



# **Integration of Social Environmental and Scientific Education (SESE)**

June 2025

## **Introductory Statement**

This Integration of Social Environmental and Scientific Education (SESE) plan has been devised by the teaching staff of St. Michael's School. It is our response to conform to the principles outlined in the 1999 Primary School Curriculum, and to review our practices in light of these principles, combined with the educational needs of our pupils.

It has been produced and written in light of:

- St. Michael's School Mission Statement;
- The NCCA Primary School Curriculum;
- Junior Cycle L1LP and L2LP
- Senior Cycle L1LP and L2LP
- QQI Level 3
- Other subject areas e.g. (Horticulture)
- Draft Guidelines for the Education of Pupils with a Mild General Learning Disability;
- Draft Guidelines for the Education of Pupils with Moderate General Learning Disabilities;
- School Initiatives e.g. Green schools
- Teachers' Recommendations.

## **What is Integration?**

"... education that is organised in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus<sup>1</sup> on broad areas of study" (\*Shoemaker, 1989).

## **Rationale and Vision**

The purpose of this plan is to provide an overview of the teaching of the integration of SESE, as practised here in St. Michael's School, and is intended to inform and guide teachers in their teaching and learning of this integrated approach.

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\*Shoemaker, Betty Jean Eklund. "Integrative Education. A Curriculum for the Twenty-First Century." "OSSC Bulletin" 33, 2(October 1989). Eugene, Oregon: Oregon School Study Council. ED 311 602. <sup>1</sup>

A considerable degree of overlap exists between the strands and strand units of the content in the history, geography and science curricula (appendix 1), so as to facilitate an integrated approach. Each subject, offers a distinctive perspective on the world and equips pupils with a particular range of skills, however the use of subject divisions does not eliminate the effective implementation of an integrated curriculum. The use of well-planned, relevant and differentiated integrated approaches both within SESE, and between SESE and other subject areas, have an important part to play in the teaching of the curriculum to our pupils. Many elements from history, geography and science complement each other and may be explored simultaneously.

In effect, as this plan is implemented, it will realise our underpinning mission, which is to ensure that our pupils receive a broad and balanced integrated approach to the SESE curriculum. Our vision realises and accepts the uniqueness of all our pupils, and strives to cater for their needs whilst always acknowledging and enhancing their strengths. We undertake to ensure that each pupil will be given opportunities to experience, enjoy and succeed in acquiring geographical, historical and scientific skills through active participation, appropriate to his/her level of development and ability.

## **Aims**

We endorse the aims of the Primary School Curriculum for SESE, which are to:

- Enable the pupil to acquire knowledge, skills and attitudes so as to develop an informed and critical understanding of social, environmental and scientific issues
- Reinforce and stimulate curiosity and imagination about local and wider environments
- Enable the pupils to play a responsible role as an individual, as a family member and as a member of local, regional, national, European and global communities
- Foster and understanding of all humans, living things and the Earth on which they live
- Foster a sense of responsibility and a commitment to promote the sustainable use of the Earth's resources through personal life-style and participation in collective environmental decision-making
- Cultivate humane and responsible attitudes and an appreciation of the world in accordance with beliefs and values.

In addition:

- To examine approaches to and models of integration within the context of SESE.
- To plan integrated units of work within SESE

### **Benefits of Integration**

- Gives learning a broader and richer perspective
- Makes meaningful connections
- Caters for the needs and interests of pupils
- Caters for different learning styles
- Suits the multi-class setting
- Allows for a variety of approaches and methodologies.

“Integration gives children’s learning a broader and richer perspective, emphasises the interconnectedness of knowledge and ideas and reinforces the learning process”(Primary School Curriculum Introduction, pg. 6).

### **Curriculum Planning**

Throughout the school year SESE topics will be explored in classes as appropriate (See Appendices for class grids and statements)

### **Children’s Ideas**

All SESE activities will begin with the pupil’s own ideas/perceptions as a starting point. This perception is unique to each pupil and may be influenced by age, gender, background and ability. Through daily interactions and activities, teachers will need to seek out what ideas the pupils already bring with them. Some of the strategies which the teachers may use to find out this information could include: talk and discussion; questioning; listening; problem-solving tasks; drawings; teacher-designed tasks and tests and preconceived concept-mapping. Initial assessment may need to be conscious of pupils’ reluctance to contribute due to lack of confidence, language difficulties and fear of failure, and hence an environment of comfort, acceptance, and support needs to be presented to the pupils.

## Teaching Methodologies of the SESE Curriculum

The key methodologies of the Primary School Curriculum 1999 are used as part of the SESE integration programme. The use of a wide variety of approaches and methodologies are an essential element to this integration plan. These may include: active learning; problem solving; developing skills through the elements of content/evidence, talk and discussion; guided discovery; co-operative learning; use of the environment; project work; independent research tasks; use of assistive technology; fieldwork and scaffolding of structured play and discovery.

Our teaching of SESE will involve a variety of teaching and learning styles appropriate to the themes being taught. In organising our teaching and learning, pupils will be given the opportunity to work as individuals, in pairs and groups, to both develop independent learning, and the ability to work collaboratively.

