



St. Michael's School
Whole School Plan
for History

June 2025

Introductory Statement and Rationale

(a) Introductory Statement:

This history 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, written and reviewed in light of the:

- 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' Flag Initiative
- Teachers' Recommendations.

(b) Rationale:

The purpose of this history plan is to provide an overview of the teaching of history as practised here, in St. Michael's School, and is intended to inform and assist teachers in their planning and delivery of the history curriculum.

The teaching staff of St. Michael's School recognise that history is an integral part of the teaching of S.E.S.E. of our pupils. Historical education complements the growth of the pupil's geographical and scientific learning. All three subjects contribute to the wider social and environmental education of the pupil. However, as well as having a complementary role within S.E.S.E. history offers pupils a distinct perspective on their own identity, their families and communities from around the world. It provides important learning opportunities for our pupils and equips them with a particular range of skills.

History is the study/interpretation of what was considered to be significant human activities in the past and the processes by which these activities are selected, investigated and analysed. Historical education enables our pupils to investigate and examine significant events in their own immediate past, the past of their families and local communities, and the histories of people in Ireland and other parts of the world.

The inclusion of history in the curriculum can help our pupils acquire empathy, enhanced understanding and responsible attitudes, so as to enable them to live as informed and caring members of the community. It is important as it contributes to their personal and social development in particular, to the pupil's understanding of his/her own past and appreciation of human activities in the past, enhancing their sense of belonging, which is critical to the development of their social competence and self-esteem.

Vision and Aims

(a) Vision:

We believe that our pupils should receive and experience a broad and balanced curriculum and our teaching of history will consist of: a thematic approach (a strong emphasis is given to the delivery of historical topics as part of a thematic approach within S.E.S.E.) where possible, a spiral approach (in which some of the same historical topics will be developed in increasing detail at a number of levels), and an advancement approach, covering the strand units that are introduced at further stages of the curriculum.

We seek to assist our pupils to develop their abilities to explore, analyse, examine, and appreciate the roles they play and the roles played by people in the past. 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 historical skills through active participation, appropriate to his/her level of development and ability.

(b) Aims:

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

- develop an interest in and curiosity about the past

- make the pupil aware of the lives of women, men and children in the past and how people and events have had an impact upon each other
- develop an understanding of the concepts of change and continuity
- provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the developmental stages of the child
- allow the pupil to encounter and use a range of historical evidence systematically and critically
- provide opportunities for the pupil to communicate historical findings and interpretations in a variety of ways
- foster sensitivity to the impact of conservation and change within local and wider environments
- help the pupil recognise and examine the influences of the past on the attitudes and behaviour of people today
- foster a willingness to explore personal attitudes and values and to promote an openness to the possibility of changing one's own point of view
- encourage the pupil to recognise how past and present actions, events and materials may become historically significant
- enable the pupil to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts.

We endorse the aims for History at Junior Cycle through a Short Course which aims to enable and empower students to:

- understand the nature of history, including the work of the historian
- foster awareness of the nature and impact of change over time in their world
- develop their sense of historical consciousness
- actively engage in the local and wider community
- reflect and respond to their learning in creative ways
- acquire a range of skills in acquiring, demonstrating, and reflecting on their learning.

Curriculum Planning

1. Strands and strand units in the Primary Curriculum (Appendix 1):

As pupils explore the strands and strand units, they will learn to work as historians. The strands of the Primary curriculum which present the historical topics extend as the class levels progress:

- Content of the history curriculum for the infant classes is confined to two strands: Myself and My Family, and Story.
- This extends to three strands for first and second classes: Myself and My Family; Story; and Change and Continuity.
- The range of strands is expanded significantly at third and fourth classes to include: Local Studies; Story; Early People and Ancient Societies; Life, Society, Work and Culture in the Past; and Continuity and Change in the Past.
- Finally, the range of strands, extend further at fifth and sixth class levels to include: Local Studies; Story; Early People and Ancient Stories; Life, Society, Work and Culture in the past; Eras of Change and Conflict; Politics, Conflict and Society; and Continuity and Change Over Time.

