## Module 3

### Excavation-in-a-box

*Learn about the past through discovery*

## Curriculum Linkages and Integration

*See Teacher Guidelines for additional information*

### INFANT CLASSES

**SESE History**

- Strand: Myself and my family
  - Strand Unit: Myself
  - Strand Unit: My family

- STRAND: Story
  - Strand Unit: Stories

### 1st & 2nd CLASSES

**SESE History**

- Strand: Myself and my family
  - Strand Unit: Myself
  - Strand Unit: My family

- STRAND: Story
  - Strand Unit: Stories

### 3rd & 4th CLASSES

**SESE History**

- STRAND: Local Studies
  - Strand Unit: Feasts and festivals in the past

- STRAND: Story
  - Strand Unit: Stories from the lives of people in the past
    - Strand Unit: Myths and legends

- STRAND: Early peoples and ancient societies
  - Strand Unit: Stone Age peoples

### 5th & 6th CLASSES

**SESE History**

- STRAND: Local Studies
  - Strand Unit: Feasts and festivals in the past

- STRAND: Story
  - Strand Unit: Stories from the lives of peoples in the past
    - Strand Unit: Myths and legends

- STRAND: Early peoples and ancient societies
  - Strand Unit: Stone Age peoples

### LINKAGES

- **SESE Geography**
  - Human environments
  - Natural environments
  - Environmental awareness and care

- **SESE Science**
  - Living things
  - Energy and forces
  - Materials
  - Environmental awareness and care

- **Mathematics**
  - Early mathematical activity
    - Number
    - Shape and space
    - Data
    - Measures

- **SPHE**
  - Myself
  - Myself and others
  - Myself and the wider world

- **Visual Arts**
  - Drawing
  - Construction
  - Fabric and fibre

- **Drama**
  - Exploring and making drama
  - Co-operating and communicating in making drama

- **Gaeilge**
  - Éisteacht
  - Labhairt
  - Scribhneoireacht
  - Léitheoireacht

- **English**
  - Receptiveness to language
  - Competence and confidence
  - Developing cognitive abilities through language
  - Emotional and imaginative development through language
“It was fun
I like finding artefacts
I hope I will get to do it again”

1st Class Pupil
OBJECTIVE

To show the pupils how an archaeologist discovers information about the past through excavation.

AGE APPROPRIATENESS

This module is suitable for all classes. To manage the module for each age group, see Teacher Guidelines.

MATERIALS REQUIRED

Per Team
- Square or rectangular box or tray: approx. 30cm x 40cm, depth c. 10cm (e.g. cat litter tray)
- Play sand
- Trowel or toy shovel
- Brush
- Ruler
- Selection of artefacts
  Top Layer: birthday candles; lollipop sticks; top of plastic water bottle; snack packet; small toy.
  Bottom Layer: sea shell; animal bone; pointed stone; hazel nut.

Activity Sheets (AS)
- Licence to Excavate (AS1)
- Artefact Record Sheet (AS2)
- Taking a Closer Look (AS3)
- Layer Record Sheet (AS4)
  (Optional)

Prompt: same trays/boxes can be used for Module 6.

PREPARATION

- Divide the tray/box into grids by marking the outside edges of the tray 1-4 on one side and A-C on the other.
- In a quiet moment when no pupils are around half fill the tray/box with sand. Bury the four Stone Age artefacts in the layer.
- Place a sheet of newspaper or plastic over the layer and cover it with sand to a level near the top of the tray.
- Now bury the modern artefacts in the top layer.

Care must be taken with sharp objects. Sand should be covered when not in use.
Let’s get started!

Setting the Scene

The pupils will archaeologically excavate two layers in the prepared sandbox. The layers represent two different levels of civilisation: Stone Age and Modern times. The lower layer is the Stone Age and the Modern layer overlies it. This is the way archaeological deposits build up over time, one on top of the other.