<b>History methodologies</b>	<b>Geography methodologies</b>	<b>Science methodologies</b>
Using the environment Pictures and photographs Using artefacts Story Using evidence Documentary evidence Drama and role play Digital Technology (DT)	Fieldwork Use of photographs Artefacts Story Interview Use of maps Use of surveys Globes and atlases DT	Use of the environment Investigative approach Starting with children's ideas Practical work Guided discovery Free exploration DT

## SESE Skills and Concepts Development

<b><u>Science</u></b>	<b><u>Geography</u></b>	<b><u>History</u></b>
<i>Working as a scientist:</i>  <i>Scientific investigation skills:</i> Questioning Observing Predicting	<i>Working as a geographer;</i>  Geographical investigation skills: Questioning Observing Predicting	<i>Working as a historian</i>  <i>Historical investigation skills:</i> Time and chronology Change and continuity Cause and effect Using evidence

Investigating and experimenting Estimating and measuring Analysing <ul style="list-style-type: none"> <li>• Sorting and classifying</li> <li>• Recognising patterns</li> <li>• Interpreting</li> </ul> Recording and communicating <i>Designing and making</i> <ul style="list-style-type: none"> <li>• Exploring</li> <li>• Planning</li> <li>• Making</li> <li>• Evaluating</li> </ul>	Investigating and experimenting Estimating and measuring Analysing Recording and communicating Evaluating  A sense of place and space  <i>Maps, globes and graphical skills.</i>	Synthesis and communication Empathy
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### **Assessment and Record Keeping**

Assessment will be used to identify what pupils know, understand, can do and to inform future planning.

A blend of formative and summative assessment may be used to assess learner progress.

Assessment tools may include:

- teacher observation;
- class work and homework;
- teacher-designed tasks and tests;
- work samples;
- objectives checklist;
- portfolios and projects;
- photographs and drawings;
- use of digital technology

This information will be used to inform parents and individual teachers. Staff will evaluate pupils' progress on an ongoing basis. Teachers' observations and findings may be communicated to parents/guardians at parent/teacher meetings on an annual basis and may be of a written form on the end of school year report.

Assessment in SESE seeks to fulfil the following roles:

- ◆ A diagnostic role- to identify areas of difficulty in order to respond to the needs of the pupil.
- ◆ A summative role- to establish the outcomes of learning after completion of work. In this way, assessment can provide the basis for reporting to, and communicating with, parents and others.
- ◆ An evaluative role- to assist teachers in assessing their own practice, methodologies, approaches and resources.

### **Opportunities for SESE Integration in Our Local Environment Include:**

- Indoor opportunities
- School and school grounds opportunities
- Within walking distances of the school opportunities
- Immediate locality opportunities

### **Health and Safety**

All SESE classes will be supervised by a teacher. Pupils will be instructed in the proper use of equipment and in the manner of which they are to behave. All staff members should observe safety procedures when structuring activities/fieldtrips and every effort should be made to enable pupils to become aware of, and adopt safe practices. Teachers should also refer to the school's Health and Safety Policy.

### **Important Considerations in the Undertaking of Field Trips:**

Pupils can only attend field trips, outside of the school grounds, upon completion of an annual permission slip, signed by their parents/ guardians. The school's official outing record book must also be completed by the teacher. An outings First Aid kit must be brought on each and every field trip. Teachers should always be aware of potential health and safety issues at any sites and safety procedures noted for field trips. Adequate supervision is a pre-requisite for all school trips. Creative, careful planning and preparation will be used when undertaking field trips. Pupils must be shown how to respect the environment, to preserve it, for their own use and for those of future generations. Due to

its close proximity and ease of access, frequent use of the Phoenix Park for field trips will be encouraged, whenever applicable.

### **Individual Teacher's Planning and Reporting**

The experiences of the pupils' environments which they bring to school and the SESE work they have completed to date may form the starting point for teachers planning. Proper planning and differentiation of lessons and materials/topics to be covered are a pre-requisite to the delivery of this integrated programme. Teachers will strive to achieve a balance between knowledge and skills. Maintaining an accurate record of pupils' work is also an essential aspect of reporting. Staff will inform other members of staff as to the progress achieved by a pupil.

### **Parental Involvement**

Home-school communication is an important integral aspect to the successful participation and engagement of the integration of SESE programme and teachers will facilitate and promote this link. Close co-operation between parents and teachers is essential, if our pupils are to receive the maximum benefit from the curriculum. Parents from other cultures may be encouraged to share their heritage, if they so wish or if it is appropriate.

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### **Ratification and Communication:**

This plan was developed in 2006 and reviewed in March 2025. It was ratified by the Board of Management on June 18<sup>th</sup> 2025.

Signed: *Sr. Bernadette Carron*  
Chairperson, Board of Management

Date: 18.06.2025



## St. Luke's SESE

Subject Timeframe	<b>History</b>	<b>Geography</b>	<b>Science</b>
<b><u>Term 1</u></b>			
Growing Up	This is me! (timeline)	Living in the local community (work)	My growing body
Homes	Now and then homes	Weather, signs of the seasons	Taking care of my body
Autumn	Autumn celebrations, Halloween games from the past	People in other places – Africa (homes)	Plants and animals (influence of weather)
Energy			Materials, properties and characteristics (materials and change)
Winter	The Children of Lír	Space exploration	Energy and forces (electricity)
<b><u>Term 2</u></b>			
Playtime	Toys / games from the past	Living in the local community (playground / playroom)	Energy and forces – push and pull forces in the playground
Recycling	Spring traditions around the world	Caring for my locality (recycling)	Magnets – push and pull forces
Spring	Ancient Egyptians, daily life in ancient Egypt, their beliefs, pyramids, hieroglyphics	Weather	My senses
The environment	Tír na nÓg	Working in Ireland/ work in my area	Materials (recycling)
Work			Pollution
<b><u>Term 3</u></b>			
Transport and travel / work	Now and then travel Watching the weather	Working in travel (living in the local community)	Modes of transport
Summer	The Legend of Fionn MacCool, the Giants Causeway	Weather / weather in other countries	Materials (building bridges)
The environment		Habitats	Plants and animals, life cycle of the butterfly

**St. Johns Class SESE Plan**

<i>Subject:</i>	<b>History:</b>	<b>Geography:</b>	<b>Science:</b>
<i>Timeframe:</i>			
<b><u>Term 1:</u></b>			
Growing Up	Myself: Personal History (Timeline / Storyline / Family Tree).	Homes / Houses.	
Playtime	Toys / Games from the past. The story of the creation of Lego.	Living in the local community (My local area and locations within my locality). Simple Mapping and/or mapwork. (The local natural environment).	Taking care of my body.  Materials, properties, and characteristics (Materials and change).
Where I live	Change and continuity (How school life has changed through the years).	Living in the local community (People who help us / Work).	
Winter Autumn Spring Summer	Weather (The History and development of weather forecasting).	Weather; Weather forecast.	Weather / Seasons and their impacts. (Appropriate Clothing).
Transport & travel	Modes of Transport (Travelling now and then).	Environmental care (Recycling). (Caring for my locality).	
Energy	How global warming has changed over the years and the impact of Global Warming.		Energy and forces (Forces).

