Where in the World?

Subject: Geography Strand: Human Environments   
Strand Unit: People and Places in Other Areas

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| Learning Outcomes  • Become familiar with the names and location of the seven continents on a world map. | Skills  • A sense of place and space; Maps, globes and graphical skills; Questioning; Observing; Recording and communicating |
| Vocabulary  Asia, Africa, North America, South America, Antarctica, Europe, Australia | |
| FYI  • The world is made up of seven continents and five oceans.  • The continents are Asia, Africa, North America, South America, Antarctica, Europe, Australia.  • The oceans are the Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Southern Ocean.  • Africa: home to the world’s largest desert, the Sahara.  • South America: home to the Amazon, the biggest rainforest in the world.  • Antarctica: the coldest continent on the planet and nobody lives there full-time.  • Europe: Ireland is in Europe.  • Australia: the least populated continent after Antarctica; home of Uluru (Ayers Rock). | |
| Resources  • Interactive activity – label the continents. | |
| Lesson  • Introduce the lesson by examining the map of the world (see poster). Encourage the children to point out on the map where they live and ask them if they know the name of the continent in which they live. Record the results on the board.  • Use the map of the world to locate and name the seven continents: Asia, Africa, North America, South America, Antarctica, Europe, Australia.  • Interactive activity. Ask the children to click and drag each continent to its correct position on the map.  • Pupil Book, page 55: **Where in the World?** The children write the name of each continent and colour it in the suggested colour. | |
| Think like a Geographer!  • Can you name any countries on the continent of Europe?  • Where on the map do you live?  • What are the names of the seven continents? | |
| Differentiation  • Some children may require additional support recognising and naming each continent. Examine the map again.  • Challenge the children to name each of the five oceans of the world. | |
| Assessment  • The children can name and recognise the seven continents on a simple map. | |
| Extension Ideas  • Exploration Copy, page 37: **Continent Fact File.** The children write three facts about one of the seven continents.  • Play fastest finger first. Bring two children up to the board. Call out the name of a continent and the first child to locate the correct continent on the map wins. | |
| Integration  **Music**: Listen to and learn the ’Seven Continents Song’ (use the title to search the internet).  **English:** Compose a mnemonic to remember the names of the seven continents. | |

Electricity at Home

Subject: Science Strand: Energy and Forces   
Strand Unit: Magnetism and Electricity

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| Learning Outcomes  • Identify the uses and dangers of electricity in the home. | Skills  • Exploring; Questioning; Recording and communicating |
| Vocabulary  • energy, electricity, item, fossil fuels, renewable, non-renewable, wind, solar, wave, power, safety, plug, socket | |
| FYI  • Electricity is a type of energy. It can be natural (lightning) or man-made (produced in a power station).  • Electricity is measured in units called watts and kilowatts.  • Some household appliances use more energy than others. Electricity use is calculated in kilowatt hours (kWh).  • To calculate the energy use of a household appliance over one day, use the following equation: the length of time the appliance is used during the day × wattage of the appliance ÷ 1,000  • A battery converts chemical energy into electrical energy which can be used to power objects.  • Look at the Sustainable Energy Authority of Ireland (SEAI) and Switched on Kids (UK) websites. | |
| Resources  • Interactive activity – identifiy the electrical dangers at home. | |
| Lesson  • Begin the lesson by discussing electricity with the children. Ask them to think of some household items that use electricity.  • Encourage the children to think of where electricity comes from and what life might be like without electricity.  • Discuss the need for safety around electricity at home and at school. Encourage the children to suggest ways that they can stay safe around electricity. You may wish to discuss the importance of keeping water away from items that use electricity, not overloading plugs and sockets, never sticking anything into plug sockets or electrical items such as the toaster, switching off appliances when not in use, keeping cables and wires tucked away and seeking adult assistance when using electrical items.  • Explain that electricity comes from a range of sources such as fossil fuels, wind energy, solar energy and wave energy. Discuss why fossil fuels, such as coal, gas or oil, are not sustainable methods of generating energy and encourage the children to suggest why solar, wind or wave energy may be more sustainable methods.  • Interactive activity. Identify the potential dangers associated with electricity in the home.  • Pupil Book, page 56: **Electricity at Home.** The children read about electricity, list four items in their home that use electricity and identify different types of alternative power. | |
| Think like a Scientist!  • What is electricity?  • How is electricity produced?  • Name some household appliances that use electricity.  • How can we stay safe around electricity? | |
| Differentiation  • Some children may require additional support with the written exercise in their book. Highlight key words and phrases from the text.  • Challenge the children to find out about Thomas Edison and the lightbulb. | |
| Assessment  • The children can identify three uses and three dangers of electricity in the home. | |
| Extension Ideas  • PCM 19, page 218: **Renewable Energy at Home**. The children design a home that uses renewable energy.  • Investigate how water moves objects and how wave power works. | |
| Integration  **Maths:** Estimate the cost of running your school for one day. Read the electricity meter in the morning and at the end of the school day and work out how many units of electricity were used.  **Gaeilge:** Sa bhaile. Ainmnigh na seomraí sa bhaile. | |

