



Section 4d: SESE

*This is a working document that is being developed by the School Community.
It is constantly reviewed at Staff Meetings, on Curriculum in-service and SDP days
It is the process by which we educate our children in St. Paul's N.S.*

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History

Introductory Statement and Rationale

(a) Introductory Statement

The plan was formulated over the school years 2005-2006 and 2006-2007 by all teachers over curriculum days, staff meetings and school development planning days.

(b) Rationale

To benefit teaching and learning in our school

To conform to principles outlined in the primary curriculum

To review the existing plan for history in light of the 1999 Primary School Curriculum

To create a core programme for each class level

Vision and Aims

(a) Vision

We seek to assist the children in the learning of their history, to learn from the past and to look to the future, as history teaches us to learn from the mistakes of the past.

(b) Aims

We endorse the aims of the Primary School Curriculum for history

- To develop an interest in and curiosity about the past
 - To make the child aware of the lives of women, men and children in the past and how people and events have had an impact upon each other
 - To develop an understanding of the concepts of change and continuity
 - To provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the development stages of the child
 - To allow the child to encounter and use a range of historical evidence systematically and critically
 - To provide opportunities for the child to communicate historical findings and interpretations in a variety of ways
 - To foster sensitivity to the impact of conservation and change within local and wider environments
 - To help the child recognise and examine the influences of the past on the attitudes and behaviour of people today
 - To 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
 - To encourage the child to recognise how past and present actions, events and materials may become historically significant
 - To enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts
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This History Plan will be addressed under the following headings

Curriculum Planning:

1. Strands and strand units
2. Skills and concepts development
3. Approaches and methodologies
4. Linkage and integration
5. Assessment and record keeping
6. Children with different needs
7. Equality of participation and access

Organisational Planning:

- 8. Timetable**
- 10. Resources and ICT**
- 11. Health and safety**
- 12. Individual teachers' planning and reporting**
- 13. Staff development**
- 14. Parental involvement**
- 15. Community links**
- 16. Places of historic interest**

1. Strands and strand units

- Teachers are familiar with the strands/strand units/content objectives for the relevant classes.
- Teachers for all classes have allocated time for history lessons according to the specified time as laid down by the curriculum
- During the formulation of the core programme the strand units to be taught were selected for each class 3rd-6th.
- These strand units recorded in the core programme in this plan
- There is continuity and progression in the history curriculum from class to class. As there is a core programme each teacher has a detailed outline plan for the standard they teach, therefore avoiding gaps and undue repetition. There is a balance between personal, local, national and international history. History is selected from the local environment and the locality of our school e.g. Raithin Fort, Mungret Monastic Settlement.
- The audit of local history has not been completed yet. On the appointment of a teacher to the post of responsibility for history, this will be done.
- The local history reflects the monastic history in Ireland, the Bronze Age, Norman Invasion and life in Ireland (King John's Castle), War of Independence (Clancy Strand)

2. Skills and concepts development

- Teachers use a variety of strategies to develop the child's skills to work as a young historian. These are recorded in yearly schemes, fortnightly schemes, and in this plan as follows.

Junior and Senior Infants

- Time and chronology
- Using evidence
- Communication

First to Sixth classes

- Time and chronology
- Change and continuity
- Cause and effect
- Using evidence
- Synthesis and communication
- Empathy

- Teachers ensure that there is a balance between skills development and the acquisition of knowledge in implementing the curriculum

3. Approaches and methodologies

- The following approaches and methodologies are implemented in our school
 - Storypp
 - Drama and role play
 - Oral evidence
 - Documentary evidence
 - Using ICT
 - Personal and family history
 - Using artefacts
 - Pictures and photographs
 - Use of the environment

4. Linkage and integration

- Teachers are aware of opportunities to link with history and integrate with other subjects, particularly Geography and Science, but also English, Drama, Irish, SPHE, etc. This has been discussed at our history planning days and individual teachers link and integrate as suits and document this in their schemes.

5. Assessment and record keeping

- Teachers assess
 - Progress in children's knowledge of the past
 - Ability to use historical skills
 - Development of attitudes
- through
 - Self-assessment
 - Conferencing
 - Portfolio Assessment (including e-portfolios)
 - Concept Mapping
 - Questioning
 - Teacher Observation
 - Teacher-designed tasks and tests
 - Work samples, portfolios and projects (*consider use of ICT, pictures, paintings, models, story board*)
- Information gained from the assessments is used to guide future learning and reinforcement where necessary. This information can also be used as a home-school link.
- Termly results are kept and passed on to the next teacher. This information is also passed onto parents. A written report is given to parents of 1st-5th class children in the summer

6. Children with different needs

- Teachers support and ensure the participation of children with special needs through differentiation of materials, grouping and paired activities, using assistance of SNAs
- Teachers are always sensitive to the needs of children who have sensitive family situations. They are as careful as possible to allow for the following situations which arise in every class .e.g. the death of a parent or sibling, lone parents, separated parents, adopted children, fostered children, cultural backgrounds....

7. Equality of participation and access

- History class provides opportunities for studying the ordinary lives of women, men and children
- Equal opportunities are provided to boys and girls to participate in classes/activities in accordance to our school's policy on equality
- History class used as an opportunity to integrate the culture of all pupils e.g., international pupils...
- Where there are children from different ethnic backgrounds, teachers will do their best to include them in specific cultural events without causing offence and also to include their cultural events in class content where opportunities present themselves taking into account the child's capabilities e.g. festivals, religious celebrations ...

Organisational Planning:

8. Timetable

- Time is allocated at each class level for history as per the curriculum guidelines i.e. 1 hour per week from 1st-6th and 45 minutes per week in the infant classroom
- Teachers do time block on occasions for history e.g. using a thematic approach, working on a project, gathering artefacts for a class museum, visits to local historical sites
- Discretionary curriculum time can be used occasionally for SESE if needed and at the discretion of each individual teacher

9. Resources and ICT

- There is an inventory of general resources in the school including those available for history
- Appropriate artefacts are displayed in classrooms during lessons
- We participate in the Artist in Residence programme from the Local County Council, and children display their recreated artefacts from Roman and Greek civilizations
- Children visit the HuntMuseum on a regular basis as well as places of historical interest e.g. Lough Gur, King John's Castle etc.
- Resources purchased centrally at the request of individual and groups of teachers and they are managed and catered for by Bessie Lawlor (post of responsibility for resources)
- Teachers can request additional resources on a wish list and these can be purchased as funding becomes available

ICT

- There is a selection of technologies available in the school e.g. tape recorder, digital video camera, digital camera, computers
- Appropriate software is listed in the ICT policy document
- How and where the software is stored is recorded in the school's ICT policy documents in the school plan
- The code of practice to ensure safe Internet usage is recorded in the school's ICT policy documents

10. Health and safety

- Teachers act in locus parentis and as in any school trip teachers will take the upmost care to ensure the safety of all children visiting areas of historical significance e.g. handling artefacts, going on trails, visits to museums, ruins, archaeological sites ...