<p><b><u>Term 2:</u></b></p>	<p>Change and continuity; Technology and Machinery, how farming and farming methods, technology and machinery have developed over time.</p> <p>“St. Bridgit” and “St. Patrick” (Also relates to Feasts and Festivals in the Past).</p> <p>The history of two chosen countries; First chosen country is Spain and the second one is optional, but must be from the continent of Europe.</p>	<p>Farming; The work of the people who supply food to us. Influences/Impacts that the weather and seasonal changes have on farming. (Human/Natural Environments).</p> <p>People and places in other areas. (European county; Food, Landmarks &amp; Animals of that country/s).</p>	<p>Compost (Planting &amp; Gardening).</p> <p>Plants and animals; life cycles. Differentiate between both plants and animals relating to specific features like / dislikes and similarities. (Cows; Milking).</p> <p>The Story of the Chick/Hen.</p> <p>The country’s national animal or Living Things; Focusing on Living Things that have an Egg. Hatching from an Egg. Group and sort living things according to certain characteristics (e.g., whether they lay eggs). Recognise and describe the parts of living things (such as; the scales of a snake, the webbed feet of a duck, and the shell of a turtle). Develop an awareness of animals in their local habitat and/or those further afield.</p>
<p><b><u>Term 3:</u></b></p> <p>Summer</p> <p>Energy &amp; Forces; Heat</p>	<p>Story; Discussing and noticing how our summer plans have changed from generation to generation. The story of the Mill in Chapelizod.</p>	<p>Weather / Seasons and their impacts. Temperature (Degrees Celsius). and/or Weather in foreign countries.</p> <p>Sources of heat. Solar Energy.</p>	<p>Plants and animals (Living things). Observe, identify and explore signs of seasons in the local environment (e.g., trees, animals, ponds etc.). Become familiar with the life cycle of the tree through learning about and observing each season. Understand that seasonal changes occur in living things and examine the changes to plant and animal</p>

	<p>How homes were heated in the olden days, compare how heat evolved over the centuries in both our homes and in school. (Old and New / Past and Present.</p>	<p>Heating and Cooling (Materials and Change). Planet Earth in Space.</p>	<p>life during the different seasons.</p> <p>Temperature, heat and living things. Comprehend what the word temperature means, e.g., temperature is a measurement of how hot something is. Measure and compare temperatures in different places (such as the classroom and in the yard).</p>
<p>The Romans.</p>			<p>Group and sort living things according to where they live (for example, in a hot or cold place). Develop an awareness of animals from different environments.</p>

SESE St. Anthony's Class

	<b>History</b>	<b>Geography</b>	<b>Science</b>
<b>Term 1</b> <b>Family</b>	<b><u>Myself and My Family:</u></b> <b>My Family:</b> -Events and dates -Comparing ages -Same and different -Family Tree -Viking Family Life	<b><u>Human Environments:</u></b> <b>Living in the local community:</b> <b>My family and community</b> -Where do I live -School bus -Type of house I live in -My home community -My school community A Galway Community	<b><u>Living Things</u></b> <b>Myself</b> <b>Human Life Process</b> <b>Plants and Animals</b> -Physical similarities/differences -Living things grow and change -My senses -Autumn
	<b>People</b>	<b><u>Story: Stories</u></b> Communication -Marconi (Radio) -A. Graham Bell (telephone) Viking Exploration	<b><u>Human Environments</u></b> <b>People and Places in other areas</b> Homes around the world / Homelessness Christmas around the world
<b>Term 2</b> <b>Changes</b>	<b><u>Myself and My Family</u></b> <b>Feasts and Festivals in the Past</b> <b><u>Story: Stories</u></b> -Spring Traditions near and far -The Legend of Setanta Oisín in Tir na nÓg	<b><u>Natural Environments</u></b> <b>Weather</b> <b>The local natural environment</b> <b><u>Human Environments</u></b> <b>People and Places in other areas - Asia</b> -Winter Weather -Spring weather -Pond Life -Chinese New Year	<b><u>Living Things: Plants and Animals</u></b> <b><u>Materials: Materials and Change</u></b> -Reindeer -The frog -An apple tree -Insulation -Sound
	<b>My Life</b>	<b><u>Myself and My Family</u></b> <b>My Family</b> <b>When my grandparents were young</b> <b>Games in the past</b> Favourite Childhood Places Games then and now	<b><u>Natural Environments:</u></b> <b>Weather</b> <b>The local natural environment</b> <b>Environmental Awareness and Care – Caring for my locality</b> <b><u>Human Environments:</u></b> <b>People and Places in other areas</b>

	Going to school	Ireland -Weather in Ireland /Wild Atlantic Way -Water Conservation	
Subject Timeframe	<b>History</b>	<b>Geography</b>	<b>Science</b>
<b><u>Term 3</u></b> <b>Respect</b>	<b><u>Change and Continuity</u></b> Change and continuity in the local environment <b><u>Story:Stories</u></b> Chapelizod then and now Aras An Uachtaran Space travel through time Chris Hadfield	<b><u>Environmental Awareness and Care</u></b> Caring for my locality <b><u>Natural Environments</u></b> Planet Earth in space The Phoenix Park pond The River Liffey Trees, flowers, animals The Planets A view from space Tourism in Dublin	<b><u>Environmental Awareness and Care</u></b> Caring for my locality <b><u>Energy and Forces</u></b> Sound/Magnetism/Force s Air, water, soil – comparing growth without light,water Litter awareness Sounds in my environment Electricity at school + home Static electricity Floating and sinking

From Curriculum for First and Second Classes, with some Learning outcomes taken from Third Class.

