that evidence may be incomplete or biased in the context of what evidence will survive from a Neolithic house site (shards of pottery).
- Compare an account of the manufacture and use of clay pots at a Neolithic house from different points of view (the potter, an apprentice potter, a cook using the pots).

Synthesis and Communication:

- The making of the pot can be used as a means of communicating a story from the past using imagination and evidence.
- Communicate this understanding using drama (the process of making the pot), art work (making and decorating the pot) and writing (write an account how you made your own clay pot) and information and communication technologies (weblinks).

Empathy:

- Using the process of making their own pottery the pupils can imagine and discuss how Stone Age farmers made their own pottery and what it might have been used for.
- Discuss how an event in the past- the making of clay pots- may have been perceived by those who participated in it.



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
- 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 (beginning, middle, end) in a story
- express or record stories through art work, drama, music, mime and movement and using information and communication technologies.

1st & 2nd Classes

Strand: Myself and my family
Strand unit: Feasts and festivals

The child should be enabled to

- explore and discuss the origins and traditions of some common festivals.

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
- display storyline pictures showing episodes in sequence
- display storyline pictures showing episodes in sequence.

3rd & 4th Classes

Strand: Local Studies
Strand unit: Feasts and festivals in the past

The child should be enabled to

- become familiar with the origins and traditions associated with some common festivals in Ireland and other countries
- explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals.

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

The child should be enabled to

- listen to, discuss, retell and record a range of stories from the lives of people who have made a contribution to local and/or national life and to the lives of people in other countries through technological, scientific, cultural and artistic activities as well as those who have contributed to social and political developments
- 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

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: Continuity and change over time
Strand unit: Food and farming

The child should be enabled to

- study aspects of social, artistic, technological and scientific developments over long periods
- 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

- become familiar with the origins and traditions associated with a range of festivals in Ireland and other countries
- explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals.

Strand unit: Feasts and festivals

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
- discuss the attitudes and motivations of characters in their historical context
- 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

The child should be enabled to

- listen to, discuss, retell and record a wider range of more complex myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries
- relate the myths and legends to the beliefs, values and traditions of the peoples from which they came.

Strand unit: Myths and legends

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: Continuity and change over time

The child should be enabled to

- study aspects of social, artistic, technological and scientific developments over long periods
- 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

Strand unit: Literature, art, crafts and culture



LINKAGES ACROSS THE CURRICULUM



SESE
Geography

INFANTS

Strand: Human environments
Strand Unit: People at work; people at play
Strand Unit: People and places in other areas

Strand: Natural environments
Strand Unit: The local natural environment

1ST AND 2ND CLASSES

Strand: Human environments
Strand Unit: People at work; people at play
Strand Unit: People and places in other areas

Strand: Natural environments
Strand Unit: The local natural environment

3rd AND 4TH CLASSES

Strand: Human environments
Strand Unit: People at work; people at play
Strand Unit: People and other lands

Strand: Natural environments
Strand Unit: The local natural environment
Strand Unit: Rocks and soils

5th AND 6TH CLASSES

Strand: Human environments
Strand Unit: People at work; people at play
Strand Unit: People and other lands

Strand: Natural environments
Strand Unit: The local natural environment
Strand Unit: Rocks and soils
Strand Unit: Weather and climate



SESE
Science

INFANTS

Strand: Living things
Strand Unit: Plants and animals

Strand: Energy and forces
Strand Unit: Forces

Strand: Materials
Strand Unit: Properties and characteristics of materials

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

1ST AND 2ND CLASSES

Strand: Living things
Strand Unit: Plants and animals

Strand: Energy and forces
Strand Unit: Forces

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

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

3rd AND 4TH CLASSES

Strand: Living things
Strand Unit: Plants and animals
Strand Unit: Human life

Strand: Energy and forces
Strand Unit: Forces
Strand Unit: Heat

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

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

5th AND 6TH CLASSES

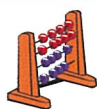
Strand: Living things
Strand Unit: Plants and animals
Strand Unit: Human life

Strand: Energy and forces
Strand Unit: Forces
Strand Unit: Heat

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

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

INTEGRATION ACROSS THE CURRICULUM



Mathematics

INFANTS

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

1ST AND 2ND CLASSES

Strand: Shape and space
Strand: Number
Strand: Measures

3rd AND 4TH CLASSES

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

5th AND 6TH CLASSES

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



Visual Arts

INFANTS

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

1ST AND 2ND CLASSES

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

3rd AND 4TH CLASSES

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

5th AND 6TH CLASSES

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



Drama

INFANTS

Strand: Exploring and making drama
Strand: Co-operating and communicating in making drama

1ST AND 2ND CLASSES

Strand: Exploring and making drama
Strand: Co-operating and communicating in making drama

3rd AND 4TH CLASSES

Strand: Exploring and making drama
Strand: Co-operating and communicating in making drama

5th AND 6TH CLASSES

Strand: Exploring and making drama
Strand: Co-operating and communicating in making drama



SPHE

INFANTS

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

1ST AND 2ND CLASSES

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

3rd AND 4TH CLASSES

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

5th AND 6TH CLASSES

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





Gaeilge

RANGANNA NAÍÓNÁN

1 AGUS 2 RANGANNA

Snáithe: Éisteacht
Snáithe: Labhairt

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

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