11. Individual teachers' planning and reporting

- Each teacher receives a copy of the school plan including core programme which informs their long and short-term planning
- Teachers can plan using the strands and strand units or use a thematic approach depending on which is most appropriate to the lesson content and time frame needed.
- Teachers will record their content of work and assessment in the area of history in the Cuntas Míosúil. This will serve as a starting point in reviewing and developing the whole school plan (core programme)/individual preparation for following years.

12. Staff development

- Teachers have access to reference books, resource materials, and websites dealing with history. Each teacher is responsible for this during preparation. Bessie Lawlor (post holder) is responsible for resources stored centrally.
- Teachers are made aware of any appropriate history courses available as in-service. Teachers are encouraged to attend during school year and summer holidays. As in all subject areas teachers share their expertise etc with the rest of the staff at in-service, staff meetings and informal discussions.
- Aisling Geary (post holder for staff development) maintains a notice board in the staff room advertising all courses.

13. Parental involvement

- Parents and grandparents are invited to become involved in supporting the history curriculum through participating in interviews with children, sharing stories/pictures/artefacts from their past. Some parents, grandparents are invited in to speak to classes on specific topics where their experiences and knowledge provides a perfect stimulus for a lesson.

14. Community links

- Members of local Puball Brian historical society visit and support the school in the area of local history. Paddy Donoghue and John O'Connor RIP.
- The school gets the opportunity to publish articles in the Puball Brian periodical.

15. Places of historic interest

- The school has embarked on many tours to places of historical interest. These include both local and national places of interest e.g. yearly visits to Cragganaun, Bunratty Castle, Walks of Limerick (historical parts)
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Success criteria

- **We will know that the plan has been implemented if:**
 - Teachers' preparation is based on this plan
 - Procedures outlined in this plan are consistently followed
 - **Means of assessing the outcomes of the plan include**
 - Teacher/parent feedback
 - Children's feedback
 - Inspectors' suggestions/reports
 - Second level feedback
 - If the plan has promoted the key considerations when implementing the history curriculum
 - That history is defined as an attempt to reconstruct and interpret the past rather than the past itself
 - That there is a balance between the process (how the child learns) and content (what the child learns)
 - That the child must acquire skills and concepts to work effectively as a young historian
 - That the curriculum is spiral and developmental in its structure
 - That the child engages in studies ranging from personal to local, national and international history
 - That history is integrated across the curriculum from Infants to Sixth Class.
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Implementation

(a) Roles and Responsibilities

The plan be supported, developed and implemented by

(b) Timeframe

This plan is to be implemented from 29th August 2007.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the history curriculum.

(a) Roles and Responsibilities

Those involved in the review

- *Teachers*
 - *Pupils*
 - *Parents*
 - *Post holders – Pádraig O'Brien*
 - *School Development Planning Post Holder – Muirne Bennis*
 - *BoM/DES/Others.*
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- *This plan was ratified by the staff on receipt of teachers' packs on June 2007*
- *This plan was updated and entered into the school plan on 21st June 2007.*
- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*

- *This policy was discussed at the staff meeting on May 13th 2011 – it was suggested that we ask local people/parents for photographs of Dooradoyle in the past*
- *This plan was discussed at our staff meeting on 26th November 2012 – reviews have been handed back to Pádraig and have picked dates for local history*

- *This policy was reviewed at our staff meeting on November 19th 2018* –Post Holder Pádaig O’Brien had review prepared and forwarded prior to meeting. Teachers to complete grid and return
- *This plan was reviewed by all staff during Croke Park Hours on February 25th 2019* –Local historical walks
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This plan is reviewed annually by class groups refamiliarising themselves with plan’s content
 Date for next whole-school review: 2021/22

Useful Websites

Sources of Local History

National Archives	www.nationalarchives.ie
National Museum	www.museum.ie
National Library of Ireland	www.nli.ie
Heritage Council	www.heritagecouncil.ie
An Chomhairle Leabharlanna	www.askaboutireland.ie

Other Websites

Primary Curriculum Support Programme	www.pcsp.ie
School Development Planning Support	www.sdps.ie
National Council for Curriculum and Assessment	www.ncca.ie
ENFO	www.enfo.ie
TeachNet Ireland	www.teachnet.ie
Scoilnet	www.scoilnet.ie
Irish National Teachers Organisation	www.into.ie

St. Paul's NS – History Programme – Naíonáin Shóisearacha

<u>Strand</u>	<u>Strand Unit</u>		<u>Strand</u>	<u>Strand Unit</u>	
MYSELF AND MY FAMILY	Objective	Myself	STORY	Objective	Stories
	1	- <i>My Age</i> - <i>When I was born</i> - <i>As I grow</i> - <i>First Day at school</i> - <i>Places where I have lived</i>		1	- <i>St Brigid</i> - <i>St Patrick</i> - <i>St Paul</i>
	2	- <i>Clothes</i> -		2	-
	3	<i>Photographs (Timeline)</i> - <i>Summer</i> - <i>First Day/Year at school</i>		3	- <i>Parents/Grandparents of children</i> - <i>Relatives</i>
	My Family			4	- <i>Goldilocks</i> - <i>3 Little Pigs</i> - <i>The Gruffalo</i>
	1	- <i>Family Members</i>		5	- <i>We're Going on a Bear Hunt</i>
	2	- <i>Compare Relative Ages</i> - <i>(Family/Class Standards)</i>		6	-
		-			
	4	- <i>Alive-O</i>			
	5	- <i>Places/homes where I have lived</i> -			

St. Paul's NS – History Programme – Naíonáin Shinsearacha

<u>Strand</u>	<u>Strand Unit</u>		<u>Strand</u>	<u>Strand Unit</u>	
MYSELF AND MY FAMILY	Objective	Myself	STORY	Objective	Stories
	1	<ul style="list-style-type: none"> - My Age - When I was born - When I took my first step - As I grow - First Day in my new class - Places where I have lived 		1	<ul style="list-style-type: none"> - St Brigid - St Patrick
	2	<ul style="list-style-type: none"> - Baby Box of clothes/toys etc - Baby Books - First Toys - Clothes - Bottles etc. 		2	- Children/parents of children in the class from different ethnic backgrounds to tell about daily lives
	3	<ul style="list-style-type: none"> - Photographs (Timeline) - First Day/Year in new class 		3	<ul style="list-style-type: none"> - Relatives - Parents/Grandparents of children
	My Family			4	<ul style="list-style-type: none"> - The Very Hungry Caterpillar - The Little Red Hen - The Enormous Turnip - Chicken Licken
	1	- Family Members		5	<ul style="list-style-type: none"> - We're Going on a Bear Hunt - The Children of Lir - Oisín in Tír na nÓg
	2	<ul style="list-style-type: none"> - Compare Relative Ages - (Family/Class Standards) 		6	- All the above
	3	- Family Photographs			
	4	- Grow in Love			
	5	<ul style="list-style-type: none"> - Places/homes where I have lived - New Cars - New Additions - Pets 			