Linked to SPHE Curriculum Plans

# Appendix 2: SESE in the Junior Cycle

## Science in the Junior Cycle

Science is incorporated In the Junior Cycle across all the Priority Learning Units (PLUs) and the Short Courses. PLUs that are specifically related to Science include:

### **Numeracy Elements:**

- Developing an awareness of temperature
- Developing an awareness of weight and capacity
- Using data for a range of different purposes

### **Personal Care:**

- Developing healthy eating habits
- Developing a healthy lifestyle
- Becoming aware of one's sexuality
- Knowing how to stay safe

### **Living in a Community:**

- Seeking help and advice
- Making consumer choices

### **Preparing for Work:**

- Developing an awareness of health and safety using equipment

### **Short Courses:**

- Home Economics
- An introduction to Woodcraft and Joinery
- CSPE

Throughout the school year each class in the Junior Cycle participate in Science Week, Maths Week, Technology Week, Engineers week, Green Schools initiatives and Active Schools week where we specifically concentrate on scientific disciplines (Biology, Ecology, Zoology)

It can also be included in the PLUs; Numeracy, through the elements of Developing Spatial Awareness, Using Data for a Range of Purposes and Using Shapes. In Personal Care through the elements of Being Able to Manage Stress

and Recognising Emotions. In Preparing for Work through the elements of Being Able to Set Goals for Learning and Preparing for a Work-Related Activity.

It is also incorporated through thematic and topic teaching and through looking and responding to the work of other artists

At Junior Cycle Level students may access Short Courses in Home Economics, Woodwork, and Wellbeing (CSPE, SPHE, PE). Art & Design is incorporated in these but particularly evident in Woodwork and CSPE.

**Terminology that may be used:** line, tone, form, shape, texture, pattern, colour, colour wheel, primary, secondary, tertiary colours, monochrome, 2D, 3D, ceramics, glaze, draw, sketch, paint, blend, portrait, landscape

**Tools of Art & Design may include:** pencil, colouring pencil, marker, paint, brushes, kiln, clay, pastels, chalks, glue, glitter, watercolour, acrylics, tissue paper, crepe paper, felt, scissors

Events and themes throughout the school year incorporating artistic responses and experiences (list not exhaustive):

Annual Texaco Children's Art Competition	St. Patrick's Day
Classroom and corridor displays	St. Valentine's Day
Hallowe'en displays and costumes	Mother's/Father's Day
Christmas displays and costumes	Assemblies
Easter displays and bonnet designs	Seasonal artwork
Religious celebrations	Environmental themes

## **History in the Junior Cycle**

In the Junior Cycle, History is now a core subject in the Junior Cycle and the students taking part in the NCSE short course in for level 2.

### **Strands for History Short Course at Junior Cycle**

- **Strand 1: Being an historian**
- **Strand 2: Exploring the world through time**
- **Strand 3: Researching the past in my place**

History is specifically taught through the following PLU's also.

Priority Learning Units	Elements and Learning outcomes	Terminology
Using data for a range of different purposes	L.O. 2.38-2.43	Data, evidence, fossil, research, artefact, primary/secondary source, decade, century,
Developing an awareness of Time	L.O. 2.53 Find a specified day or date on a calendar or timetable e.g. my birthday L.O. 2.54 Match months or activities with their seasons e.g. matching pictures of the seasons to the relevant months	encyclopaedia, archive, biography, book review, historian, timeline, myths and legends, dates, record, journal, CV, profile, education, work experience, interview.
Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	L.O. 1.6 Listen to and respond to a range of stories	
Being able to set goals for learning	L.O Express opinions on how performance could be improved e.g. next time I will give myself more time to reach my target.	
Preparing for a work-related activity	L.O. 5.12 Create a curriculum Vitae including personal profile, education and work experience details  L.O. 5.14 Keep a punctuality and attendance record for a month, e.g. using a scale 1-10, students can record if they are on time for school, class and if they attend school regularly  L.O. 5.16 Keep a record of tasks completed in a journal, e.g. start and finish	

	times for a task, describe what the steps are in the task.	
Events and themes throughout the school year incorporating history.	Halloween Christmas Easter Religious celebrations St. Patrick's and St. Brigid's Day Grandparents Day Awards Day	

It is also incorporated through thematic and topic teaching across all the PLU's.

### **Geography in the Junior Cycle**

In the Junior Cycle, Geography is specifically taught through the following PLU's:

PLU's	Element	Learning outcomes	Terminology
Communicating & Literacy	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	1.3 Following a series of spoken instructions	Data, evidence, fossil, research, artefact, primary/secondary source, decade, century, encyclopaedia, archive, biography, book review, historian, timeline, myths and legends, dates, record, journal, CV, profile, education, work experience, interview.
	Using non-verbal behaviour to get the message across	1.11	
	Reading to obtain basic information	1.12 1.14	
	Using expressive arts to communicate	1.23 1.24	

	Using suitable technologies for a range of purposes	1.34 1.35 1.36	
Numeracy	Developing an awareness of temperature	2.13 2.14 2.15 2.17	
	Developing an awareness of length and distance	2.23-2.27	
	Developing spatial awareness	2.32-2.37	
Personal Care	Knowing how to stay safe	3.27 3.28 3.29 3.30	
	Using local facilities	4.14-4.17	
	Finding out about work	5.6 5.9	
	Preparing for a work related activity	5.22 5.23	
	Taking part in a work related activity	5.24-5.32S	

It is also incorporated through thematic and topic teaching across all the PLU's and short courses.