Limerick – Then and Now

Subject: History Strand: Change and Continuity   
Strand Unit: Continuity and Change in the Local Environment

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| Learning Outcomes  • Examine photographs of Limerick city and identify examples of continuity and change. | Skills  • Time and chronology; Change and continuity; Cause and effect; Using evidence |
| Vocabulary  Limerick, past, present, modern, change, continuity, evidence, examine | |
| FYI  • Limerick city was founded by the Vikings over a thousand years ago.  • The Normans captured the town and King John’s Castle was built around 1200. It is considered one of the best preserved Norman castles in Europe.  • The walls of Limerick were taken down in the 1760s to allow the city to expand.  • In the 1800s the city really began to grow and change. Housing, schools, colleges and businesses were built.  • In 1972 the University of Limerick was established.  • Limerick is the third largest city in the Republic of Ireland, with a population of over 90,000. | |
| Resources  • Slideshow video – Limerick city past and present. | |
| Lesson  • Use the map of Ireland to locate Limerick city and county. Discuss Limerick generally.  • Explain to the children that they are going to look at some photographs of Limerick city in the past and present.  • Look at the slideshow video and discuss change and continuity.  • Pupil Book, page 57: **Limerick Then and Now.** The children examine the two photographs and answer the questions. | |
| Think like an Historian!  • How do you know that this photograph was taken in the past?  • How do you know that this photograph was taken in recent years?  • What has changed in this area? What has stayed the same?  • Do you think that this photo was taken when your parents, grandparents or great-grandparents were young? | |
| Differentiation  • The children may need additional support with the written task in their book. Support as necessary.  • Challenge the children to estimate how many years ago the photographs were taken. | |
| Assessment  • The children can identify one example of change and one example of continuity in the two photographs. | |
| Extension Ideas  • PCM 20, page 219: **Change and Continuity in My Locality.** The children paste photographs or draw pictures of a local place or landmark now, in the past and in the future.  • Examine some old and current photographs of another Irish city and point out examples of change and continuity. | |
| Integration  **PE**: Learn the traditional folkdance ’The Walls of Limerick’ (’Ballaí Luimnigh’).  **English:** Write a limerick – a short, rhyming poem with a strict AABBA form. | |

The Wild Atlantic Way

Subject: Geography Strand: Human Environments   
Strand Unit: People and Places in Other Areas

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| Learning Outcomes  • Identify, discuss and explore different locations along the Wild Atlantic Way. | Skills  • A sense of place and space; Maps, globes and graphical skills; Questioning; Observing; Recording and communicating |
| Vocabulary  Donegal, Leitrim, Sligo, Mayo, Galway, Clare, Limerick, Kerry, Cork | |
| FYI  • The Wild Atlantic Way is a coastal route in the West of Ireland that runs through nine counties: Donegal, Leitrim, Sligo, Mayo, Galway, Clare, Limerick, Kerry, Cork.  • It is around 2,500km long.  • It is broken into six regions: Northern Headlands, the Surf Coast, the Bay Coast, the Cliff Coast, Southern Peninsulas and the Haven Coast. | |
| Resources  • Slideshow video – the Wild Atlantic Way. | |
| Lesson  • Introduce the lesson by looking at the map of Ireland. Tell the children that they are going to learn about the Wild Atlantic Way. Show the children on the map that the Wild Atlantic Way stretches between Malin Head, Ireland’s most northerly point, and Mizen Head, Ireland’s most southerly point.  • Look at the slideshow video, pausing for discussion after each slide.  • Pupil Book, page 58: **The Wild Atlantic Way.** The children complete the facts about the Wild Atlantic Way. | |
| Think like a Geographer!  • Where is the Wild Atlantic Way?  • What is the name of Ireland’s most northerly point and most southerly point?  • Name the nine counties along the Wild Atlantic Way.  • Can you name some famous places along the Wild Atlantic Way? | |
| Differentiation  • Some children may require additional support recognising and naming the different places along the Wild Atlantic Way. Replay the slideshow video as necessary.  • Challenge the children to name in one minute the nine counties along the Wild Atlantic Way. | |
| Assessment  • The children can state three facts about the Wild Atlantic Way. | |
| Extension Ideas  • PCM 21, page 220: **The Wild Atlantic Way**. Name and colour the nine counties along the Wild Atlantic Way. Mark in some sights along the route.  • Learn about other famous landmarks or places along the Wild Atlantic Way. | |
| Integration  **English**: Find out and write about some places in Ireland’s Ancient East.  **Maths**: Data. Conduct a survey in your classroom / school to investigate the number of people who have visited the Wild Atlantic Way. | |

Natural or Man-made?