St. Paul's NS – History Programme – Rang I

<u>Strand</u>	<u>Strand Unit</u>	<u>Activity</u>
MYSELF AND MY FAMILY	Myself	<i>Recording personal details</i>
		<i>Timeline</i>
		<i>Personal events</i>
		<i>Things I can do – now and when I was a baby</i>
	My Family	<i>Family details</i>
		<i>Ages of family members</i>
		<i>Record family events</i>
		<i>Simple family tree (to grandparents)</i>
	When my Grandparents were young	<i>Water in the home</i>
		<i>Clothes from the past</i>
		<i>Transport</i>
		<i>Toys</i>
		<i>Food</i>
	Games in the past	<i>Explore and record traditional non-formal games:</i>
		<i>- conkers and marbles</i>
		<i>- soldiers</i>
		<i>- four corners</i>
		<i>Talk to family members about games they played in the past</i>
	Feasts and Festivals in the past	<i>Christmas long ago</i>
		<i>Halloween games</i>
<i>Games and Songs</i>		
<i>St Patrick's day</i>		
<i>St Brigid's day</i>		
CHANGE AND CONTINUITY	Continuity and change in the local environment	<i>Local trail – old and new school/ houses incorporate into walk (Local studies)</i>
		<i>Old photographs – now and then; record findings</i>

		<i>Dooradoyle road – incorporate school and houses into walk(Local studies)- April/May</i>
STORY	Stories	<i>Oisín in Tír na nÓg</i>
		<i>Mother Theresa</i>
		<i>Children of Lir</i>
		<i>St Patrick</i>
		<i>Story-telling</i>

St. Paul's NS – History Programme – Rang II

<i>STRAND</i>	<i>STRAND UNIT</i>	<i>ACTIVITY</i>	
MYSELF AND MY FAMILY	Myself	Oral discussion and time of significant personal dates and events, clothing, toys photographs EL pgs 11, 14, 38; AAM pgs 2-5; WWW pgs 1, 2, 7, 25 Diary – EL pgs 36, 40	
	My Family	Family Tree: WWW pg 7 http://test.scoilnet.ie/Res/tomasobriain120899154706_2.html Change – child, parent, grandparent: AAM pg 12 Personal Evidence – photos, memorabilia Scrapbook Display/Investigation Table	
	When my Grandparents were young	Telephone – types Old Artefacts (Primary Sources) Games – local, rhymes and toys http://www.factmonster.com/ipka/A0768872.html Food – wartime rations, cost etc http://www.askaboutireland.ie/learning-zone/primary-students/3rd-+-4th-class/history/the-history-of-food-and-f/ Work Clothes Recording: EL pg 56	
	Games in the past	Street, house, local: AAM pgs 21-24 Nuts in May: EL pg 47 Songs E.g. marble, conker, rope, egg games (to be resourced)	
	Feasts and Festivals in the past	Halloween: WWW pgs 13-15 http://www.scoilnet.ie/halloween_themepage.shtm Christmas: EL pg 37 http://www.slideshare.net/rnordman/christmas-in-older-times Easter: AAM pg 50 St Patrick's Day	WWW – Poster 9
	CHANGE AND CONTINUITY	Continuity and change in the local environment	Homes – now and then: WWW pg 14, AAM pgs 54-57, and Starways poster 19 http://resources.woodlands-junior.kent.sch.uk/homework/houses.html

		<p><i>Street Scene – now and then: WWW poster 7 & photographs; WWW pd 63, EL Pg 68</i></p> <p>http://limerickslife.com/category/limerick-places/</p> <p>http://limerickslife.com/limerick-scenes/</p>
		<i>Machines: WWW pg 40 & WWW poster 3</i>
		<i>Timelines</i>
		<i>Memories of older people</i>
		<i>Diary and old person's diary/album: AAM pg 73, 74</i>
		<i>School/Local environment and walks</i>
STORY	Stories	<p>http://www.ppds.ie/pcsparchive/history/History%20Session%203.pdf</p> <p><i>The Salmon of Knowledge: WWW pg 49</i></p> <p><i>King Labhrai: EL pg 76</i></p> <p><i>Setanta: EL pg 20 pdf powerpoint</i></p> <p><i>Children of Lir: AAM pg 16</i></p> <p><i>St Patrick: EL pg 71 http://www.seomraranga.com/2011/03/the-story-of-st-patrick/</i></p> <p><i>Theseus and the Minotaur: EL pg 58</i></p> <p><i>Daedalus and Icarus: WWW pf 8</i></p> <p><i>The Golden Touch: Traditional tales from ancient Greece (V Parker)</i></p> <p><i>Anne Frank: EL pg 90 and internet powerpoint</i></p> <p><i>Louis Braille: AAM g 34 powerpoint</i></p> <p><i>Telephone: AAM pg 32 & WWW poster 3(Alex G. Bell)</i></p> <p><i>Storyline pictures</i></p>

St. Paul's NS – History Programme – Rang III

	<u>Strand</u>	<u>Strand Unit</u>	<u>Activity</u>
TERM 1	LOCAL STUDIES	Games and Pastimes	Learn about Games from the past: hopscotch, conkers, marbles, horseshoe
			Interview grandparent
			Cragganowen- Trip -April
			Feasts and festivals St Patricks day Chinese New Year -ongoing
		Homes	
			Learn about old homes e.g. thatch roof, open fire, no electricity, toilet outside
	EARLY PEOPLE AND ANCIENT SOCIETIES	Central & South American Peoples	Peru – Incas (time permitting)
	CONTINUITY AND CHANGE OVER TIME	Farming Food	
			Methods of farming
	STORY	Myths and Legends	Deirdre and the Sons of Usna
Táin Bó Cuailnge			
The Finding of the Táin			
The Wooden Horse of Troy			
A) Project on favourite legend			
TERM 2	EARLY PEOPLE AND ANCIENT SOCIETIES	Celts	
		First Farmers	
		Stone Age	
		Bronze Age	
			Trip: Cragganowen
	STORY	Myths and Legends	Romulus
		Stories form the lives of people in the past	St Brendan
			St Patrick
Trip: Cragganowen			
TERM 3	LIFE, SOCIETY, WORK AND CULTURE IN THE PAST	Life in Norman Ireland	Norman Limerick: - King John's Castle - Treaty Stone
		Christian Ireland	- Early Christian Ireland (Alive O 5)