# Appendix 3: SESE in Senior Cycle

## St Michael's Senior Cycle Programme for SESE

	Learning Outcomes The student should be able to:	Year 1	Year 2
<b>Weather</b>			
<b><u>Curricular Links:</u></b>			
<b>Science:</b> Water Cycle, States (solid/liquid/gas), Thermometers, Energy and Forces			
<b>History:</b> Local Studies, Historical Instruments for measuring weather; Historical storms e.g. Katrina			
<b>Geography:</b> Meteorology maps, countries affected by extreme weather, climate/climate change			
1.	Develop an understanding of what weather means (measure temperature, rainfall etc.)		
2.	Investigate the seasons and their changes		
3.	Become aware of weather in other parts of the world and its consequences		
4.	Think about the consequences of extreme weather		
5.	Investigate how the weather affects what we eat (foods for summer/winter, seasonal meals etc..)		
6.	Investigate how the weather affects what we wear (opportunities to study travel brochures etc..)		
7.	Investigate how the weather effects the activities that we do (opportunities to investigate the effect of weather on farming, fishing etc..)		
8.	Investigate the work of emergency services during various weather conditions		
9.	Investigate our changing weather and climate change		
<b>Energy</b>			
<b><u>Curricular Links:</u></b>			

<b>Science:</b> Living Things; Energy and Forces; Environmental Awareness and Care			
<b>History:</b> Life, Society, Work and Culture in the Past			
<b>Geography:</b> Human Environments; Environmental Awareness and Care			
10.	Explore why our bodies need energy		
11.	Explore how humans get energy from food		
12.	Become aware of our use of electricity etc..		
13.	Suggest ways of saving energy		
<b>Waste</b>			
<b><u>Curricular Links:</u></b>			
<b>Science:</b> Materials, Environmental Awareness and Care			
<b>History:</b> Life, Society, Work and Culture in the Past, Continuity and Change Over Time			
<b>Geography:</b> Human Environments, Environmental Awareness and Care			
14.	Develop an awareness of the different categories of waste		
15.	Develop an understanding of the problems caused by waste		
16.	Investigate where waste goes		
17.	Evaluate the impact of lifestyle on the planet		
18.	Investigate how to recycle waste		
19.	Influence others to recycle waste		
<b>Homes</b>			
<b><u>Curricular Links:</u></b>			
<b>Science:</b> Materials, Environmental Awareness and Care			

<b>History:</b> Local Studies, Life, Society, Work and Culture in the Past, Continuity and Change Over Time			
<b>Geography:</b> Human Environments, Environmental Awareness and Care			
20.	Develop an understanding of what a home is		
21.	Become aware of the type of building they live in		
22.	Develop an awareness that different homes are suitable for different people and animals		
23.	Use maps/Google Earth etc.. to study homes		
24.	Investigate various homes from around the world		
25.	Develop an awareness of the cost of homes		
26.	Investigate the range of jobs involved in the building of a home		
27.	Develop an awareness that some people are homeless		
28.	Develop an awareness of how to help support people who are homeless		

## Events and Festivals

### Curricular Links:

**Science:** Living Things, Energy and Forces, Materials, Environmental Awareness and Care

**History:** Local Studies, Story, Early People and Ancient Societies, Life, Society, Work and Culture in the Past, Eras of Change and Conflict, Politics, Conflict and Society, Continuity and Change Over Time

**Geography:** Human Environments, Natural Environments, Environmental Awareness and Care

The student should be able to:

29. Develop an awareness of current news events as they occur and as are relevant to the various curricular links above e.g volcanoes, effects of climate change etc..

30. Become aware of various local, national and international events and festivals as they occur in the calendar e.g St Brigid's Day, St Patrick's Day, Chinese New Year

# Local Studies

## Curricular Links:

**Science:** Living Things, Energy and Forces, Materials, Environmental Awareness and Care

**History:** Local Studies, Story, Early People and Ancient Societies, Life, Society, Work and Culture in the Past, Eras of Change and Conflict, Politics, Conflict and Society, Continuity and Change Over Time

**Geography:** Human Environments, Natural Environments, Environmental Awareness and Care

The student should be able to:

31. Become familiar with the immediate area surrounding their school using the curricular links as listed above e.g Phoenix Park Project, Chapelizod Village Project

Opportunities may arise for pupils to research and present information about their own locality.

# Europe and the Wider World

## Curricular Links

**Science:** Living Things, Energy and Forces, Materials, Environmental Awareness and Care

**History:** Local Studies, Story, Early People and Ancient Societies, Life, Society, Work and Culture in the Past, Eras of Change and Conflict, Politics, Conflict and Society, Continuity and Change Over Time

**Geography:** Human Environments, Natural Environments, Environmental Awareness and Care

The student should be able to:		
32. Learn about a small number of the major natural features of Europe (Refer to Primary School Curriculum for Geography p.79 )		
33. Become familiar with the names and approximate location of a small number of major world physical features (Refer to Primary School Curriculum for Geography p.79		
34. Become familiar with some aspects of the lives of a variety of peoples e.g Stone Age peoples, Bronze Age peoples, Egyptians etc... (Refer to Primary School Curriculum for History p.67)		