The Activity

- Divide the class into teams of 3 or 4
- Ask each team to appoint a director
- Give each team:
  - One of the prepared trays of sand
  - Trowel and brush
  - Licence to Excavate (AS1)
  - 8 Artefact Record Sheets (AS2)
  - Plastic bags or tray in which to place the artefacts
  - Job instructions (see below)

The Excavation

Jobs for the Director
1. Fill out the Licence (AS1)
2. Coordinate the work of the excavators and ensure that the work is done in the correct sequence.
3. Appoint one of the team to begin excavating the top layer (layer 1). Make sure the excavators remove the sand in thin layers (not by digging holes!) using the trowel.
4. Coordinate the rotation of the excavators ensuring that each team member gets an opportunity to uncover an artefact.
5. When the director is satisfied that layer 1 has been completely excavated the trowels are set aside and the post-excavation work begins for layer 1.
6. Keep the excavation neat and tidy - do not allow heaps of sand to accumulate.
7. Activity Sheet 4 is optional (see Teacher Guidelines)

Jobs for the Excavators
1. The appointed excavator begins the excavation by removing a thin layer of sand along the full length of the box using the trowel (do not dig holes).
2. Deposit the excavated sand in a spare tray using the hand shovel.
3. Once the first artefact is found, stop and clear the sand around the artefact.
4. The first artefact found is assigned Find No 1.
5. Carefully remove the artefact and place it in a safe location (desk top/box/plastic bag). If you find a number of similar artefacts they can be put in one bag and recorded as one item.
6. Hand over the trowel to the next excavator and continue the excavation.
Post-Excavation Work

Layer 1
It is important to pause after layer 1 has been excavated to consider what has been found. One, two or all three of the following tasks should be performed at this stage, at the teacher’s discretion.

1. The director asks each team member to fill out an Artefact Record Sheet (AS2) for each artefact found in layer 1. If a multiple of the same artefact has been found they can all be recorded on the one Record Sheet.
2. Take one (or more) of the artefacts and make a detailed observation by answering the questions in AS3.
3. Each member of the team writes out the story of layer 1.

Layer 2
Once layer 1 is completed to the director’s satisfaction proceed to layer 2 and follow a similar procedure as for layer 1.

Closing Activity
Each team is asked to relate to the class what they found in their excavation:
- What artefacts were found?
- What event are these artefacts evidence of?
- What information have they learnt about the society that produced these artefacts?

Weblinks
Using artefacts in the classroom
www.schoolsliaison.org.uk/loans/loans_site/preview/Loans1.htm
The sandbox excavation
www2.sfu.ca/archaeology/museum/classroom/sandbox.html

Key Terms
- Excavation
- Licence

In the Republic of Ireland, under the National Monuments Acts, only suitably trained archaeologists get licences to excavate archaeological monuments.

‘I did the excavation with infants by using objects familiar to them – kitchen objects and modified the worksheets to suit the pupils’.

Infants Teacher
Licence to excavate an archaeological monument

Name of Director: ...........................................................

Members of the team: ...........................................................

Name of the excavation: ...........................................................

Date: ...............................................

Director’s Signature: .............................................
**Artefact Record Sheet**

Name: 

---

**Name of Excavation:** ..................................................................................

**Found by:** ............................................ **Date:** ..........................................

**Name of object:** ..................................................................................

<table>
<thead>
<tr>
<th>Find Number:</th>
<th>Layer No.:</th>
<th>Grid Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it soft or hard?</td>
<td>Soft ☐</td>
<td>Hard ☐</td>
</tr>
<tr>
<td>Is it organic or inorganic?</td>
<td>Organic ☐</td>
<td>Inorganic ☐</td>
</tr>
<tr>
<td>Is it flexible or solid?</td>
<td>Flexible ☐</td>
<td>Solid ☐</td>
</tr>
<tr>
<td>Is it part of something or the whole thing?</td>
<td>Part of ☐</td>
<td>The whole thing ☐</td>
</tr>
<tr>
<td>Is it regular in shape?</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
</tbody>
</table>

If yes, describe the shape:

**Length:** ...........cm 
**Width:** ...........cm 
**Height:** ...........cm

| Is it man-made? | Yes ☐ | No ☐ |

**What was the artefact used for?**

**Sketch of the artefact**
Taking a Closer Look

1. What was the artefact used for? __________________________________________________________

2. What material is it made from? __________________________________________________________
   • Is it natural or man made? ____________________________________________________________
   • How was it made? _________________________________________________________________
   • Is the material used suitable for its use? _________________________________________________

3. Is the artefact a common or a rare object? ________________________________________________

4. Is there writing or decoration on it? ______________________________________________________
   What was the purpose of this writing/decoration? __________________________________________

5. What does the artefact tell us about the owner of the object?
   • Are they young or old? ______________________________________________________________
   • Did it cost a lot of money? __________________________________________________________
   • Was the person who owned it in good health? __________________________________________

