GUIDELINES

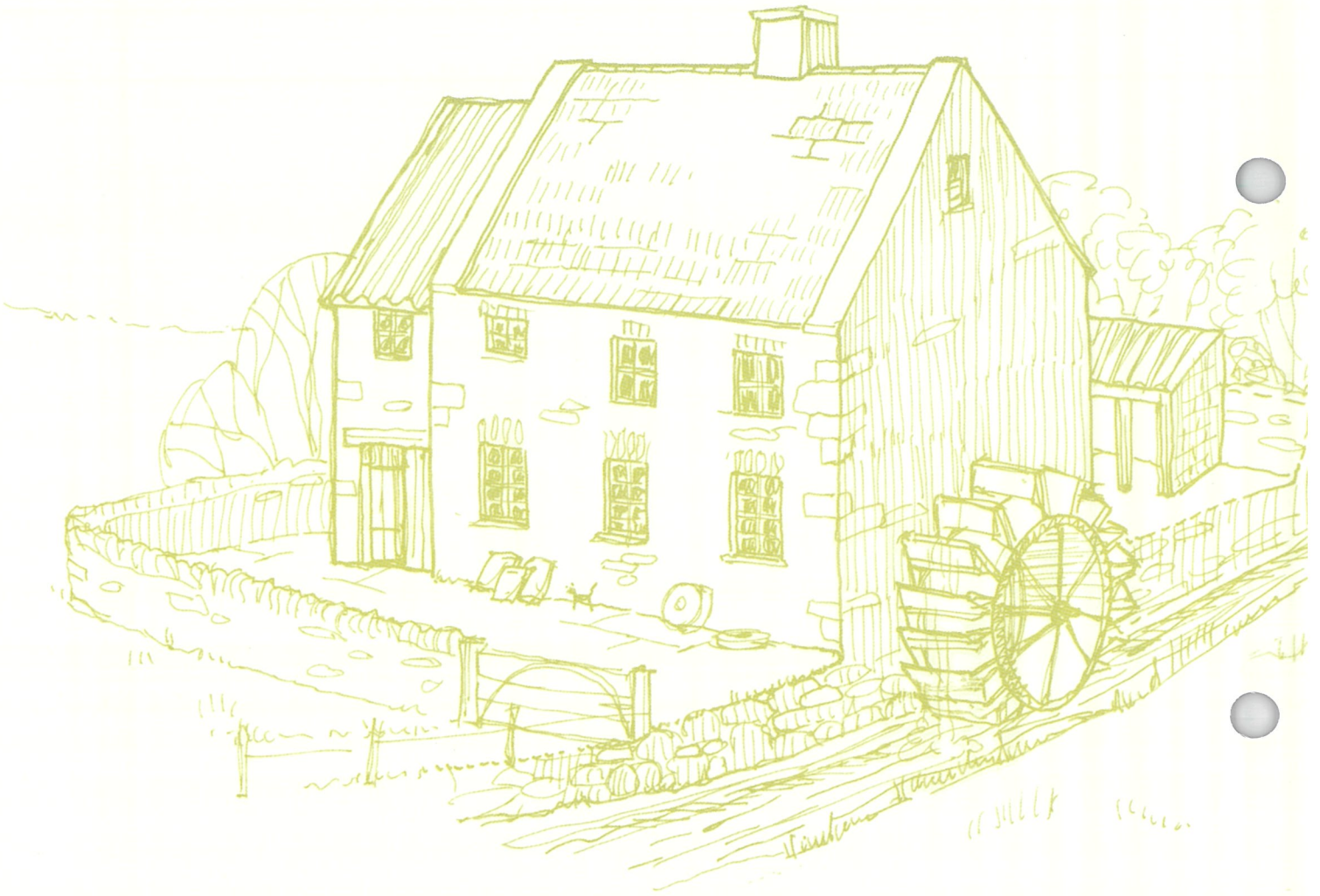
CONTENTS

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

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

Teacher Guidelines

TG



Managing Module: Senior Classes

Old buildings are probably the most taken-for-granted part of our everyday environment and yet they are fascinating to look at and study. Training one's eye to be able to do this requires some basic knowledge. This module is designed to give the pupils a basic vocabulary that will enable them to engage with old buildings in an informed manner. Nearly all our traditional buildings have a symmetrical appearance with regular *bays* (vertical divisions) and *storeys* (horizontal divisions). Also, most of them have one of two basic roof types: *gabled* or *hipped*. Using these three terms the pupil can develop a standard system for describing a building. The first four activity sheets will help the pupils develop this system.

Answers to **AS1**

2	1
3	2
1	2
3	2

Answers to **AS2**

5	3
3	2
3	5
5	4

Answers to **AS3**

Gabled	Hipped
Hipped	Gabled
Gabled	Gabled
Gabled	Hipped

Answers to **AS4**

Hipped 5 bay, 1 storey	Gabled 3 bay, 3 storey
Gabled 4 bay, 1 storey	Hipped 3 bay, 1 storey
Hipped 5 bay, 3 storey	Gabled 3 bay, 2 storey

The *Common Architectural Features* sheet (p154) is a visual guide to a range of architectural terms.