## Appendix 4

### Content strands and strand units in the Science curriculum

Strand	Infant, 1 <sup>st</sup> & 2 <sup>nd</sup> Classes	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> & 6 <sup>th</sup> Classes
	Strand Units	Strand Units
Living Things	<ul style="list-style-type: none"> <li>• Myself</li> <li>• Plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Human life</li> <li>• Plants and animals</li> </ul>
Energy and Forces	<ul style="list-style-type: none"> <li>• Light</li> <li>• Sound</li> <li>• Heat</li> <li>• Magnetism and electricity</li> <li>• Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Light</li> <li>• Sound</li> <li>• Heat</li> <li>• Magnetism and electricity</li> <li>• Forces</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Properties and characteristics of materials</li> <li>• Materials and Change</li> </ul>	<ul style="list-style-type: none"> <li>• Properties and characteristics of materials</li> <li>• Materials and Change</li> </ul>
Environmental awareness and care	<ul style="list-style-type: none"> <li>• Caring for myself and my locality</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for myself and my locality</li> </ul>

### Content strands in the History curriculum

Strands	Infant classes	1 <sup>st</sup> & 2 <sup>nd</sup> classes	3 <sup>rd</sup> & 4 <sup>th</sup> classes	5 <sup>th</sup> & 6 <sup>th</sup> classes
	<ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• Story</li> </ul>	<ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• Change and continuity</li> <li>• Story</li> </ul>	<ul style="list-style-type: none"> <li>• Local studies</li> <li>• Story</li> <li>• Early people and ancient societies</li> <li>• Life, society, work and culture in the past</li> <li>• Continuity and change over time</li> </ul>	<ul style="list-style-type: none"> <li>• Local studies</li> <li>• Story</li> <li>• Early people and ancient societies</li> <li>• Eras of change and conflict</li> <li>• Politics, conflict and society</li> <li>• Life, society, work and culture in the past</li> <li>• Continuity and change over time</li> </ul>

### Content strands and strand units in the Geography curriculum

Strand	Infant, 1 <sup>st</sup> & 2 <sup>nd</sup> Classes	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> & 6 <sup>th</sup> Classes
	Strand Units	Strand Units
Human Environments	<ul style="list-style-type: none"> <li>• Living in the local community</li> </ul>	<ul style="list-style-type: none"> <li>• The local natural environment</li> <li>• Land, rivers and seas of Ireland</li> </ul>

	<ul style="list-style-type: none"> <li>• People and places in other areas</li> </ul>	<ul style="list-style-type: none"> <li>• Physical features of Europe and the world (5<sup>th</sup> &amp; 6<sup>th</sup> classes)</li> <li>• Rocks and soils</li> <li>• Weather, climate and atmosphere</li> <li>• Planet Earth in space</li> </ul>
Natural Environments	<ul style="list-style-type: none"> <li>• The local natural environment</li> <li>• Weather</li> <li>• Planet Earth in space</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Environmental awareness and care	Caring for my locality	<ul style="list-style-type: none"> <li>• Environmental awareness</li> <li>• Caring for the environment</li> </ul>

## **Appendix 5: Examples of Themes to integrate the History, Geography and Science Curricula**

- My family and the community
- People at play or work
- People and communities
- Natural environmental features and people
- Our Locality
- Dublin/Ireland
- People and other lands: Europe/ Individual countries; Africa, America, Australia, Asia
- The seaside
- Settlement; Homes and other buildings
- Bridges
- Homes
- School/ Our school history etc.
- Shops
- Lighthouses
- Industries
- Clothes
- Money
- Toys
- Food
- Feasts and festivals
- Transport and Communications /Journeys
- Energy and Power
- Jobs, employment
- Weather/ Seasons
- Environmental awareness
- Caring for my locality/ the environment
- Heat / Global warming
- Water
- Stories
- The World Cup/ The Olympics
- World War 1 and 2
- Crafts- from around the World
- Sound
- Lifecycles
- Egyptians/Vikings/ The Romans/ Explorers
- All about me project
- Space
- Holidays
- Natural Disasters
- Famous people in History/ Celebrities

**Appendix 6: Exemplars of Topics with Possibilities for Integration within SESE in the Teacher Guidelines.**

History Guidelines;

<b>TOPIC</b>	<b>PAGE</b>	<b>CLASS LEVEL</b>
• The Caves at Altamira	48 - 49	Infants to 2 <sup>nd</sup>
• Lives of Pupils' Grandparents	50 - 51	1 <sup>st</sup> and 2 <sup>nd</sup>
• Study of a Local Parish Church	52 - 53	3 <sup>rd</sup> and 4 <sup>th</sup>
• Life in Norman Ireland	54 - 55	5 <sup>th</sup> and 6 <sup>th</sup>
• Myself	58	Infant classes
• Autumn Walk	58	Infant classes
• Toys and Games	59	Infant classes
• Water	59	Infant classes
• The Old Mill	60	3 <sup>rd</sup> and 4 <sup>th</sup>
• The Great Famine	61	5 <sup>th</sup> and 6 <sup>th</sup>

Geography Guidelines;

<b>TOPIC</b>	<b>PAGE</b>	<b>CLASS LEVEL</b>
• People who Help Us	50	Infant Classes
• School	50	Infant Classes
• Winter	50	Infant Classes
• The Hedgerow	51	Infant Classes
• The Seashore	51	Infant Classes
• Our Own Place, Ballinagh, Co. Cavan	54 - 59	3 <sup>rd</sup> and 4 <sup>th</sup>
• The Past and Future in Maps	143 -145	3 <sup>rd</sup> to 6 <sup>th</sup>

Science Guidelines;

<b>TOPIC</b>	<b>PAGE</b>	<b>CLASS LEVEL</b>
• Spring	46	Infant Classes
• Clothes	47	Junior Classes
• Water	48	Middle Classes
• Food	49	Senior Classes

## **Appendix 7:** **Opportunities for SESE Integration in Our Local Environment**

### **INDOOR:**

Cookery Kitchen (e.g. food)

Pottery Room (e.g. crafts)