Subject: Science Strand: Materials   
Strand Unit: Properties and Characteristics of Materials

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| Learning Outcomes  • Differentiate between natural and manufactured materials. | Skills  • Exploring; Questioning; Observing; Recording and communicating |
| Vocabulary  natural, man-made, materials, manufactured, water, coal, glass, paper, rubber, gold, steel, plastic, sand, wood | |
| FYI  • A natural material is one that is found in the environment. It cannot be made by people.  • A man-made material has been created by humans. Natural materials like wood may be put through a process of change to become a man-made material, e.g. paper. | |
| Equipment  • A selection of natural and man-made materials such as paper, cotton, wood, rubber, plastic, sand. | |
| Resources  • Interactive activity – sort into ’natural’ and ’man-made’. | |
| Lesson  • Introduce the lesson by presenting the selection of real materials to the class. Invite the children to suggest ways in which the materials may be sorted into groups. They may sort by colour, texture, properties, natural or man-made, etc. Encourage the children to justify their reasons for sorting the materials in this way.  • Ask the children to suggest definitions for the terms ’natural’ and ’man-made’ before explaining them. Discuss a range of natural and man-made materials, identifying their properties and uses in the local and wider environment.  • Interactive activity. Invite the children to sort the materials into the categories ’natural’ and ’man-made’.  • Go on a walk around the school building and grounds. Invite the children to take note of the materials around them and to list those that are natural and those that are man-made.  • Pupil Book, page 59: **Natural or Man-made?** The children read about natural and man-made materials. They identify the materials used to make six items and categorise them as natural or man-made. | |
| Think like a Scientist!  • What is a natural material?  • What is a man-made material?  • Can you name some examples of natural / man-made materials?  • What would … be used for? Why might this be a suitable material? | |
| Differentiation  • Some children may require additional support identifying the materials in their book. Prompt as necessary.  • Challenge the children to name some man-made materials that started out as natural materials, wood – paper, sand – glass. etc. | |
| Assessment  • The children can identify three natural and three man-made materials. | |
| Extension Ideas  • Exploration Copy, page 38: **Making Paper.** The children learn how paper is made and list the steps involved.  • Explore how animals construct their homes using natural materials, e.g. beavers, birds, squirrels. | |
| Integration  **SPHE:** Myself and the wider world – developing citizenship. Appreciate the environment and realise that there is a community and individual responsibility to care for and protect the environment.  **Art:** Looking and responding. Look at and respond to the work of a tree sculptor such as Tommy Craggs; source online pictures of his tree carving in St Anne’s Park, Raheny, Dublin. | |

Favourite Childhood Places

Subject: History Strand: Myself and My Family

Strand Unit: My Family

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| Learning Outcomes  • Examine and discuss photographic evidence, noting changes, developments and items that have stayed the same. | Skills  • Time and chronology; Change and continuity; Cause and effect; Using evidence; Synthesis and communication; Empathy |
| Vocabulary  photograph, evidence, examine, compare | |
| FYI  • For this lesson the children will need a photograph from the past showing an older family member (parent, grandparent, aunt, uncle, etc.) at a favourite place. You may wish to ask the children to source the photograph in advance of teaching the lesson so that the whole lesson can be taught in one session. Alternatively, you can look at the slideshow and talk about the photographs on one day and complete the pupil book activity when the children have brought in the photograph. | |
| Resources  • Slideshow video – children in their ’favourite places’. | |
| Lesson  • Begin the lesson by asking the children to describe their favourite place. Explain that a favourite place might be in another county or country that they may have visited on holiday or somewhere local where they like to be, such as the park, the seaside, school, Granny’s house, etc.  • Record a list of the children’s favourite places on the board.  • Look at the slideshow video and examine the photos of children in their favourite places.  • The children describe to a partner the photograph they have brought from home. They name and describe the people and their clothes, the buildings and any other additional items in the photograph.  • Pupil Book, page 60: **Favourite Childhood Places.** The children draw or paste in a photo of a family member’s favourite childhood place. They describe the photograph and say how the place may have changed. | |
| Think like an Historian!  • Describe what you see in the photograph.  • How do you know that the photograph was taken in the past?  • Do you think it was taken at a time when your parents were young or when your grandparents were young? Why do you think that? | |
| Differentiation  • Some children may need additional support identifying signs to indicate that a photograph was taken in the past. Prompt as necessary.  • Challenge the children to guess what year the photograph was taken. | |
| Assessment  • The children can note changes, developments and items that have stayed the same when examining photographs from the past. | |
| Extension Ideas  • Exploration Copy, page 39: **A Visit from an Older Person.** Invite an older person from the school community to visit the class to talk about a favourite childhood place. The children draw a picture of this place and write three sentences about it.  • Encourage the children to ask their parents / grandparents to lend them items from their childhood to bring to school. Examine and discuss this evidence, noting items that have stayed the same and items that have changed over time. | |
| Integration  **English**: Read an extract from Boy: Tales of Childhood by Roald Dahl.  **Art:** Draw a family portrait in pencil. Stain the picture with tea to make it look old! | |