Strands for History Short Course at Junior Cycle (Appendix 2)

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

History at Senior Cycle will be included through an integrated SESE approach (see Appendix 3)

2. Skills and concepts development:

Depending upon the strand/ strand unit and class level being taught, pupils will be enabled to work as historians and develop their historical skills and concepts accordingly.

(1) Time and chronology

Pupils will distinguish between past, present and future. Pupils will become aware of the sequence of events about the past and be enabled to develop an

understanding of time and chronology, so as to place people and events in a broad historical sequence. They will record people and events in the past using a variety of simple timelines. Vocabulary/ phrases associated with the recording of dates and time periods will be taught for example, 600BC, AD, Stone Age, The Great Famine etc.

(2) Change and continuity

Pupils will explore instances of change and continuity, especially in personal life, in family and local history, exploring features which have changed or remained unchanged in home, family and immediate local environments. Pupils will also develop an understanding of change and continuity by exploring similarities and differences between the past and the present.

(3) Synthesis and communication

Pupils will be able to communicate an awareness of stories, people and events from the past in a variety of ways, e.g. writing, drama, art work etc. They will be able to select and organise historical information; and use their imagination and evidence to reconstruct elements of the past, for example an emigration scene during famine times.

(4) Cause and effect

Pupils will discuss some reasons for, and the effects of, some events and changes that have happened in the past. Pupils will recognise some factors which may have caused, prevented or delayed changes in the past and appreciate that events usually have a number of causes and outcomes/consequences.

(5) Using evidence

Pupils will examine a wide range of simple historical evidence, such as photographs, pictures, old clothes worn when younger, objects, stories etc. They will make simple deductions from evidence and appreciate that evidence may be incomplete or interpreted in a number of ways. They will be able to distinguish between fictional accounts in stories, myths and legends and real people and events in the past.

(6) Empathy

Pupils will imagine and discuss the feelings and motives of people in the past. They will also try to imagine and express the feelings of characters in stories from the past.

3. Children's ideas:

All historical activities may begin with the children's ideas/perceptions of his/her own personal identity as a starting point. This perception is unique to each pupil and may be influenced by age, gender, background and ability. For our pupils (whether of Irish nationality or otherwise), it is extremely important that they examine their personal and family history (gaining their first impressions of time), before progressing to examining the lives of other people in the past (appreciating the existence of times different from their own). The diversity of our pupils' cultures will be considered and inform our lessons.

Pupils will then begin to explore the lives of individual, groups, events, cultures, beliefs and values which have affected the lives of people in the past and shaped contemporary society in Ireland, Europe and the wider world. It is important for pupils to explore feelings and opinions about people from the past, as well as developing other historical skills.

4. Approaches and methodologies:

The key methodologies of the Primary School Curriculum 1999 are used as part of the history programme. The use of a wide variety of approaches and methodologies are an essential element to this history plan. These may include: active learning, problem solving, developing skills through the elements of content, talk and discussion, guided discovery, co-operative learning, use of the evidence, photographs, pictures, objects, stories and songs, project work; independent research tasks; use of guest speakers; outings/activities and scaffolding of structured play and discovery.

5. Linkage and Integration:

Any opportunities which exist to link the various strands of the history programme will be used. History makes an important and distinctive contribution to the development of the pupil, and complements the growth of his/her geographical and scientific learning, contributing to the wider social and environmental education of the pupil. Their complementary roles will be reflected in the organisation of learning. History also relies upon other skills, for instance, mathematical, drama and language development skills etc.

Every effort will be made to integrate our teaching of history with other subjects in the curriculum and a strong emphasis, will be given to the presentation of a thematic approach.

6. Multi-grade teaching:

Each class can present pupils of varying ability and interest, and therefore a thematic approach is strongly suited to link and develop particular aspects of the history programme with other subjects: S.E.S.E.-Geography and Science; Social, Personal and Health Education (S.P.H.E); Civil, Social, Political Education (C.S.P.E), Maths; Physical Education; Drama, Visual Arts; and/or Language development. Work may be done on a streamed ability or interest or a mixed-ability level, with pupils working independently, or in pairs or in groups. Methodologies may vary. Structured and differentiated work will be planned and implemented. Suitable textbooks will need to be chosen carefully.

7. Assessment and record keeping:

Assessment will be used to identify what pupils know, understand, can do and to inform future planning. It is an integral part of the teaching and learning of history here, in St. Michael's School.