St. Paul's NS – History Programme – Rang IV

<u>Strand</u>	<u>Strand Unit</u>	<u>Activity</u>
LOCAL STUDIES	My Locality through the Ages	<i>Bunratty castle (Medieval fortifications) and folk park- Tour include – compare street setting past and now</i>
	My School	<i>Schools in past and present school in Bunratty</i>
- EARLY PEOPLE AND ANCIENT SOCIETIES	Early Christian Ireland	<i>Time traveller- Monasteries, famous Saints - - Patrick, Brigid, Columbanus etc, influence on Europe, Art and Craft- Book kells etc</i>
	Vikings	<i>Earthlink origins, influence , daily life , ship building, raids (link with Christian Ireland)</i>
	Greeks	<i>Time traveller= society, gods, city states etc</i>
	Native Americans	<i>Time traveller various groups- Cheyenne, Sioux, Commanche, Culture, Food, Famous Native Americans- sitting bull, crazy horse</i>
CONTINUITY AND CHANGE OVER TIME	Normans	<i>Norman Castles Normans in Ireland – strongbow- Time traveller History Quest</i>
	Shops and Fairs	<i>History Quest Shopping in past and present</i>
STORY	Communications	<i>History Quest- communications through the ages- writing, hieroglyphs, flags, smoke signals (native Americans) to more recent communication- internet, phone, text etc</i>
	Stories from the lives of people in the past	<i>Brother Mc Cudha</i>
		<i>Nano Nagle</i>
		<i>Hannibal</i>
Myths and Legends	<i>Oisín in Tír na nóg</i>	
	<i>Setanta/ cu chulainn</i>	
	<i>Fionn and the Beggar</i>	
LIFE, SOCIETY, WORK AND CULTURE IN THE PAST	Life in Medieval Towns and Countryside	<i>Bunratty Castle/ King Johns Castle- School tour every June (Irish town/ English town , St mary's cathedral city walls)- walk 1 Georgian Limerick -Walk 2 ** Walking trips will take place on alternative years in April</i>
	Life in the 19 th Century	<i>Farming, industry , school- hedge schools famine</i>

St. Paul's NS – History Programme – Rang V

<u>Strand</u>	<u>Strand Unit / Activity</u>
LOCAL STUDIES	<i>Lough Gur Visit - Grange Stone Circle, The Church of Ease, The Wedge Tomb, Carraig Áille Ringfort, The Spectacles, Bolin Island Crannóg- September</i>
	<i>Tír na n-Óg Cave, Bouchier's Castle</i>
	<i>Family member Interview</i>
EARLY PEOPLE AND ANCIENT SOCIETIES	<i>The Aztecs</i>
	<i>Native Americans</i>
	<i>Pompeii/The Romans</i>
CONTINUITY AND CHANGE OVER TIME	<i>The History of Medicine</i>
POLITICS, CONFLICT AND SOCIETY	<i>American War of Independence</i>
	<i>The French Revolution</i>
	<i>The 1798 Rebellion</i>
	<i>World War 1</i>
	<i>Northern Ireland</i>
STORY	<i>Tom Crean</i>
	<i>Nelson Mandela</i>
	<i>King Midas</i>
	<i>Rosa Parks</i>
	<i>Amelia Earhart</i>
	<i>Aung San Suu Kyi</i>
	<i>Lough Gur Legends- Story of Gearóid Fitzgerald and the Fairy Queen Aine</i>
LIFE, SOCIETY, WORK AND CULTURE IN THE PAST	<i>The Normans</i>
	<i>The Sixties</i>
ERAS OF CHANGE AND CONFLICT	<i>The Renaissance</i>
	<i>The Reformation</i>

	<i>The Industrial Revolution Changing Roles of Women in The 19th and 20th Centuries (Women Who Made a Difference Parts 1 and 2)</i>
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St. Paul's NS – History Programme – Rang VI

<u>Strand</u>	<u>Strand Unit / Activity</u>
LOCAL STUDIES	<i>King's Island.</i>
	<i>Treaty Stone. Limerick city walking tour -May</i>
	<i>The Sieges of Limerick-</i>
	<i>The Burren – trip in April</i>
EARLY PEOPLE AND ANCIENT SOCIETIES	<i>The Celts</i>
	<i>Aboriginal People</i>
	<i>Visit to Caher Commaun & Eagles Rock</i>
CONTINUITY AND CHANGE OVER TIME	<i>Feasts and Festivals</i>
	<i>Schools</i>
POLITICS, CONFLICT AND SOCIETY	<i>The Plantations</i>
	<i>Settlement</i>
	<i>Easter Rising</i>
STORY	<i>Marie Curie</i>
	<i>Daniel O'Connell</i>
	<i>Daisy Bates</i>
	<i>Martin Luther King</i>
	<i>Sean O'Scuab</i>
	<i>The Bishop's Curse</i>
	<i>Tady.</i>
	<i>The Lepers Squint.</i>
	<i>Aboriginal Creation Stories.</i>
LIFE, SOCIETY, WORK AND CULTURE IN THE PAST	<i>The Gaelic Revival</i>
ERAS OF CHANGE AND CONFLICT	<i>The Great Famine</i>
	<i>1916</i>
	<i>World War 2</i>



Geography

Introductory Statement and Rationale

(a) Introductory Statement

The plan was formulated over three in-service days, a staff meeting (involving all teaching staff) and a meeting between school-planning post holder (Muirne Bennis) and principal.

(b) Rationale

We teach Geography to aid children's understanding of place, space and environment, in particular to increase their awareness of their local place and environment and then progress to national and world-wide environments. We also aim to develop children's geographical skills.

We decided to focus on this area for development

- To develop a plan for geography in line with the 1999 Primary School Curriculum
- To benefit teaching and learning in our school
- To conform to principles outlined in the primary curriculum
- To develop a core programme in our school

Vision and Aims

(a) Vision

We aim to teach the Geography curriculum in conjunction with the principles of our school ethos as outlined in our mission statement.