The United States of America

Subject: Geography Strand: Human Environments   
Strand Unit: People and Places in Other Areas

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| Learning Outcomes  • List facts about North America. | Skills  • A sense of place and space; Maps, globes and graphical skills; Recording and communicating |
| Vocabulary  United States of America, states, Washington DC, currency, Denali, Death Valley, Mississippi River, Missouri River, New York City, San Francisco, Golden Gate Bridge | |
| FYI  • The United States of America (USA) is in North America. It is also known as the US or America.  • It is the third largest country in the world.  • The currency used is the US dollar.  • The main language spoken is English, followed by Spanish.  • America has 50 states. Washington DC is the capital city of the United States.  • The American flag is made up of 50 white stars, which represent each state in America, and 13 stripes representing the 13 colonies that became the first states of America after independence from Great Britain was declared.  • Independence Day is celebrated on the 4th of July every year.  • New York City is the most populated city in the US.  • The President of the USA lives in the White House in Washington DC. The President and Vice-President are elected by the people every four years.  • America is famous for sports such as basketball, baseball, American football and ice hockey.  • There are many famous places in America, such as Yosemite National Park, the Grand Canyon and the Golden Gate Bridge.  • Lots of different animals live in America, including the black bear, grizzly bear and American buffalo. | |
| Resources  • Online sideshow – the USA. | |
| Lesson  • Create a KWL chart about America. Record what the children already know about America and what they would like to find out.  • Look at the online slideshow, pausing for discussion after each slide.  • Return to the KWL chart and record what the children have learned about America.  • Pupil Book, page 61: **The United States of America.** The children complete the USA fact file and colour the flag. They identify three famous US landmarks and write four other facts about the USA. | |
| Think like a Geographer!  • What is the currency of America?  • What language is mainly spoken in America?  • Can you name any animals that live in America?  • What is the name of the highest mountain in America?  • Where is the lowest point in America?  • What is the name of the longest river in the USA? | |
| Differentiation  • Some children may require additional support recalling facts about America. Look at the online slideshow again as necessary.  • Challenge the children to state in one minute as many facts as they can about America. | |
| Assessment  • The children can recall three facts about America. | |
| Extension Ideas  • Exploration Copy, page 40: **A Famous Landmark in America.** The children find out about a famous landmark in the US, draw a picture of it and write four facts about it.  • Examine a map of America showing the different states. | |
| Integration  **Music**: Listen to the American national anthem ’The Star-Spangled Banner’.  **PE**: Games. Play a game of baseball or rounders. | |

Design and Make a House

Subject: Science Strand: Materials   
Strand Unit: Properties and Characteristics of Materials