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
- and curriculum profiles.

The Short Course in History in the Junior Cycle level 2 will be assessed in lines with the guidelines for the course.

8. Equality of participation and access:

We believe that all pupils have the right to fully participate in and enjoy the history curriculum. All pupils in this school will be supported as they participate in and engage with the history curriculum, at a level suited to their own needs and abilities. As the population of the school diversifies, and different nationalities present, reference will be made to their related nations, as a matter of inclusion and awareness among all pupils.

Organisational Planning

9. Timetable:

In the Junior School, time allocation for history may vary according to age, ability and focus of work, but should approximate 1 hour per week.

In the Junior and Senior Cycles pupils are following their post primary programmes with an integrated approach and also engaging in additional subjects and certification such as: Home Economics, Woodwork, CSPE, Information Technology, Art and Music.

In the Junior Cycle History is taught through a short course and through the PLUs as detailed in Appendix 2 SESE Policy

Senior Cycle classes will engage with History as part of the Senior Cycle SESE Plan outlined in Appendix 3. Pupils will engage with History across a range of strands and topics over a two-to-three-year programme. Pupils will access material at a level and pace suited to their abilities. Time allocations in the Senior school should remain flexible, as individual teachers remain free to use their professional judgement to adjust the guidelines to suit individual pupil needs and the class circumstances.

10. Resources and Digital Technology:

The main resource for history is evidence. At present any resources (textbooks/ photocopiable books) are located in the press opposite the staff room. Currently individual resources, such as artefacts, documents, are established and developed by the individual teacher.

DT is incorporated into the teaching and learning process and pupils should be provided with opportunities to use modern technology to enhance their learning. (Appendix 4)

11. Health and safety:

All history 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/outings 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.

In relation to trips outside of the school grounds, the school's official outing record book should be completed. Teachers should always be aware of potential health and safety issues at any sites and safety procedures may need to be drawn up for trips. Adequate supervision is a pre-requisite for all school trips.

12. Individual teachers' planning and reporting:

The experiences of the pupils' personal and family history, which they bring to school and the historical work they have completed to date, will form the starting point for teachers planning.

The treatment of the strand units should show repetition (where necessary) and progression in the levels of skills used and in the depth of treatment they are accorded. Teachers will strive to achieve a balance between knowledge and skills.

13. Staff development:

Staff may attend professional learning courses. They can also further enhance their knowledge with information, such as museums, historical landmarks etc. (see appendix 2 for the relevant websites).

14. Parental Involvement:

Parental and community involvement is a vital element of the programme and where practicable, will find expression through the active involvement of parents with expertise as well as the value of parents' involvement when undertaking activities. The annual celebration of Grandparents Day provides an opportunity to engage with the extended school community about life in the past.

15. Community Links:

Community involvement should be a vital element of the implementation of the history plan, and where practicable, connections with other schools and localities in the community will be made.

Review:

The History Plan was reviewed in November 2022 by all teaching staff and subsequently in March 2025 and ratified by the Board of Management 18th June 2025

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

Date: 18.06.2025

Appendix 1:

Strands of the History Curriculum and class plans in the primary school

	Infant classes	First and second classes
<i>Strands</i>	Myself and my family Story	Myself and my family Change and continuity Story
	Third and fourth classes	Fifth and sixth classes
<i>Strands</i>	Local Studies Story Early people and ancient societies Life, society, work and culture in the past Continuity and change over time	Local Studies Story Early people and ancient societies Eras of conflict and change Politics, conflict and society Life, society, work and culture in the past Continuity and change over time