(b) Aims

- We endorse the aims of the Primary School Curriculum for geography
- To develop knowledge and understanding of local, regional and wider environments and their interrelationships
- To encourage an understanding and appreciation of the variety of natural and human conditions on the Earth
- To develop empathy with people from diverse environments and an understanding of human interdependence
- To develop the ability to use a range of communicative methods, especially those concerned with the development of graphicacy
- To encourage the development of a sense of place and spatial awareness
- To encourage the development of caring attitudes and responsible behaviour towards the environment, and involvement in the identification, discussion, resolution and avoidance of environmental problems
- To develop an understanding of appropriate geographical concepts
- To increase children's awareness of their immediate environment around St Paul's NS; including materials, buildings, habitats, workers and workplaces

This Geography Plan will be addressed under the following headings

Curriculum Planning:

9. Strands and strand units
10. Skills development
11. Children's ideas
12. Approaches and methodologies
13. Linkage and integration
14. Assessment and record keeping
15. Children with different needs
16. Equality of participation and access

Organisational Planning:

10. Timetable
11. Resources and ICT
12. Health and safety
13. Individual teachers' planning and reporting
14. Staff development
15. Parental involvement

16. Community links

1. Strands and strand units

- Teachers are familiar with the strands/strand units/content objectives for the relevant class levels as well as being familiar with the core programme as included below.
- Continuity and progression are ensured through each teacher following the core programme as well as having the freedom to include other areas which may be particularly suitable to their class, interests or other activities
- The curriculum is to be reviewed during second half of the school year 2007-08 and will be checked regularly after that to ensure that gaps and undue repetition between classes is avoided
- The locations agreed for the strand unit *People living and working in a contrasting part of Ireland* are outlined in the core programme listed below
- The locations for the strand unit *People and other lands* (including one location in Europe and one location in another part of the world) from 3rd to 6th classes are outlined in the core programme listed below

2. Skills and concepts development

- Teachers ensure that there is a balance between skills development and the acquisition of knowledge throughout the programme
- The strategies used by each class to develop the child's skills and concepts development under the three headings are as outlined in the geography primary school curriculum. (*See Curriculum pp. 22-23 Junior & Senior Infants; pp. 34-37 First & Second; pp. 50-53 Third & Fourth, pp. 68-71 Fifth & Sixth*)

3. Children's ideas

- We find out what children know already through questioning of prior knowledge
- Some of the strategies used to find out these ideas, *e.g. talk and discussion; questioning; listening; problem-solving tasks; drawings; teacher designed tasks and tests;*

4. Approaches and methodologies

- The key methodologies of the Primary Curriculum as follows are used as part of the geography programme
 - Active learning
 - Problem solving
 - Developing skills through content
 - Talk and discussion
 - Co-operative learning
 - Use of the environment
- Teachers will follow the recommended sequence for geography – local, regional, national, European and global and then reflect it back to their own location
- Examples of approaches and methodologies used in learning about places are *photographs, internet, e mail, etc*
- Examples of approaches and methodologies used in learning about the environment are *fieldwork, exploratory trails, photographs etc*
- Fieldwork is incorporated into the geography programme in all classes *e.g. local walks, Lough Gur etc*
- Examples of approaches and methodologies used to investigate human environments are *fieldwork, surveys, photographs, artefacts, interviews, environmental audit etc*
- Examples of approaches and methodologies used to investigate natural environments are *fieldwork, trails, photographs etc*
- Examples approaches and methodologies used in learning about other places are *artefacts, atlases, globes, interviews, photographs, school twinning*
- Examples of mapping skills and mapping concepts developed as part of the geography programme are *local maps, plans, photographs, internet, models*
- There are a number of maps, globes, atlases throughout the school and map work and mapping skills are taught as an integral of the school curriculum

5. Linkage and integration

- Linkage:

- There are opportunities to link one strand with another strand, using a thematic approach or otherwise, in the geography programme and teachers will record this in their planning
- Integration:
 - Activities which integrate geography with the other SESE subjects – history and science, and other subjects will be recorded in teacher’s planning
 - Theme based activities will be used to support integration and will be recorded in the individual teachers’ planning

6. Assessment and record keeping

- Teachers will assess children’s knowledge and understanding of environmental matters as well as the acquisition of geographical skills and the development of attitudes
- Tools of assessment tools used to gather information about a child’s progress are
 - Self-assessment
 - Conferencing
 - Portfolio Assessment (including e-portfolios)
 - Concept Mapping
 - Questioning
 - Teacher observation
 - Teacher-designed tasks and tests
 - Work samples, portfolios and projects
- Information gained from the assessments will influence teachers on how they plan for future lessons
- Records are kept by the class teacher for the year and results of all termly tests are passed on to next teacher
- Results are given to children and shared with parents during parent-teacher meetings and report cards

7. Children with different needs

- Teaching is differentiated for all the children in the class by the class teacher. Classes and activities are organised and adapted for all children

8. Equality of participation and access

- Equal opportunities given to boys and girls to participate in classes/activities as all pupils are included in all aspects of the subject

Interculturalism

- Geography class is used as an opportunity to integrate the culture of all pupils

Organisational Planning:

9. Timetable

- Time is allocated at each class level for geography according to the primary school curriculum.
- Teachers have the opportunity to block time blocked for SESE (using a cross curricular approach, using three hours for history one week, three hours for geography the following week and three hours for science the week after) and to use discretionary curriculum time occasionally for SESE

10. Resources and ICT

- Resources are purchased centrally and teachers who need to have items such as photographs, maps, atlases, globes, wall charts, posters etc can do so by contacting the principal.

ICT

- ICT is used in the geography programme, e.g. use of digital camera, Internet, CD-ROMs, DVDs/videos, programmes for word processing or data handling. The ICT co-ordinator, Mr Kennedy, keeps a record of all software and ICT resources to teachers. A list of all this information is furnished to each teacher

11. Health and safety

- Teachers are aware of health and safety issues when participating in connected with the geography programme e.g. fieldtrips, handling equipment. The same health and safety policy applies both in school and out of school and teachers always do their utmost to ensure the safety of the children in their care.

12. Individual teachers' planning and reporting

- Individual teachers will refer to St Paul's NS core programme to guide their long and short-term planning
- Teachers will plan using the strands and strand units and also use a thematic approach if applicable
- A record of the class's work will be recorded by the teacher in their Cuntas Míosúil

13. Staff development

- Teachers have access to reference books, resource materials, and websites dealing with geography which is listed at the end of the core programme
- If there are appropriate geography courses available teachers are encouraged to attend
- Teachers are encouraged to share the expertise acquired at these courses during staff meetings
- Time is allocated at staff meetings to discuss aspects of the primary school curriculum including geography
- Teachers avail of internal and/or external expertise to inform and upskill the school community in these areas where appropriate

14. Parental involvement

- Parents can be involved in supporting the geography plan through supporting children with homework, assisting with field trips etc and speaking to classes on a geographical area where they may have expertise

15. Community links

- Members of organisations/individuals in the community who support the school's geography programme include: workers in the community, fire brigade, ambulance, 3rd-world/post-communist countries fundraisers

Success criteria

- **We will know that the plan has been implemented if**
 - Teachers' preparation is based on this plan
 - Procedures outlined in this plan are consistently followed
- **Indicators that the plan has achieved its aims include**
 - Teacher/parent feedback
 - Children's feedback
 - Inspectors' suggestions/reports
 - Second level feedback

Implementation

(a) Roles and Responsibilities

The plan will be supported, developed and implemented by

- whole staff
- children
- parents
- board of management
- community input

The plan will be monitored and evaluated by staff and principal at staff meetings

(b) Timeframe

The plan is to be implemented from the start of the school year 07-08

Review

(a) Roles and Responsibilities

Those involved in the review are

- *Teachers*
 - *Pupils*
 - *Parents*
 - *Plan co-ordinator (Muirne Bennis, post holder)*
 - *BoM/DES*
-