6. What does this artefact tell us about the society that used it?
   • What type of monetary system did they use? _____________________________________________
   • How advanced were their materials and technology? _____________________________________
   • Was it a literate society? __________________________________________________________
   • Did they have good aesthetic values? __________________________________________________

7. What happened to the artefact after it was used? __________________________________________

8. Would you find this artefact elsewhere in the country? ____________________________________

9. What value would you place on the artefact? ____________________________________________
Layer Record Sheet

Name ____________________________________________________________

Section A

Name of Excavation: ___________________________ Date: ________________

Layer Number: ________________________________________________

Depth of layer: ________________________________________________

Describe the layer: ____________________________________________
                                                                 • What colour is it?
                                                                 • Is it soft or hard?
                                                                 • Is it compact or loose?
                                                                 • Is it wet or dry?
                                                                 • Is it gritty or smooth,
                                                                      organic or inorganic? etc

Section B

Artefacts found in the layer:

<table>
<thead>
<tr>
<th>Finds No.</th>
<th>Artefact</th>
<th>Location (Grid Reference)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## CONTENTS

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

### Linkages and Integration

<table>
<thead>
<tr>
<th>Linkages</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESE Geography</td>
<td>Mathematics</td>
</tr>
<tr>
<td>SESE Science</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>SPHE</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Gaelige</td>
</tr>
</tbody>
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Managing the Module: Senior Classes

Guiding the Excavation

1. Monitor that the excavation is being carried out properly. If necessary, remind the pupils that an excavation licence can be withdrawn!
2. Help the pupils build up a picture of what the artefacts are telling them. (AS3)
3. Make sure that random holes are not dug searching for artefacts. Archaeological excavation is a scientific process - not a treasure hunt!
4. Ensure there are no mounds of loose sand in the excavation box.
5. Try to keep the groups working at a similar pace. It is not a race!
6. Once an artefact is found ensure that there is a place for it to be stored before the excavation proceeds - the pupils will be anxious for the excavation to continue and the artefacts found can easily be discarded and forgotten.
7. When layer 1 is completed try and pause proceedings so that the artefacts already discovered can be considered in some detail using AS1. It will be a matter of judgement whether the pupils also fill in AS3 and AS4.

The questions in Activity Sheet 3 can be used to lead a group discussion using one of the artefacts like a bottle top (see Exemplar 11 Investigating an object in the Curriculum Teacher Guidelines for History). Take another artefact from the bottom layer - the stone tool - and ask the same sort of questions about it.

The Top Layer

The artefacts must be easily identifiable to the pupils. There are numerous combinations that one can use. The Birthday Party works well because pupils are very familiar with the artefacts associated with such an event. You could also use a mix of artefacts and let the pupils imagine a story based on them.

The Birthday Party

Think of the artefacts left after a birthday party that the pupils will recognise. The following are just a suggested list:
- Used birthday candles - the number will indicate the age of the pupil.
- A number of lollipop sticks - the number will indicate how many were at the party. If there are no marks on the sticks use green and orange highlighter along one end of the stick. This will enable the pupils to identify the type of lollipop consumed (orange pop, lemon pop, chocolate pop etc)
- Part of a snack packet - crisps, snacks, sweets etc
- Plastic bottle - milk, spring water, coke etc. A bottle top is easier to bury and has all the information you need.
- Toy - suiting a boy or girl.
The birthday party can also be used to discuss concepts of age and time, family celebrations, and national customs (different countries celebrate birthdays very differently; see below).

**How Different Countries Celebrate Birthdays**

The tradition of celebrating birthdays is an old one and first began in Europe. There was a superstition that evil spirits were drawn to people when the anniversary of their birth came around. In order to ward off the spirits, family and friends would shower the birthday person with goodwill and gifts. This is how the tradition of celebrating a birthday began!

At first, it was only very important people who celebrated their birthdays, such as kings or elders. It was in Germany that children first began to celebrate their birthdays in a party called *kinderfeste*.

Some birthday traditions are very similar the world over. Common ways that birthdays are celebrated include the lighting of birthday candles, the smoke of which carried prayers and wishes to the heavens. Birthday games were used as a measure of the continuing strength and agility of the birthday person. Here are some examples of birthday traditions unique to certain countries:

**Argentina** - *Pulls on the earlobe*. The birthday child gets a pull on the earlobe for every year of their lives.

**Denmark** - *Flying flags*. A flag is flown outside the house to show neighbours that there is a birthday child inside. Presents are tucked under the bed when the child is asleep.