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| Learning Outcomes  • Design and make a house for a Lego figurine using a range of materials. | Skills  • Exploring; Planning; Making; Evaluating; Questioning; Observing; Predicting; Investigating and experimenting; Estimating and measuring; Analysing; Recording and communicating |
| Vocabulary  design, house, wall, roof, chimney, window, door | |
| Equipment  • Paper, cardboard, straws, lollipop sticks, wooden blocks, other construction toys (Lego or other toys that ’click’ together are not recommended), Lego figurines, scissors, glue, Sellotape, plasticine. | |
| Resources  • Interactive activity – different types of houses made from different types of materials. | |
| Lesson  • Talk about what it means to have a home. Recap the names of some familiar types of homes, such as a bungalow, semi-detached house, detached house, terraced house, apartment, etc. The children should also be familiar with different homes from around the world such as yurts, igloos, tree houses, etc.  • Discuss the properties of different materials that are typically used to build houses – brick, wood, concrete. Encourage the children to think about why these are suitable materials for building a home.  • Interactive activity. Ask the children to guess the type of house and the material it is made from. Click the 'Flip' button to reveal the answer.  • Explain to the children that each of them is going to make a house for a Lego family that includes three people. You may prefer to allow the children to complete the activity in pairs or groups depending on the time and resources available.  • Discuss with the children the various materials available to them and their  properties. Give the children time to explore the materials before selecting what they will use.  • The children plan their design and list the equipment they will need in their book.  • Allow the children some time to gather their materials before they begin constructing their design.  • The children may present their design to the class and evaluate their design orally, noting any changes they would make to it and why.  • Pupil Book, page 62: **Design and Make a House.** The children plan the design for their house, list the materials they used and evaluate their design. | |
| Think like a Scientist!  • Can you name some different types of homes?  • What materials are often used to build a house? Why do you think these are suitable?  • What materials did you use to build your house? Why did you choose those materials?  • What would you change, if anything, if you were to build another house? | |
| Differentiation  • Some children may require additional support selecting materials and making their house. Allow the children to work with a partner or as part of a group.  • Challenge the children to make a house with extra specifications, e.g. a two-storey house, a house with windows. | |
| Assessment  • The children can design and make a house. | |
| Extension Ideas  • Exploration Copy, page 41: **Materials Used to Build a School.** The children investigate and list the materials that were used to build their school.  • Design and make a home for a person living in an extreme climate, e.g. the Arctic / along the equator. | |
| Integration  **English:** Read The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury.  **Art:** ’The House that Grew’. Give the children an A3 page and allow them to draw a small house on the page. Read the story to the children and encourage them to design and draw as they listen. Add more or less detail as needed. Story: ’A man and a woman lived in a little house all on their own. The couple had a little boy and then a little girl. They needed to extend the house and make it bigger so everyone would have somewhere to sleep! Then the children’s grandparents came to live with them too. They needed to extend the house again. The family wanted some pets and so they got two horses, a dog and a cat. They needed somewhere to sleep too! The family had another baby and they needed to build some more. Aunts, uncles and many cousins came to stay with the family every summer so they needed some guest rooms too!’ | |

The Heron and the Hummingbird

Subject: History Strand: Story Strand Unit: Stories

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| Learning Outcomes  • Listen to, discuss and retell the Native American tale ’The Heron and the Hummingbird’. | Skills  • Time and chronology; Change and continuity; Cause and effect; Synthesis and communication; Empathy |
| Vocabulary  heron, hummingbird, moral, Native America, Hitchiti people | |
| FYI  • The story of the Heron and the Hummingbird is thought to have come from the Hitchiti people, who lived in what is now modern-day Georgia.  • The moral of the story is ’slow and steady wins the race’.  • The story is similar to Aesop’s fable ’The Hare and the Tortoise’.  • In Native American tradition the heron is said to symbolise wisdom and good judgement. | |
| Resources  • Images – a heron, a humming bird. | |
| Lesson  • Tell the children that they are going to read a story that was told hundreds of years ago by Native American people. Tell them the story is called ’The Heron and the Hummingbird’.  • Look at the photographs of the heron and the hummingbird. Name the birds and talk about their features.  • Pupil Book, page 63: **The Heron and the Hummingbird.** The children read the story, write what they think is the moral of the story and say why they think the story is fiction.  • Discuss the actions and feelings of the characters in the story. | |
| Think like an Historian!  • Who first told this story?  • Retell the story in your own words.  • Who did you think would win the race? Why?  • Which character was more confident? How do you know?  • How do you think the birds felt at the end of the race? | |
| Differentiation  • Some children may need additional support reading the story. Prompt as necessary.  • Challenge the children to read another Native American legend such as ’The Rainbow Crow’. | |
| Assessment  • The children can retell the story of ’The Heron and the Hummingbird’. | |
| Extension Ideas  • Exploration Copy, page 42: **Native American Artwork.** The children draw a scene from the story in the style of Native American artwork.  • Read Aesop’s fable ’The Hare and the Tortoise’. Compare and contrast it with ’The Heron and the Hummingbird’. | |
| Integration  **Drama**: The children work with a partner to dramatise the story ’The Heron and the Hummingbird’.  **Music:** Listen and respond to traditional Native American music. Respond through dance. | |