Woodwork Room (e.g. crafts)

P.E. Gym (e.g. sport)

Classrooms (e.g. Weather, landscape outline, growing bulbs and plants in the classroom, recycling paper and other materials)

Assembly Hall and Library (e.g. facilities)

DT Suite (e.g. Energy saving, technology progression)

### **SCHOOL AND SCHOOL GROUNDS:**

School Yard and Field Area (e.g. flora and fauna, buildings, materials)

### **WITHIN WALKING DISTANCES OF THE SCHOOL:**

Phoenix Park (flora, fauna, impact of humans, use of areas within Park, recreation)

Chapelizod Village (e.g. Local community)

Farmleigh House (e.g. Buildings)

Dublin Zoo (e.g. wildlife animals, different non-native species)

Aras an Uachtaran (e.g. President History, Buildings)

River Liffey and Bridge (e.g. environmental features and man- made features)

Churches (e.g. Buildings)

Residential Buildings/Amenities (e.g. Changes over time)

### **IMMEDIATE LOCALITY:**

Dublin City Centre

Chapelizod Village

## **Appendix 8:**

### **Timetable for SESE related theme days or weeks in 2025/2026** **Add local themes, local festivals, events and school celebrations** **as appropriate.**

#### **September 2025**

- 2nd – Anniversary of the end of WW2
- 5th – International Day of Charity
- 6th – Read a Book Day
- 8th – International Literacy Day
- 13th – World First Aid Day
- 13th – Roald Dahl Day
- 15th – International Day of Democracy
- 16th-18th – National Ploughing Championships
- 21st – International Day of Peace
- 22nd – World Car Free Day
- 22nd – Autumn Equinox
- 26th – European Day of Languages
- 29th – Michaelmas

#### **October 2025**

- 1st – Black History Month begins
- 3rd – German Unity Day
- 4th – Space Week begins / Feast of St. Francis of Assisi
- 5th – World Teachers' Day / National Tree Day
- 6th – Grandparents Day / World Smile Day
- 7th – EU Code Week begins
- 9th – Columbus Day
- 10th – World Mental Health Day
- 12th – Harry Potter Book Day
- 13th – Maths Week begins / Goal Jersey Day
- 15th – Invisible Disabilities Week
- 16th – World Food Day
- 17th – UN International Day for the Eradication of Poverty
- 20th – Wear Red Day for 'Show Racism the Red Card'
- 24th – United Nations Day
- 27th-31st – Mid-Term Break
- 31st – Halloween / Reformation Day

#### **November 2025**

- 7th – COP27 Climate Change Conference
- 9th – Fall of the Berlin Wall Anniversary
- 10th – World Science Day
- 11th – Remembrance Day
- 12th – International Tongue Twister Day / International Day of Tolerance / Diwali
- 13th – World Kindness Day / Start of Science Week

- 20th – World Children's Day
- 27th – Thanksgiving

### **December 2025**

- 3rd – Start of Advent / International Day of Persons with Disabilities
- 5th – Walt Disney's Birthday
- 6th – Feast of St. Nicholas
- 8th – Feast of the Immaculate Conception
- 10th – International Human Rights Day
- 19th – Final Day of School Term
- 21st – Winter Solstice
- 25th – Christmas Day
- 26th – St. Stephen's Day
- 31st – New Year's Eve

### **January 2026**

- 1st – New Year's Day
- 4th – World Braille Day
- 6th – Nollaig na mBan / Epiphany
- 12th – BT Young Scientist Exhibition
- 17th – World Religion Day
- 30th – National Storytelling Week begins

### **February 2026**

- 1st – St. Brigid's Day
- 1st – Michael Morpurgo Month begins
- 4th – Rosa Parks Day
- 6th – Rugby Six Nations begins
- 11th – International Day of Women and Girls in Science
- 14th – Valentine's Day
- 16th-20th – Mid-Term Break
- 18th – Lent begins

### **March 2026**

- 1st–17th – Seachtain na Gaeilge
- 2nd – Dr. Seuss Day
- 3rd – World Wildlife Day
- 8th – International Women's Day
- 9th–15th – Brain Awareness Week
- 14th – International Day of Mathematics
- 17th – St. Patrick's Day
- 19th–25th – National Tree Week
- 19th – St. Joseph's Day
- 20th – First Day of Spring
- 21st – World Poetry Day / World Down Syndrome Day
- 22nd – World Water Day

- 28th – Earth Hour
- 29th–April 4th – Autism Acceptance Week

### **April 2026**

- 5th – Palm Sunday
- 8th – Passover begins at sundown
- 10th – Good Friday
- 12th – Easter Sunday
- 15th – Titanic Anniversary
- 20th–26th – Tech Week
- 23rd – Shakespeare Day
- 24th – Anniversary of the Easter Rising

### **May 2026**

- 1st–7th – Sun Awareness Week
- 4th – Star Wars Day
- 8th – World Red Cross Day
- 9th – Europe Day
- 12th – Florence Nightingale's Birthday
- 16th – World Fair Trade Day
- 17th–23rd – Christian Aid Week
- 18th–24th – Mental Health Awareness Week
- 20th – World Orienteering Day
- 18th – International Museum Day
- 22nd – Endangered Species Day
- 20th – World Bee Day
- 21st – Ascension Day
- 23rd – World Turtle Day

### **June 2026**

- 1st–30th – Pride Month
- 6th – D-Day Anniversary
- 8th – World Ocean Day
- 15th–21st – Healthy Eating Week
- 22nd–28th – Water Safety Week
- 20th – World Refugee Day
- 21st – First Day of Summer / Summer Solstice / Father's Day
- 24th – Feast of St. John the Baptist
- 22nd–28th – World Wellbeing Week
- 29th – Wimbledon begins
- 7th – Pentecost

