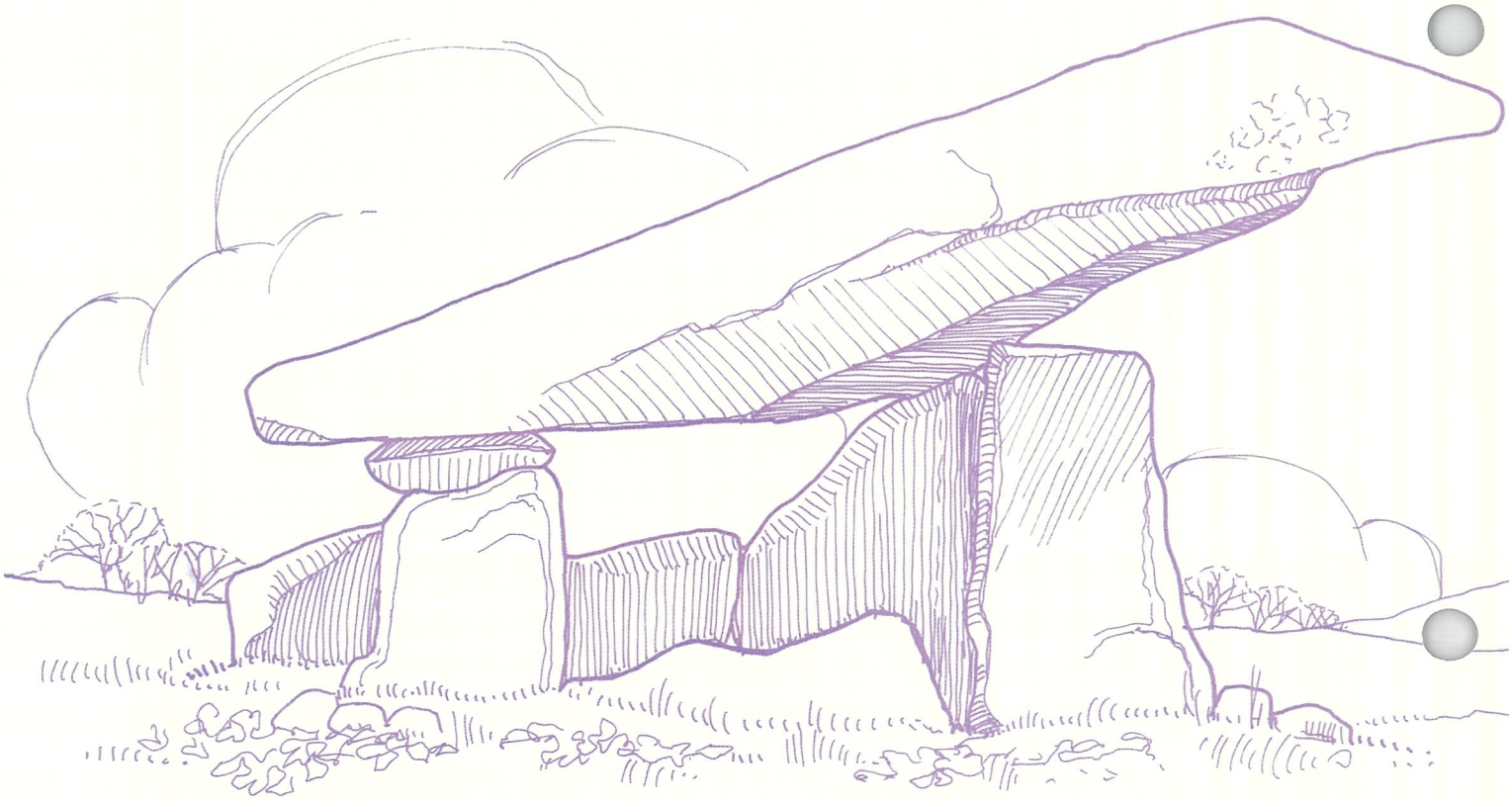
GUIDELINES

CONTENTS

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

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

Teacher Guidelines



Managing the Module: Senior Classes

This is a practical way to show pupils how megalithic tombs were built and what their basic features are. *Megalithic tombs* are often called dolmens or some other local name, but it is better to use the correct terminology. Become familiar with the megalithic tomb you wish to teach before introducing them to the class. Use the *Resources: Brief Guide to Monuments and Artefacts* for some background information on each tomb type.

Once built- and if the model is large enough- the pupils could place certain objects in the tomb- e.g. clay pot (from Module 5), arrowhead (from Module 4), or a toy figure to represent a burial. Items like this placed in a tomb are referred to as *'grave goods'*.

Use **AS3** to stimulate a discussion of how big stones were moved and erected.