**India** - *Coloured dress and chocolates*. The birthday girl wears a highly coloured dress to school and hands out gifts of chocolate to the rest of the class.

**Nepal** - *Mark on the forehead*. A special mix of rice yoghurt and colour is put on the birthday child’s forehead for luck.

More examples of how different countries celebrate birthdays can be found at [http://www.birthdaycelebrations.net/traditions.htm](http://www.birthdaycelebrations.net/traditions.htm)

**Other Suggested Activities**

- Picnic: crisps packet, bottles of drink, cake wrappers etc.
- Camping: tent peg, sardine tin, charcoal etc.
- Football match: whistle, bottles of drink, part of match programme, boot stud etc.
- Wedding: cork of wine bottle, cake decoration, confetti etc.
**The Bottom Layer**

A Stone Age hunter-gatherer feast is suggested for the lower (older) layer. It will not be possible to source genuine Stone Age artefacts to represent such a feast. It is therefore suggested that natural objects, like nuts and shells, be used. The teacher will need to guide the pupils towards recognising these as artefacts related to a Stone Age feast. For example, the hazelnuts could be broken and the nut extracted to suggest human activity. The Stone Age feast is useful in conjunction with the modern birthday party as a means of contrasting the difference between the two eras.

**Prompt:** Prior to carrying out the excavation it would be useful if the pupils had a basic understanding of Stone Age hunter-gatherers (Module 4).

**Stone Age feast:**
- Pointy stone - shaped like an arrowhead (see Module 4). An excellent source are road chippings.
- Wild animal bone - the beach is a good place to find a lot of artefacts including good clean wild animal bones, however, a good alternative is a toy dog bone. Fish bones are also suitable but most are too small to find in the sand.
- Hazelnuts - easy to buy, break a few open and take out the nuts.
- Seashells - again the beach is a good source. If you are an inland school this proves a very interesting find. How did it get there? What does it tell you about hunter-gathers in the local area? (trade/exchange)

**Ideas for Other Periods**

- **Neolithic** First Farmers: clay pots (broken flowerpots), bones of a domesticated animal, corn, stone axe, etc.
- **Bronze Age** Gold jewellery (painted baked bean tin), bronze axe/object, clay pots, beads, etc.
- **Iron Age** Iron nail, sword with La Tené art chalked onto it or a stick with ogham carved onto it, etc.

**Layer Record Sheet (AS4)**

An optional extra for senior classes is to use the Layer Record Sheet (AS4). This will slow down the excavation process and the pupils may get impatient so its use needs to be considered. If it is used you will need to show the pupils how the depth of the layer should be recorded. There are two correct ways of doing this: leave a small section unexcavated and measure its depth, or mark the top and bottom of the layer on the inside of the box and measure the distance between them. Do not allow the pupils to poke a ruler down through the layer - this is not possible on a real excavation.

The location of artefacts is also important to the archaeologist. If there is a concentration of artefacts at one end of the tray (e.g. the birthday party) one can suggests the activity took place at that end.
Managing the Module: Junior Classes

Infants

Prepare a single tray with artefacts of an activity the pupils are familiar with e.g. birthday party. The Teacher should carry out the excavation in front of the class. Excavation should be carried out as outlined for the senior classes. Record the uncovered artefacts on the board. Discuss the artefacts with the pupils. Use the artefacts to show what happened e.g. birthday party of 5 year old boy; they ate crisps and drank coke.

- What did you find? Birthday candles.
- What does that show? A birthday party.
- Did the party take place? (used candles - yes; unlit - no)
- How do you know it is a birthday candle? Could they be candles to provide light?
- How many children were at the party? (Count the lollipop sticks).

Closing Activity: Draw one of the artefacts and colour it in.

1st and 2nd

Divide the class into groups of 3-4. Prepare trays with a single layer of sand. Place 3-4 artefacts in the layer (the pupils should be familiar with the artefacts e.g. birthday party/picnic). Put a similar selection of artefacts in each tray. The pupils should take it in turns to excavate carefully (according to the instructions for senior classes). Place the excavated artefacts in a safe place. Ask each group about what they found, record the artefacts on the board.