Activity Sheet 5 is provided to explore the pupil's familiarity with this new vocabulary for describing old buildings. Circle the features you wish the pupils to identify on the activity sheet yourself.

Activity Sheet 7 should help the pupils develop their drawing skills. For an idea of what the completed building might look like see bottom right drawing on **AS1**.

Activity Sheet 8: A prompt sheet (p155) for this activity is provided below.

Prompt: for further information on buildings see books by Rothery and Shaffrey listed on p284.

Managing Module: Junior Classes

For junior classes **AS1** and **AS2** can be used where appropriate to provide the pupils with an understanding of how to describe the height and width of buildings. Otherwise, **AS7**, which is a simple drawing exercise, will give them some basic understanding of how to look at a building in terms of windows and doors.

TEACHER GUIDELINES

Skills and Concepts Development: *Working as a Historian*

INFANT CLASSES

Time and Chronology:
- The pupils become aware of and discuss old buildings as a simple story the past.

Using Evidence:
- The pupils encounter old buildings as evidence for an event that happened in the past.

Communication:
- Old buildings are used as a means of communicating a story from the past- how people lived long ago.

1ST AND 2ND CLASSES

Time and Chronology:
- The pupils can begin to distinguish between past, present and future events by looking at old buildings.

Change and Continuity:
- Using old buildings the pupils can explore ideas of change (how things were built long ago) and continuity (the need for buildings).

Cause and Effect:
- Using old buildings the pupils can relate the event with a consequence- the construction of a building.

Using Evidence:
- The pupils encounter old buildings as evidence for an event that happened in the past.

Synthesis and Communication:
- The pupils encounter old buildings as a means of communicating a story from the past- using artwork (the drawing) and writing (the terminology).

Empathy:
- Using old buildings the pupils can imagine and discuss their construction and the lives of the people who lived in them.

3RD AND 4TH CLASSES

Time and Chronology:
- The pupils can begin to distinguish between past, present and future events by looking at old buildings.
- The pupils can begin to develop an understanding of chronology through exploring and recording old buildings.

Change and Continuity:
- Using old buildings the pupils can explore ideas of change (how things were built long ago) and continuity (the need for buildings).

Cause and Effect:
- Using old buildings the pupils can relate the event with a consequence- the construction of a building.

Using Evidence:
- The pupils encounter old buildings as evidence for an event that happened in the past.
- The pupils can ask questions about the different types of buildings as evidence for past events.
- The pupils can summarise information derived from old buildings and make simple deductions about their construction.

Synthesis and Communication:
- The pupils encounter old buildings as a means of communicating a story from the past- using artwork (the drawing) and writing (the terminology).
- The pupils can communicate this understanding of the past using artwork (the drawings) and writing (the use of terminology).

Empathy:
- Using old buildings the pupils can imagine and discuss their construction and the lives of the people who lived in them.

5TH AND 6TH CLASSES

Time and Chronology:
- The pupils can begin to distinguish between past, present and future events by looking at old buildings.
- The pupils can begin to develop an understanding of chronology through exploring and recording old buildings.
- The pupils will use common words and phrases associated with the recording of old buildings.

Change and Continuity:
- Using old buildings the pupils can explore ideas of change (how things were built long ago) and continuity (the need for buildings).

Cause and Effect:
- Using old buildings the pupils can relate the event with a consequence- the construction of a building.
- Using old buildings the pupils can appreciate that events usually have a number of causes and outcomes in the context of their construction, re-use and maintenance.

Using Evidence:
- The pupils encounter old buildings as evidence for an event that happened in the past.
- The pupils can ask questions about the different types of buildings as evidence for past events.
- The pupils can summarise information derived from old buildings and make simple deductions about their construction.

Synthesis and Communication:
- The pupils encounter old buildings as a means of communicating a story from the past- using artwork (the drawing) and writing (the terminology).
- The pupils can communicate this understanding of the past using artwork (the drawings) and writing (the use of terminology).

Empathy:
- Using old buildings the pupils can imagine and discuss their construction and the lives of the people who lived in them.

Strands

Infants

Strand: Myself and my family — **Strand unit: My family**

The child should be enabled to

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

1st & 2nd Classes

Strand: Myself and my family — **Strand unit: My family**

The child should be enabled to

- collect, explore and discuss a range of simple evidence, noting changes and developments and items which have stayed the same.

Strand unit: When my grandparents were young

The child should be enabled to

- explore and record aspects of the lives of people when his/her grandparents were young.

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
- record findings through drawing and other art work, modelling, photographs, information and communication technologies.

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.

Strand unit: My family

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.

Strand unit: My school

The child should be enabled to

- investigate the development of present buildings and the history of earlier school buildings.

Strand unit: Homes

The child should be enabled to

- explore changes which have taken place in the home and other homes in the area
- collect and/or examine old artefacts
- 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

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

Strand: Society, work and culture in the past — **Strand unit: Life in the 18th century**
Strand unit: Life in the 19th century

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: 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: Homes

The child should be enabled to

· compare and classify a range of homes in the area (ideally homes from a variety of periods).