- *This plan will be ratified by the staff during school year 2008-09*
- *This plan was updated and entered into the school plan on 26th October 2007.*
- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*

- *This policy was discussed at the staff meeting on May 13th 2011 – it was suggested that we ask local people/parents for photographs of Dooradoyle in the past*

**This plan is reviewed annually by class groups familiarising themselves with plan's content
Date for next whole-school review: 2019/20**

St. Paul's NS – Geography Programme – Naíonáin Shóisearacha

<u>Strand</u>	<u>Strand Unit</u>		<u>Strand</u>	<u>Strand Unit</u>	
HUMAN ENVIRONMENTS	Living in the local community		NATURAL ENVIRONMENTS	The local natural environment	
	Obj 1	<i>Membership of family, school, community</i>		21	<i>Nature walk – recording of natural environment</i>
	2	<i>Visit from community workers</i>		22	<i>Measure rainfall</i>
	3, 4, 5	<i>Physical attributes of house (primarily internal)</i>		23	<i>Collect natural materials in local environment</i>
	7	<i>Simple drawings of house</i>		24	<i>Nature copy – record observations (i.e. seasonal trees)</i>
	8	<i>House shelter: Alive-o</i>		Weather	
	10-11	<i>Tour of school – describe areas</i>		25	<i>Weather Vocabulary</i>
	13-14	<i>Workers and workplaces in our community</i>		26	<i>Weather/Days of week chart</i>
	15-17	<i>Discussion of play spaces</i>		27	<i>Effect of weather conditions: humans – clothes for different weather; animals – hibernation; plants – effects of weather</i>
	People and Places in other areas			28	<i>Suitable clothing for weather</i>
	15	<i>Children in class from other countries</i>		29	<i>Observing seasonal change through trees</i>
	Caring for my Locality			Planet Earth in Space	
32	<i>Nature walk – what they liked and didn't like and why</i>	31	<i>Recognise difference between day and night</i>		
ENVIRONMENTAL AWARENESS AND CARE	33	<i>Respect for the natural environment and instil a sense of responsibility for the world's environment – reduce, reuse, recycle – Arctic Seal</i>			
	35	<i>Use reusable items/containers for lunch</i>			
		<i>Give away old toys</i>			
		<i>No wrappers in the yard</i>			
		<i>Care for living/non-living things</i>			
		<i>No writing on tables/care of pencils</i>			
	<i>Respect for garden – no trampling on flowers</i>				
	<i>Energy conservation in classroom/home</i>				

St. Paul's NS – Geography Programme – Naíonáin Shinsearacha

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>		
HUMAN ENVIRONMENTS	Living in the local community	NATURAL ENVIRONMENTS	The local natural environment		
	1		<i>Membership of family/school/community</i>	21	<i>Nature walk and recording of natural environment</i>
	2		<i>Visit from community worker – discussion</i>	22	<i>Measure rainfall and discuss different types of rain</i>
	3-5		<i>Physical attributes of house – internal/external</i>	23	<i>Compile a nature table</i>
	6		<i>House types</i>	24	<i>Nature Copy</i>
	7		<i>Bird's-eye house drawings</i>	Weather	
	8		<i>Alive-O: house shelter</i>	25	<i>Discuss weather vocabulary</i>
	9, 12		<i>Alive-O: School community</i>	26	<i>Class news and weather chart</i>
	13-14		<i>Workers and workplaces in our community</i>	27	<i>Human – clothes for different weather Animals – hibernation (hedgehog) Birds – (robin)</i>
	People and Places in other areas		28	<i>Clothes for different weather</i>	
	18		<i>People from different places – food, traditions, cultures, use of international students in class</i>	29	<i>Seasonal Changes – the tree (science programme)</i>
	19		<i>Differences in county/city dwellings. 'Town mouse/country mouse</i>	Planet Earth in Space	
	20		<i>Links between school and community and people in other places – story of milk/bread ('Little Red Hen)</i>	30	<i>Sun moon, stars The bear in the big blue house Big book – whatever next,</i>
	<i>Map of where things are grown</i>				
ENVIRONMENTAL AWARENESS AND CARE	Caring for my Locality				
	32	<i>Nature walk – likes/dislikes; why?</i>			
	33	<i>Respect for natural environments – reduce, reuse, recycle: 'Over the hedge' video</i>			
	34	<i>Instil a sense of responsibility for the world's environment</i>			
	35	<i>Reduce, reuse, recycle:</i>			
		<i>Recycling checklist – how good are we at...</i>			
		<i>Encourage use of reusable packaging/drink cartons</i>			
		<i>Give away old toys</i>			
		<i>No wrappers on yard</i>			
		<i>Conservation of paper</i>			
<i>Care of pencils/furniture</i>					
	<i>Respect for gardens</i>				
	<i>Energy conservation: classroom/home</i>				

St. Paul's NS – Geography Programme – Rang I

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>
HUMAN ENVIRONMENTS	Living in the local community	NATURAL ENVIRONMENTS	The local natural environment
	<i>My Family and Community</i>		<i>Natural Features</i>
	<i>Home and Shelter</i>		<i>Water in the Locality</i>
	<i>People at Work</i>		<i>Natural Materials</i>
	<i>People at Play</i>		<i>Record and communicate findings</i>
	People and Places in other areas		Weather
	<i>Lives of people and children in Ireland, Europe and other areas</i>		<i>Observe and record varying weather</i>
<i>Interdependence of people in other areas/parts of the world</i>	<i>Make and test simple weather predictions</i>		
	<i>Associate cloud cover and other conditions with different types of weather</i>		
	<i>How weather influences lives of people</i>		
	<i>Contrast weather in locality with other areas</i>		
	<i>Affect seasonal changes have on people animals and plants in locality</i>		
	Planet Earth in Space		
	<i>Sun as source of heat</i>		
	<i>Identify sun/moon/stars/day/night</i>		
	<i>Spherical nature of the earth</i>		
ENVIRONMENTAL AWARENESS AND CARE	Caring for my Locality		
	<i>Living and non-living things in the environment</i>		
	<i>Interdependence of plants and animals</i>		
	<i>Care of the environment/things</i>		
	<i>Flower Bed</i>		
	<i>Pollution</i>		