## **Appendix 8:**

### **Some Relevant and Useful Resources and Websites**

\*note: Age-appropriate search engines can limit searches to more curriculum relevant sites  
e.g.: <http://yahooligans.yahoo.com/>; <http://www.askforkids.com/>;  
<http://www.kidsclick.org/>

- **Scoilnet:** Scoilnet is the national portal for Irish Education. Scoilnet's Resource Finder features hundreds of web resources and lesson plans reviewed by teachers for teachers. Users can search by class group, subject heading and strand unit to facilitate easy searching. Scoilnet also features a quiz builder that teachers can use to create their own quizzes on any topic.
  - **BBC Schools website:** BBC Schools ([www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)) includes lots of interactive games, virtual reality tours and information on a wide range of history, geography and science topics.
  - **Ask about Ireland:** The Ask about Ireland website ([www.askaboutireland.ie](http://www.askaboutireland.ie)) deals with history and geography topics in a thematic way. Resources and lesson plans are being added regularly to support teachers.
  - **Teachnet:** [www.teachnet.ie](http://www.teachnet.ie) features many webquests designed by Irish teachers relevant to the history, geography and science curriculum. Lesson plans and resources available. (Webquests are similar to treasure hunts within a pre-determined list of websites. Many webquests use the principles of co-operative and enquiry based learning. Useful for teachers who would like pupils to use a more limited collection of websites).
  - <http://www.theteacherscorner.net/thematicunits/> excellent website giving variety of themes and topics from chocolate, weather, the Olympics, the ocean. Click on a topic and they will give you a list of resources and websites based on that topic to help you teach a thematic unit.
  - <http://www.lessonplansearch.com/ThematicUnits/index.html> some lesson plans and resources for various topics.
  - [www.treecouncil.ie](http://www.treecouncil.ie) resources for tree week.
  - [www.earthday.org](http://www.earthday.org) for world earth day.
  - [www.ecoschools.global](http://www.ecoschools.global)
  - [www.heritagecouncil.ie](http://www.heritagecouncil.ie) heritage in schools scheme
  - [www.epa.ie](http://www.epa.ie)
  - [www.agriaware.ie](http://www.agriaware.ie)
  - Mobile Farm- which will call to your school
  - [http://conceptcartoons.com/contact\\_us.html](http://conceptcartoons.com/contact_us.html) website outlining how to use concept cartoons in the teaching of science
  - [www.museum.ie](http://www.museum.ie)
  - <http://www.safefoodonline.com/>
  - <http://www.sei.ie/>
  - [www.heritageireland.ie/](http://www.heritageireland.ie/)
  - <http://www.astronomy.ie/>
  - <http://www.dublinia.ie/education3.htm>
  - [www.ipcc.ie](http://www.ipcc.ie) The Irish Peatland Conservation Council
  - [www.primaryscience.ie](http://www.primaryscience.ie)
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- ***Sources of Local History – ICT***

- National Archives [www.nationalarchives.ie](http://www.nationalarchives.ie)
- National Museum [www.museum.ie](http://www.museum.ie)
- National Library of Ireland [www.nli.ie](http://www.nli.ie)
- Heritage Council [www.heritagecouncil.ie](http://www.heritagecouncil.ie)
- [www.askaboutireland.ie](http://www.askaboutireland.ie)

- ***Irish Educational Websites***

- [www.into.ie](http://www.into.ie)
- [www.scoilnet.ie](http://www.scoilnet.ie)
- [www.pcsp.ie](http://www.pcsp.ie)
- [www.enfo.ie](http://www.enfo.ie)
- [www.teachnet.ie](http://www.teachnet.ie)

- ***General History Websites***

- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.bbc.co.uk](http://www.bbc.co.uk)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.big6.com/kids/K-2.htm](http://www.big6.com/kids/K-2.htm)
- [www.educationalwebadventures.com](http://www.educationalwebadventures.com)
- [www.teachingideas.co.uk](http://www.teachingideas.co.uk)
- [www.apples4theteacher.com](http://www.apples4theteacher.com)
- [www.primaryresources.com](http://www.primaryresources.com)
- [www.school.discovery.com](http://www.school.discovery.com)
- [www.eduplace.com](http://www.eduplace.com)
- [www.proteacher.com](http://www.proteacher.com)
- [www.schoolexpress.com](http://www.schoolexpress.com)
- [www.schoolzone.co.uk](http://www.schoolzone.co.uk)
- [www.teachnet.com](http://www.teachnet.com)
- [www.worksheets4teachers.com](http://www.worksheets4teachers.com)
- [www.groireland.ie](http://www.groireland.ie)(births/marriages/ deaths)
- [www.nationalarchives.ie](http://www.nationalarchives.ie) (census information)
- [www.vintageblues.com/history](http://www.vintageblues.com/history)
- [www.antaisce.org](http://www.antaisce.org)
- [www.gaa.ie](http://www.gaa.ie)
- [www.failteireland.ie](http://www.failteireland.ie)
- [www.rte.ie](http://www.rte.ie)
- [www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)
- [www.irishroots.net](http://www.irishroots.net)
- [www.aresearchguide.com](http://www.aresearchguide.com)
- [www.ajkids.com](http://www.ajkids.com)
- [www.howstuffworks.com](http://www.howstuffworks.com)
- [www.school.discovery.com](http://www.school.discovery.com)
- [www.rhlschool.com](http://www.rhlschool.com)
- [www.schoolhousetech.com](http://www.schoolhousetech.com)
- [www.teachingideas.co.uk](http://www.teachingideas.co.uk)
- [www.trocaire.org](http://www.trocaire.org)
- [www.cso.ie](http://www.cso.ie)
- [www.iol.ie/~nmpmuseum](http://www.iol.ie/~nmpmuseum)
- [www.fashion-era.com](http://www.fashion-era.com)