SESE St. Mark's Class

	History	Geography	Science
<p><u>Term 1</u> Myself</p> <p>Seasons (Autumn/ Winter)</p>	<ul style="list-style-type: none"> • Personal History • Important life events • People in my Family • Story • (Feasts, Christmas) 	<ul style="list-style-type: none"> • Human Environments • Homes • Living in the local community • People who help us • People who work in school 	<ul style="list-style-type: none"> • Learning body parts • Myself • Variety and characteristics of humans • Weather changes • Materials (clothes)
<p><u>Term 2</u> Spring</p> <p>Toys & Games</p>	<ul style="list-style-type: none"> • Story • Chronology • People & Things of the past • Toys & games now and in the past 	<ul style="list-style-type: none"> • Change of environment (spring tree, new life) • Plants in our local environment 	<ul style="list-style-type: none"> • Hot and cold • Heat and energy • Light and dark • Day & Night
<p><u>Term 3</u> Our Environment and others.</p> <p>Country: Australia</p>	<ul style="list-style-type: none"> • Continuity & Change in the local environment • Aboriginals – Native people of Australia 	<ul style="list-style-type: none"> • Our Environment – Living in local community • People & Places in other areas • Australia on map – Differences between Ireland and Australia weather, hobbies etc. 	<ul style="list-style-type: none"> • Environmental Awareness and Care • Attributes of local environment • Caring for my locality • Plant & animal life • Caring for my locality

St. Luke's SESE

Subject Timeframe	History	Geography	Science
<u>Term 1</u>			
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 Lir	Space exploration	Energy and forces (electricity)
<u>Term 2</u>			
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
<u>Term 3</u>			
Transport and travel / work	Now and then travel	Working in travel (living in the local community)	Modes of transport
	Watching the weather		Materials (building bridges)
Summer	The Legend of Fionn MacCool, the Giants Causeway	Weather / weather in other countries	Plants and animals, life cycle of the butterfly
The environment		Habitats	

St. Johns Class SESE Plan

<i>Subject:</i>	History:	Geography:	Science:
<i>Timeframe:</i>			
<u>Term 1:</u>			
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	Stories; The Story of the creation of Lego. 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).		
Energy	How global warming has changed over the years and the impact of Global Warming.	Environmental care (Recycling). (Caring for my locality).	Energy and forces (Forces).

<p><u>Term 2:</u></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 & Animals of that country/s).</p>	<p>Compost (Planting & 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><u>Term 3:</u></p> <p>Summer</p> <p>Energy & 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</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>changes to plant and animal 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

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

Subject Timeframe	History	Geography	Science
<u>Term 3</u> Respect	<u>Change and Continuity</u> Change and continuity in the local environment <u>Story:Stories</u> Chapelizod then and now Aras An Uachtaran Space travel through time Chris Hadfield	<u>Environmental Awareness and Care</u> Caring for my locality <u>Natural Environments</u> Planet Earth in space The Phoenix Park pond The River Liffey Trees, flowers, animals The Planets A view from space Tourism in Dublin	<u>Environmental Awareness and Care</u> Caring for my locality <u>Energy and Forces</u> Sound/Magnetism/Forces 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: 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, encyclopaedia, archive, biography, book review, historian, timeline, myths and legends, dates, record, journal, CV, profile, education, work experience, interview.
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	
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	

	<p>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</p> <p>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.</p>	
<p>Events and themes throughout the school year incorporating history.</p>	<p>Halloween Christmas Easter Religious celebrations St. Patrick's and St. Brigid's Day Grandparents Day Awards Day</p>	

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

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
Weather			
<u>Curricular Links:</u>			
Science: Water Cycle, States (solid/liquid/gas), Thermometers, Energy and Forces			
History: Local Studies, Historical Instruments for measuring weather; Historical storms e.g. Katrina			
Geography: 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		
Energy			
<u>Curricular Links:</u>			
Science: Living Things; Energy and Forces; Environmental Awareness and Care			
History: Life, Society, Work and Culture in the Past			

Geography: 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		
Waste			
<u>Curricular Links:</u>			
Science: Materials, Environmental Awareness and Care			
History: Life, Society, Work and Culture in the Past, Continuity and Change Over Time			
Geography: 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		
Homes			
<u>Curricular Links:</u>			
Science: Materials, Environmental Awareness and Care			
History: Local Studies, Life, Society, Work and Culture in the Past, Continuity and Change Over Time			
Geography: 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:

Some relevant and useful websites

- *Sources of Local History – ICT*
- National Archives www.nationalarchives.ie
- National Museum www.museum.ie
- National Library of Ireland www.nli.ie
- Heritage Council www.heritagecouncil.ie
- www.askaboutireland.ie

- *Irish Educational Websites*
- www.into.ie
- www.scoilnet.ie
- www.pcsp.ie
- www.enfo.ie
- www.teachnet.ie

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