

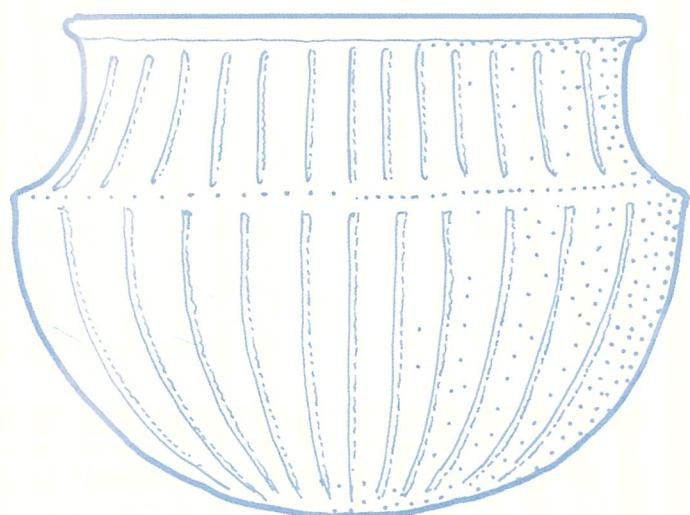
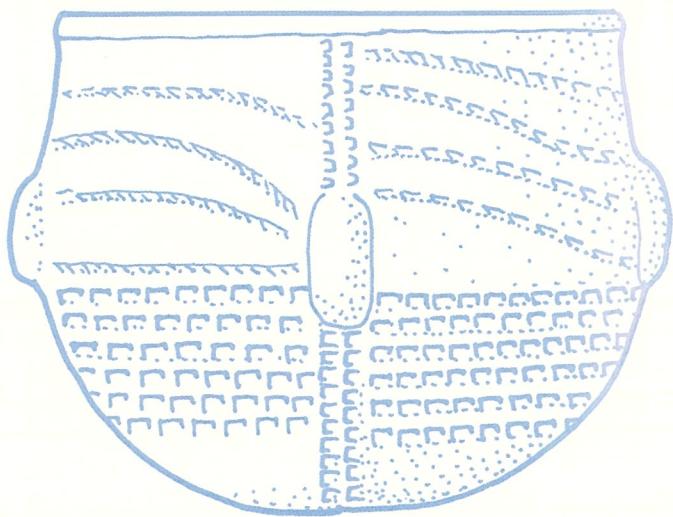
# TEACHER GUIDELINES

## 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.

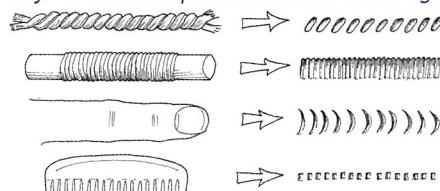


**Prompt:** Clay has to be fired at very high temperatures to transform it into a ceramic pot. New Clay cannot be fired and just self-hardens. *Terracotta Clay* can be fired if a kiln is available.

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.



Skills and Concepts Development: *Working as a Historian*

## Time and Chronology:

## Using Evidence:

## Communication:

## Time and Chronology:

## Change and Continuity:

## Cause and Effect:

## Using Evidence:

## Synthesis and Communication:

## Empathy:

## Time and Chronology:

## Change and Continuity:

## Cause and Effect:

## Using Evidence:

## Synthesis and Communication:

## Empathy:

## 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?).

## 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.

## 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.



## 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).

## Cause and Effect:

- 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.

## Using Evidence:

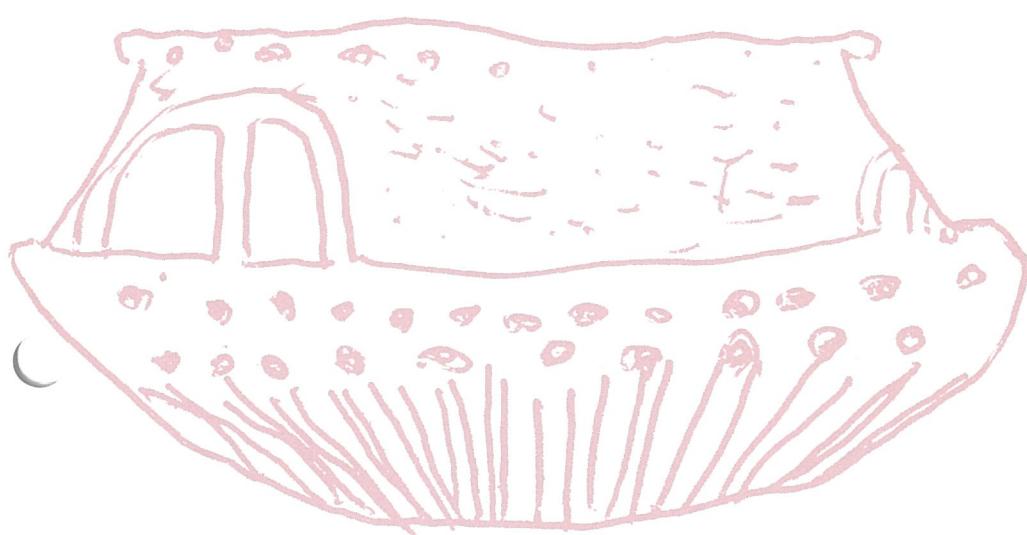
- Using the concept of making their own pot the pupils can relate the event with a consequence- the process of making the pot.
- The pupils encounter the clay pot as evidence for an event that happened in the past- when people made their own pottery.
- Summarise information and make simple deductions about a single source of evidence: the making of clay pots.

## Synthesis and Communication:

- 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).
- 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.



#### Strands

Infants

1st & 2nd Classes

3rd & 4th Classes

##### 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
- 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.

##### Strand unit: Stories

##### Strand: Myself and my family

*The child should be enabled to*

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

##### Strand unit: Feasts and festivals

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

##### Strand unit: Stories

##### Strand: Local Studies

*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 unit: Feasts and festivals in the past

##### Strand: Story

*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 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 and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally.

##### 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 items of change and continuity in the "line of development"
- identify some of the factors which have caused or prevented change.

##### Strand unit: Food and farming

## Strands

**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: 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: Feasts and festivals****Strand unit: Myths and legends***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: 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: Food and farming****Strand unit: Literature, art, crafts and culture****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.



## 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

#### 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

#### 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: 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

#### 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

#### 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: 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 NAÍONÁN

#### 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: Léitheoiracht

#### 5 AGUS 6 RANGANNA

Snáithe: Éisteacht  
Snáithe: Labhairt  
Snáithe: Scríbhneoireacht  
Snáithe: Léitheoiracht



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

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