Other monuments can be made in the sand tray e.g. stone circles, stone rows, single standing stone, ringforts, Early Christian monastery (see *Resources: Brief Guide to Monuments and Artefacts*). Other mediums could be used to make models e.g. clay, papier-mâché, plaster.

Prompt: Megalithic tombs were covered by a cairn of stones or a mound of earth. One cannot see the tomb's construction if it is covered in this way in the sand tray. However, if the model is covered by sand (like a cairn) and some grave goods are placed inside it, the pupils could exchange trays and excavate the tomb in the manner outlined in **Module 3.**

Managing the Module: Junior Classes

Infants

The simplest type of tomb- the portal tomb- can be demonstrated to the pupils. They can observe how the side stones support the capstone to create a space or chamber. Use **AS3** to stimulate a discussion of how big stones were erected. They could also arrange the stones to form certain shapes, like a circle or a straight line.

1st and 2nd

The pupils can make the simpler type of tomb- the *Portal Tomb*, and become familiar with basic construction concepts- how the side stones support the capstones to create space or chamber. Use **AS3** to stimulate a discussion of how big stones were moved and erected.

Skills and Concepts Development: *Working as a Historian*

INFANT CLASSES

Time and Chronology:
- The pupils become aware of and discuss the making of monuments in the sand tray as a simple story about an event that happened in the past.

Using Evidence:
- The pupils encounter the monuments in the sand tray as evidence for an event that happened in the past.

Communication:
- The monuments in the sand tray can be used as a means of communicating a story from the past- using artwork (making the monument in the tray) and information (how these monuments were made).

1ST AND 2ND CLASSES

Time and Chronology:
- The pupils can begin to distinguish between past, present and future events by seeing the making of the monument in the sand tray as a demonstration of how an event happened in the past.

Change and Continuity:
- Using the making of the monument in the sand tray, the pupils can explore ideas of change (how things were built long ago) and continuity (the need for places of burial).

Cause and Effect:
- Using the making of the monument in the sand tray, the pupils can relate the event with a consequence- the construction of a monument.

Using Evidence:
- The pupils encounter the making of the monument in the tray as evidence for an event that happened in the past- the building of a tomb.

Synthesis and Communication:
- The making of the monument in the sand tray can be used as a means of communicating a story from the past- using art work (the making of the tomb in the sand tray) and writing (write an account of how the large monuments were built in the Stone Age).

Empathy:
- Using the making of the monument in the sand tray the pupils can imagine and discuss the event- the building of a Stone Age tomb- and the feelings of characters in the past who built such tombs.

3RD AND 4TH CLASSES

Time and Chronology:
- The pupils can begin to distinguish between past, present and future events by seeing the making of the monument in the sand tray as a demonstration of how an event happened in the past.
- Begin to develop an understanding of chronology through exploring and recording the different types of monuments constructed in the sand tray.
- Use common words and phrases associated with time in the context of making monuments in the sand tray

Change and Continuity:
- Using the making of the monument in the sand tray, the pupils can explore ideas of change (how things were built long ago) and continuity (the need for important buildings).

Cause and Effect:
- Using the making of the monument in the sand tray, the pupils can relate the event with a consequence- the construction of a monument.

Using Evidence:
- The pupils encounter the making of the monument in the tray as evidence for an event that happened in the past- the building of a tomb.
- Ask questions about the different types of monument as evidence for past events.
- Summarise information derived from making the monuments in the sand tray and make simple deductions from their construction.

Synthesis and Communication:
- The making of the monument in the sand tray can be used as a means of communicating a story from the past.
- Communicate this understanding of the past using artwork (the making of the tomb in the sand tray) and writing (write an account of how the large monuments were built in the Stone Age).

Empathy:
- Using the making of the monument in the sand tray the pupils can imagine and discuss the event- the building of a Stone Age tomb- and the feelings of characters in the past who built such tombs.

	5TH AND 6TH CLASSES
Time and Chronology:	• The pupils can begin to distinguish between past, present and future events by seeing the making of the monument in the sand tray as a demonstration of how an event happened in the past. • Begin to develop an understanding of chronology through exploring and recording the different types of monuments constructed in the sand tray. • Use common words and phrases associated with time in the context of making monuments in the sand tray (megalithic tombs; passage tomb; portal tomb; court tomb and wedge tomb; megalith).
Change and Continuity:	• Using the making of the monument in the sand tray, the pupils can explore ideas of change (how things were built long ago) and continuity (the need for important buildings).
Cause and Effect:	• Using the making of the monument in the sand tray, the pupils can relate the event with a consequence- the construction of a monument. • Appreciate that events usually have a number of causes and outcomes in the context of the construction of the monuments in the sand tray.
Using Evidence:	• The pupils encounter the making of the monument in the tray as evidence for an event that happened in the past- the building of a tomb. • Ask questions about the different types of monument as evidence for past events. • Summarise information derived from making the monuments in the sand tray and make simple deductions from their construction. • Recognise that evidence may be incomplete or biased in the context of what evidence will survive from a construction in stone and one in wood. • Compare an account of the monuments depicted in the sand tray, from different points of view (the master builder, an apprentice builder, and an ordinary labourer).
Synthesis and Communication:	• The making of the monument in the sand tray can be used as a means of communicating a story from the past • Communicate this understanding of the past using artwork (the making of the tomb in the sand tray) and writing (write an account of how the large monuments were built in the Stone Age).
Empathy:	• Using the making of the monument in the sand tray the pupils can imagine and discuss the event- the building of a Stone Age tomb- and the feelings of characters in the past who built such tombs.