Closing Activity: Ask each pupil to draw an artefact and colour it in. Suggest what it was used for.
**INFANT CLASSES**

- The pupils become aware of and discuss the artefacts from the excavation as a simple story about an event that happened in the past - the birthday party.
- The pupils encounter the artefacts from the excavation as evidence for an event that happened in the past - a birthday party.
- The artefacts from the excavation can be used as a means of communicating a story from the past - a birthday party - using drama (the process of the excavation), art work (drawing the artefacts) and information (what do the artefacts tell us?).

**1ST AND 2ND CLASSES**

- The pupils can begin to distinguish between past, present and future events by seeing the excavation as evidence for an event that happened in the past - a birthday party.
- Using the concept of the birthday party as revealed by the artefacts from the excavation the pupils can explore ideas of change (different presents for different ages) and continuity (having a birthday on the same day every year).
- Using the concept of the birthday party the pupils can relate the event with a consequence - the artefacts left behind from the event.
- The pupils encounter the artefacts from the excavation as evidence for an event that happened in the past - a birthday party.
- The artefacts from the excavation can be used as a means of communicating a story from the past - a birthday party - using drama (the process of the excavation), art work (drawing the artefacts) and writing (write an account of the birthday party using the artefacts as evidence).
- Using the artefacts from the excavation the pupils can imagine and discuss the event - a birthday party-, which has left these things behind as evidence.

**3RD AND 4TH CLASSES**

- The pupils can begin to distinguish between past, present and future events by seeing the excavation as evidence for an event that happened in the past - a birthday party.
- Using the excavation process as a model the pupils will experience how to record information about people and events in the past.
- Using the birthday party the pupils can become more familiar with date conventions used in studying the past, including day, month and year as used to record birthdays.
- Using the concept of the birthday party as revealed by the artefacts from the excavation the pupils can explore ideas of change (different presents for different ages) and continuity (having a birthday on the same day every year).
- Using the concept of the birthday party the pupils can relate the event with a consequence - the artefacts left behind from the event.
- The pupils encounter the artefacts from the excavation as evidence for an event that happened in the past - a birthday party.
- Using the artefacts from the excavation they can ask questions about this evidence in terms of using it as a source of information derived by deduction.
- The artefacts from the excavation can be used as a means of communicating a story from the past - a birthday party.
- This can be done using drama and oral language (the process of the excavation), art work (drawing and describing the artefacts) and writing (filling in the forms and writing an account of the birthday party using the artefacts as evidence).
- Using the artefacts from the excavation the pupils can imagine and discuss the event - a birthday party-, which has left these things behind as evidence.
- They can also explore the feelings and emotions associated with the birthday party.
Module 3: Excavation-in-a-box

5TH AND 6TH CLASSES

Time and Chronology:
- The pupils can develop an understanding of time and chronology as revealed by the process of an archaeological excavation.
- They can use the evidence from the excavation to place people, objects and events within a broad historical framework - the present (birthday party) and the remote past (hunter-gatherers).
- Use words, phrases and technical terms to both describe the excavation, record their findings and explore the meaning behind their findings.

Change and Continuity:
- Using the concept of the birthday party as revealed by the artefacts from the excavation the pupils can explore ideas of change (different presents for different ages) and continuity (having a birthday on the same day every year).
- Using the concept of the birthday party the pupils can relate the event with a consequence - the artefacts left behind from the event.

Cause and Effect:
- Using the concept of the birthday party the pupils can explore ideas of change (different presents for different ages) and continuity (having a birthday on the same day every year).
- Appreciate that events in the past leave behind certain types of evidence - as revealed in the process of an archaeological excavation.
- The pupils encounter the artefacts from the excavation as evidence for an event that happened in the past - a birthday party.

Using Evidence:
- Using the artefacts from the excavation they can ask questions about this evidence in terms of using it as a source of information derived by deduction.
- Distinguish between primary evidence - the artefacts from the excavation - and secondary evidence - information they can find out about the history of birthday celebrations from other sources of information.
- Using the artefact analysis forms they can make some simple deductions about the artefacts as evidence of a past event.
- Recognise that the evidence they are presented with from the excavation is partial and understand how archaeologists are often working with very tentative evidence in trying to reconstruct past events.

Synthesis and Communication:
- The artefacts from the excavation can be used as a means of communicating a story from the past - a birthday party.
- This can be done using drama and oral language (the process of the excavation), artwork (drawing and describing the artefacts) and writing (filling in the forms and writing an account of the birthday party using the artefacts as evidence).
- Using the evidence from the excavation the pupils can use this physical evidence to communicate an understanding of a past event.