St. Paul's NS – Geography Programme – Rang II

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>
HUMAN ENVIRONMENTS	Living in the local community	NATURAL ENVIRONMENTS	The local natural environment
	<i>Different Homes</i>		<i>Explore local environment</i>
	<i>Building a home</i>		
	<i>Materials</i>		<i>Water & its uses</i>
	<i>Routes</i>		<i>Natural & man-made features</i>
	<i>Directions</i>		
	<i>Aerial Views</i>		<i>Counties and provinces</i>
	<i>Play Areas – Home, school, locality</i>		
	<i>Discussion and Recording</i>		Weather
	People and Places in other areas		<i>Weather Forecast – Predicting</i>
	<i>Communications</i>		<i>Recording: Wind (wind testers in playground)/Rain Gauge</i>
	<i>Life in another country - (country optional)</i>		<i>View finder for cloud cover</i>
	<i>Similarities between Ireland and other country using picture, photo etc</i>		Planet Earth in Space
ENVIRONMENTAL AWARENESS AND CARE	Caring for my Locality	<i>Sun, moon & stars</i>	
	<i>Buried Rubbish</i>	<i>Earth and moon</i>	
	<i>Recycling</i>		
	<i>Class rubbish survey</i>		
	<i>Taking care of pets</i>		
	<i>Animals and Plants in local environment</i>		
	<i>Pollution</i>		

St. Paul's NS – Geography Programme – Rang III

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>
HUMAN ENVIRONMENTS	People living and working in the local area People living and working in a contrasting part of Ireland	NATURAL ENVIRONMENTS	The local natural environment <i>Buildings in our area</i> <i>Land, Rivers and Seas of my county</i> <i>Provinces/counties of Ireland</i> <i>Mountains and Rivers</i> <i>My county - Limerick</i>
	Sub-unit A: <i>Fishing for a living – coastal</i> <i>Teleworker – city</i> <i>Air-traffic control</i> <i>Keeping Water Clean</i>		Rocks and Soil <i>Stones and soil – Earthlinks pg 108</i> <i>Collection from local walk – pg 98</i>
	Sub-unit B: <i>Guest Speaker from hospital?</i> <i>(Junior Achievement)</i> <i>Modes of Transport – Getting around</i>		Weather, Climate and Atmosphere <i>Rainfall</i> <i>The Sun – pg 124</i> <i>The Water Cycle – pg 69</i> <i>The Weather – pg 123</i>
	Sub-unit C: <i>My place in the local community</i> People in Other Lands <i>Spanish/Peru/African Sans</i> <i>Learning about comenius countries</i> <i>Foreign-National-Pupils' countries</i>		Planet Earth in Space <i>The World – pg 100</i> <i>The planets/Solar system</i>
	County, Regional and National Centres <i>Towns in Ireland</i> <i>Major Tourist Attractions</i> <i>Ard na Crusha (tour?)</i>		Environmental Awareness <i>The Environment – pg 64-67</i> <i>Caring for habitats</i> <i>Birds, Insects, Predators (Matter of fact)</i>
			Caring for the Environment <i>Recycling</i> <i>Planting trees and flowers</i>

St. Paul's NS – Geography Programme – Rang IV

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>
HUMAN ENVIRONMENTS	People living and working in the local area People living and working in a contrasting part of Ireland	NATURAL ENVIRONMENTS	The local natural environment <i>Cardinal Awareness/Compass</i> <i>Watercycle – distribution of water</i>
	Sub-unit A: <i>People at Work</i> <i>Community: various groups</i>		Land, Rivers and Seas of my county <i>Lakes of Ireland</i> <i>Islands of Ireland</i> <i>Headlands and lighthouses</i>
	Sub-unit B: <i>People and community</i> <i>Parish: Alive-O</i>		Rocks and Soil <i>Rocks and minerals</i> <i>Compare and contrast minerals</i>
	Sub-unit C: <i>Settlements, homes and other buildings</i> People in Other Lands <i>Norway – Europe</i> <i>Brazil – rainforest</i> <i>Tanzania</i>		Weather, Climate and Atmosphere <i>The Weather</i> <i>Observe, record and display</i>
	County, Regional and National Centres <i>Counties and towns of Ireland</i>		Planet Earth in Space <i>Sunlight – importance to plants and animals</i> <i>The Earth</i> <i>Dangers of sunlight for skin</i>
	Environmental Awareness <i>Helping? the environment</i> <i>Types of environments in Ireland e.g. bogs, sea, mountain</i> <i>Earth's renewable and non-renewable resources</i>		
	Caring for the Environment <i>Saving our hedgerows – conserve & benefits</i> <i>Identify and discuss local, national and global environmental issues</i> <i>Explore causes of global warming</i>		

- Skills:**
- Mapwork Skills
 - Geographical investigation skills

St. Paul's NS – Geography Programme – Rang V

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>
HUMAN ENVIRONMENTS	People living and working in the local area People living and working in a contrasting part of Ireland	NATURAL ENVIRONMENTS	Physical Features of Europe and the World
	<u>Forces of nature around me.</u> Earthlinks p.34-35 <u>Geographical features</u> Where on Earth p.14-15 <u>Water all around us.</u> Workbook p.20-21		<u>Mountains & seas of Ireland and the world.</u> Earthlinks p.122-123 Workbook p.74 Where on Earth p.32-33, 46-47 p.8-9
	<u>Ordinance Survey maps</u> Where on Earth p.18-19 <u>Looking at aerial photos</u> Where on Earth p.12-13		<u>Making maps, symbols & grids</u> Earthlinks p.114-115 Workbook p.67-68 Where on Earth p.16-19
	<u>Communication</u> Earthlinks p.106-107 Workbook p.60-61		<u>Deserts</u> Workbook p.71
	People in Other Lands		<u>Continents of the World</u> Where on Earth p.36-45
	<u>Italy</u> Earthlinks p.48-49, 54-55 Workbook p.29 <u>European Union</u> Earthlinks p.80-81,116-117 Workbook p.48, 69-70 Where on Earth p.24-25 <u>Australia</u> Earthlinks p.134-135, 140-141 Workbook p.80 <u>Countries of Europe, Spain</u> Where on Earth p.26-27 <u>Countries of Europe, Poland</u> Where on Earth p.28-29 <u>Britain.</u> Where on Earth p.20-21		<u>Rivers of the World, The Nile</u> Where on Earth p.48-49
	County, Regional and National Centres		Rocks and Soil
	<u>Irish Counties & Towns</u> Earthlinks p.8-9 Workbook p.5 Where on Earth p.4-5 <u>Ireland, Bays, Rivers & Lakes</u> Earthlinks p.42-43 Workbook p.26 Where on Earth p.6-7 <u>Irish Place names</u> Earthlinks p.128-129 Workbook p.77 Where on Earth p.30-31		<u>Rocks & Fossils</u> Earthlinks p.62-63 Workbook p.37
	Trade and Development Issues		Weather, Climate and Atmosphere
	<u>Trade, Fairtrade & Famine</u> Earthlinks p.68-69 Workbook p.40 <u>Transport.</u> Earthlinks p.94-95 Workbook p.55 Where on Earth p.22-23 <u>Communication</u> Earthlinks p.106-107 Workbook p.60-61		<u>Climate, wind & weather</u> Earthlinks p28-29 Workbook p16-17 Where on Earth p56-57
	Environmental Awareness		Planet Earth in Space
	<u>Trees. Irish Forests</u> Earthlinks p.22-23 Where on Earth p.58-59 <u>Pollution</u> Earthlinks p.88-89 Workbook p.52		<u>Earth &Space</u> Earthlinks p.14-15 Workbook p.8-9 Where on Earth p.60-61
	Caring for the Environment		