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
- 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
- compare photographs, drawings and simple accounts of the site in the past with the site now
- 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
- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people · listen to local people telling stories about their past
- display storyline pictures showing episodes in sequence.

3rd & 4th Classes

Strand: Local Studies

Strand unit: My locality through the ages

The child should be enabled to

- 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

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
- 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
- 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: Homes and houses

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".

5th & 6th Classes

Strand: Local Studies

Strand unit: My locality through the ages

The child should be enabled to

- 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.

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

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
- 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
- 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, information and communication technologies.

Strand: Early people and ancient societies

Strand unit: Stone Age peoples
Strand unit: Bronze Age peoples

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: Continuity and change over time

Strand unit: Homes, housing and urban developments

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

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

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

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

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

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: The earth and the sun

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

SESE
Science

INFANTS

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: 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: 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 the environment
Strand Unit: Science and the environment

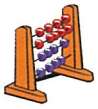
5th AND 6TH CLASSES

Strand: Energy and forces
Strand Unit: Forces

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

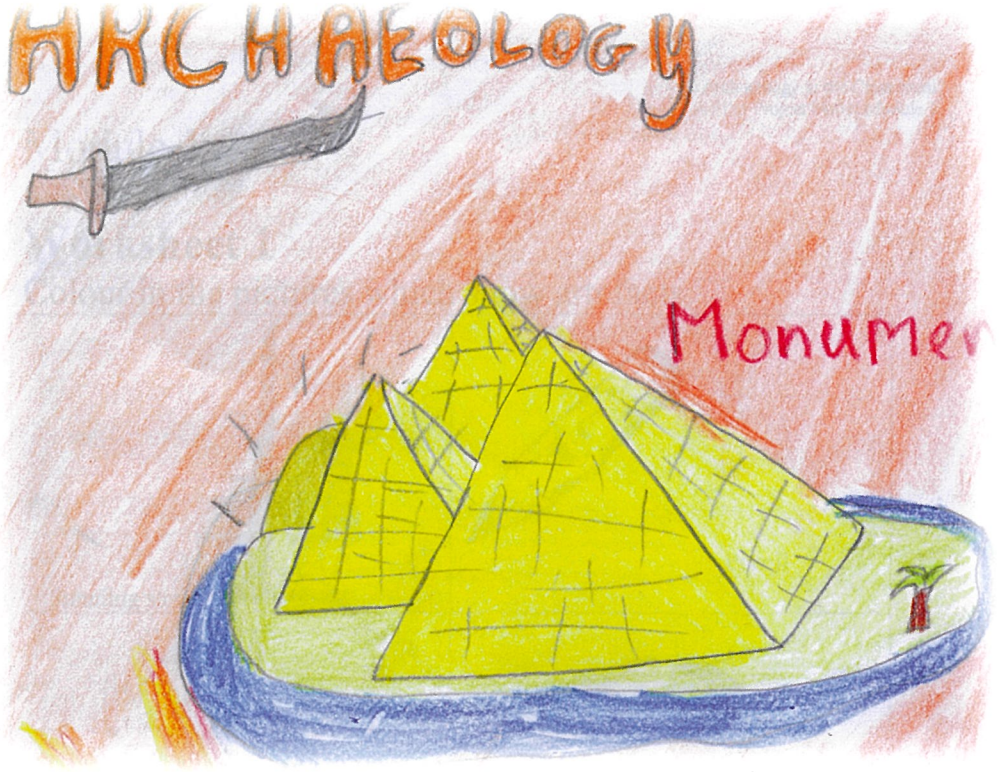
Strand: Environmental awareness and care
Strand Unit: Caring for the environment
Strand Unit: Science and the environment
Strand Unit: Environmental awareness

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: Construction Strand: Fabric and fibre Strand: Paint and colour
	1ST AND 2ND CLASSES	Strand: Fabric and fibre Strand: Construction Strand: Paint and colour
	3rd AND 4TH CLASSES	Strand: Construction Strand: Fabric and fibre Strand: Paint and colour
	5th AND 6TH CLASSES	Strand: Construction Strand: Fabric and fibre 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	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 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
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