Empathy:
- Using the artefacts from the excavation the pupils can imagine and discuss the event - a birthday party, which has left these things behind as evidence.
- They can also explore the feelings and emotions associated with the birthday party. This can then be contrasted with the evidence from the lower layer - the Stone Age feast - as demonstrating the difference between ancient and modern lifestyles.
### Strands

#### Infants

**Strand: Myself and my family**
- **Strand unit: Myself**
  - The child should be enabled to:
    - explore and record significant personal events and dates
    - collect and examine simple evidence.

- **Strand unit: My family**
  - The child should be enabled to:
    - compare relative ages: old/older, young/younger
    - collect simple evidence
    - discuss developments in the life of the family and things which have stayed the same.

**Strand: Story**
- **Strand unit: Stories**
  - The child should be enabled to:
    - 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
    - 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: Myself**
  - The child should be enabled to:
    - explore and record significant personal dates and events.

- **Strand unit: My family**
  - The child should be enabled to:
    - explore and record significant features, events and dates in the past of the child’s family and extended family
    - compare ages of family members: old/older, young/younger
    - 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.

**Strand: Story**
- **Strand unit: Stories**
  - The child should be enabled to:
    - 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 chronology of events (beginning, middle, end) in a story
    - examine and begin to make deductions from some simple relevant evidence.

- **Strand unit: Myths and legends**
  - The child should be enabled to:
    - listen to, discuss, retell and record a range of myths and legends from various cultural, ethnic and religious backgrounds in Ireland and other countries
    - discuss the actions and feelings of characters
    - express or record stories through oral and written forms, art work, drama, mime, movement and information and communication technologies.

**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: Myths and legends**
- **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.
Module 3: Excavation-in-a-box

Teacher Guidelines: Module 3

**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*
- 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.

**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: Feasts and festivals in the past**

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

**Strand unit: Myths and legends**

**Strand unit: Stone Age peoples**

5th & 6th Classes
## LINKAGES ACROSS THE CURRICULUM

<table>
<thead>
<tr>
<th>Class</th>
<th>Strand: Human environments</th>
<th>Strand: Natural environments</th>
<th>Strand: Environmental awareness and care</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFANTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1ST AND 2ND CLASSES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3RD AND 4TH CLASSES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5TH AND 6TH CLASSES</td>
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<table>
<thead>
<tr>
<th>Class</th>
<th>Strand: Living things</th>
<th>Strand: Energy and forces</th>
<th>Strand: Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFANTS</td>
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</table>
## INTEGRATION ACROSS THE CURRICULUM

### Mathematics

<table>
<thead>
<tr>
<th>Class</th>
<th>Strand: Early mathematical activity</th>
<th>Strand: Number</th>
<th>Strand: Shape and space</th>
<th>Strand: Data</th>
</tr>
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### Visual Arts

<table>
<thead>
<tr>
<th>Class</th>
<th>Strand: Drawing</th>
<th>Strand: Construction</th>
<th>Strand: Fabric and fibre</th>
</tr>
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### Drama

<table>
<thead>
<tr>
<th>Class</th>
<th>Strand: Exploring and making drama</th>
<th>Strand: Co-operating and communicating in making drama</th>
</tr>
</thead>
<tbody>
<tr>
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### SPHE

<table>
<thead>
<tr>
<th>Class</th>
<th>Strand: Myself</th>
<th>Strand: Myself and others</th>
<th>Strand: Myself and the wider world</th>
</tr>
</thead>
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</tbody>
</table>
| RANGANNA NÁIONÁN | Snáithe: Éisteacht  
|                  | Snáithe: Labhairt  
| 1 AGUS 2 RANGANNA| Snáithe: Éisteacht  
|                  | Snáithe: Labhairt  
|                  | Snáithe: Scribhneoireacht  
| 3 AGUS 4 RANGANNA| Snáithe: Éisteacht  
|                  | Snáithe: Labhairt  
|                  | Snáithe: Scribhneoireacht  
|                  | Snáithe: Léitheoireacht  
| 5 AGUS 6 RANGANNA| Snáithe: Éisteacht  
|                  | Snáithe: Labhairt  
|                  | Snáithe: Scribhneoireacht  
|                  | Snáithe: Léitheoireacht  

**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