Strand unit: Schools

The child should be enabled to

· study the development of the school over a period
· use documentary and other sources.

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 unit: My locality through the ages

The child should be enabled to

· study a period or periods in the history of the local village, town, city area, townland, parish or county.

Strand: Society, work and culture in the past

Strand unit: Life in the 18th century
Strand unit: Life in the 19th century

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: Eras of change and conflict

Strand unit: The Industrial Revolution

The child should be enabled to

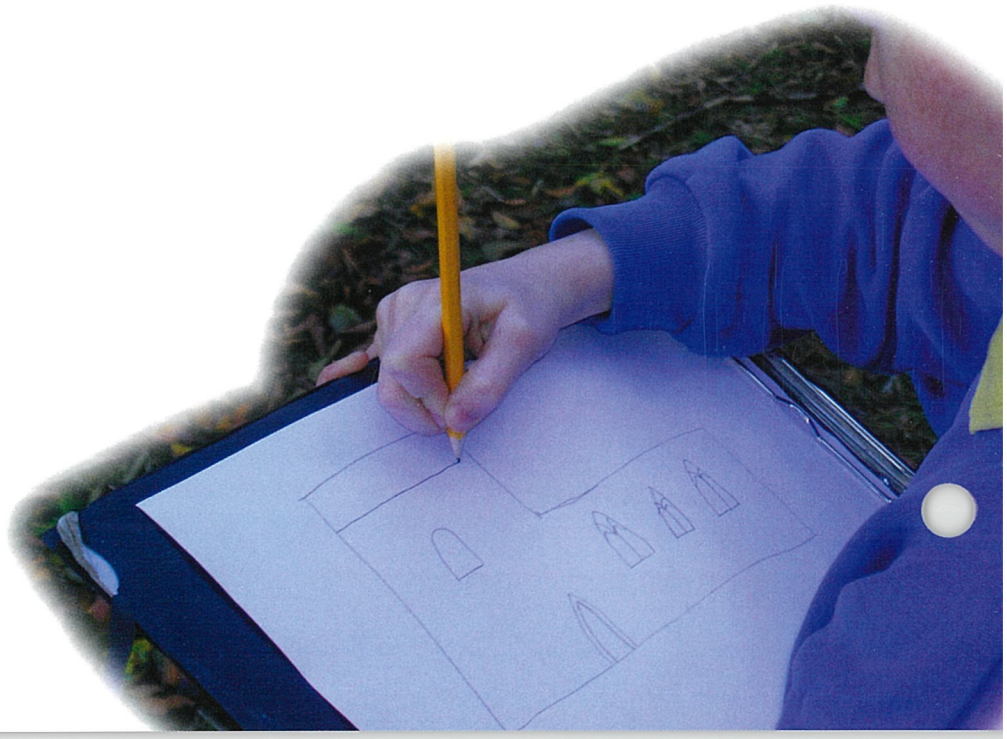
· become familiar with aspects of these periods
· examine and become familiar with evidence which informs us about the lives of people in the periods studied, their thoughts and concerns, especially evidence which may be found locally.

Strand: Continuity and change over time

Strand unit: Literature, arts crafts and culture
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: Homes
Strand Unit: School

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: Homes and shelter

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: Settlement: homes and other buildings
Strand Unit: People at work

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

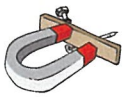
Strand: Environmental awareness and care
Strand Unit: Environmental awareness
Strand Unit: Caring for the environment

5TH AND 6TH CLASSES

Strand: Human environments
Strand Unit: Settlement: homes and other buildings
Strand Unit: People at work

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



SESE
Science

INFANTS

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

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 Unit: Light
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 my locality

3RD AND 4TH CLASSES

Strand: Energy and forces
Strand Unit: Forces
Strand Unit: Light
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 my locality
Strand Unit: Environmental awareness
Strand Unit: Science and the environmental

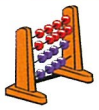
5TH AND 6TH CLASSES

Strand: Energy and forces
Strand Unit: Forces
Strand Unit: Light
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 my locality
Strand Unit: Science and the environmental
Strand Unit: Environmental awareness

INTEGRATION ACROSS THE CURRICULUM



Mathematics

INFANTS	Strand: Shape and space Strand: Early mathematical activities Strand: Measures Strand: Data
1ST AND 2ND CLASSES	Strand: Shape and space Strand: Number Strand: Measures Strand: Data
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: Paint and colour
1ST AND 2ND CLASSES	Strand: Construction Strand: Drawing Strand: Paint and colour
3RD AND 4TH CLASSES	Strand: Construction Strand: Drawing Strand: Paint and colour
5TH AND 6TH CLASSES	Strand: Construction Strand: Drawing Strand: Paint and colour

SPHE

INFANTS	Strand: Myself and others Strand: Myself and the wider world
1ST AND 2ND CLASSES	Strand: Myself and others Strand: Myself and the wider world
3RD AND 4TH CLASSES	Strand: Myself and others Strand: Myself and the wider world
5TH AND 6TH CLASSES	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
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