St. Paul's NS – Geography Programme – Rang VI

<u>Strand</u>	<u>Strand Unit</u>	<u>Strand</u>	<u>Strand Unit</u>
HUMAN ENVIRONMENTS	People living and working in the local area People living and working in a contrasting part of Ireland	NATURAL ENVIRONMENTS	Physical Features of Europe and the World
	Sub-unit A:		<i>USA – Cpt 15/19 EL</i>
	<i>School Visitors – Dental Hygienist, Bus Eireann Drivers etc</i>		<i>Germany Unit 11 WE</i>
	Sub-unit B:		Rocks and Soil
	<i>Visit to Cement Factory</i>		<i>Minerals, rocks, soils, Unit 14</i>
	Sub-unit C:		Weather, Climate and Atmosphere
	<i>Transport and Communications; Unit 16</i>		<i>Climate – Cpt 30 – EL</i>
	People in Other Lands		<i>Weather – WE 26</i>
	<i>A study of two contrasting countries of origin of children in the class</i>		Planet Earth in Space
	County, Regional and National Centres		<i>Forces of Nature – Cpt 33 EL</i>
	<i>European Union Unit 7</i>		
	Trade and Development Issues		
	<i>World Poverty – Cpt 72 EL</i>		
ENVIRONMENTAL AWARENESS AND CARE	Environmental Awareness		
	<i>Water Pollution – Cpt 36/37 – EL</i>		
	Caring for the Environment		



Science

Introductory Statement and Rationale

(a) Introductory Statement

This plan was formulated over a period of time including two in-school planning days and a number of staff meetings during the school years 2004-2005 and 2005-2006. All teaching staff and principal were involved in the initial stages; while post holders and principal completed the curriculum planning on science. The main responsibility for the curriculum planning in science is with the post holder, Mr David Tobin.

(b) Rationale

- To benefit teaching and learning in our school by creating a core programme in science for each class level
- To provide a coherent approach to the teaching of science across the whole school

Vision and Aims

(a) Vision

Science in our school enables children to develop basic scientific ideas and understanding about the biological and physical aspects of the world while giving special attention to the process through which children develop this knowledge and understanding by helping them to develop scientific skills.

(b) Aims

We endorse the aims of the Primary School Curriculum for science

- to develop knowledge and understanding of scientific and technological concepts through the exploration of human, natural and physical aspects of the environment
- to develop a scientific approach to problem-solving which emphasises understanding and constructive thinking
- to encourage the child to explore, develop and apply scientific ideas and concepts through designing and making activities
- to foster the child's natural curiosity, so encouraging independent enquiry and creative action
- to help the child to appreciate the contribution of science and technology to the social, economic, cultural and other dimensions of society
- to cultivate an appreciation of, and respect for, the diversity of living and non-living things, their interdependence and interactions
- to encourage the child to behave responsibly to protect, improve and cherish the environment and to become involved in the identification, discussion, resolution and avoidance of environmental problems and so promote sustainable development
- to enable the child to communicate ideas, present work and report findings using a variety of media

This Scienceplan will be addressed under the following headings

Curriculum planning

Organisational planning

1. Science programme

- Teachers will familiarise themselves with the strands and strand units relevant to their class level and ensuring there is continuity throughout the school by referring to the core programme of St Paul's NS.
- The core programme follows this plan
- Teachers will naturally be aware of integration throughout the subject areas and linkage across the subject and use these to provide comprehensive access to the curriculum.
- Teachers will create an environment where children ideas can be used where relevant, at all times ensuring a balance between knowledge, skills and attitudes.
- Experiments/Practical investigations are to be undertaken in all classes on a regular basis and are to be tied in to the topics of the core programme
- Children will have the opportunity to work in different groupings, on their own and use will also be made of the teacher directed approach
- We have a well-equipped science area in the school where all materials are kept and are easily accessed by all staff. This is monitored by Mr David Tobin and is constantly being updated.
- **Programmes** undertaken in the school:
 - Science Week
 - ISB Science Blast
 - Analogue Robotics
 - Engineers Week
 - Green Schools
 - SFI STEM Plaque
- The methodologies used are as outlined in the curriculum
 - Using the environment
 - Active learning
 - Guided and discovery learning
 - Free exploration of materials
 - Spiral nature of the curriculum – opportunities to return to earlier learning and to extend and enhance it
 - Learning through language

2. Assessment -Looking at children's work

- Self-assessment
- Conferencing
- Portfolio Assesment (including e-portfolios)
- Concept Mapping
- Questioning
- Teacher Observation
- Teacher-designed tasks and tests
- Children will record their work in a variety of different ways, *e.g. displays, portfolios, oral presentation, drawings, photographs, written records, video, concept maps*
- Knowledge, skills, understanding, ability to work collaboratively, and attitudes will be assessed through teacher observation and teacher-designed tests. Science will be referred to in the school report
- Digital Records: in line with DLF, infants have implemented the use of Class Dojo as e-portfolios. This will be pushed out to all classes on year-by-year basis with a greater focus on science

3. Children with different needs

- Teachers will adapt and modify all science activities to suits the needs of individual children in their class
- If SNA are attached to pupils in a class they will oversee safety of pupils/individuals and help to keep groups on task

4. Equality of participation and access

- Each teacher will provide for the equality of access and participation of all children to the science curriculum in their class as outlined in our school's equality policy

5. Timetable

- Science will be timetabled as an integral part of the SESE time allocation?
- Time will have to be made for individual classes to attend science days e.g. LIT, UL and trips including SFI Discover Science Lectures.
- Timetables will also have to be adjusted for non-classroom based-lessons e.g. use of immediate and local environment

6. Resources and equipment

- List of resources as compiled by Mr Tobin. Each teacher will have a copy of this inventory. Resources must be signed out.
- Environmental Resource Audit to be taken after our move back to Dooradoyle

7. Safety

- Mr Tobin has safely stored away all equipment and materials for the implementation of the science curriculum.
- Only teachers are allowed access to this storage area
- Teachers regularly teach about the need for safe procedures and routines when dealing with scientific equipment

8. Homework

- Science homework can be given. This is in line with the school policy for homework.

9. Individual teachers' planning and reporting

- Individual teacher's long and short term planning is to be based on the strand units and content objectives of the revised science curriculum, paying particular attention to the core programme
- Teacher's report on a monthly basis on the topics undertaken and objectives achieved in science

10. Staff development

- Staff received two days in-service in science as part of the training for the revised curriculum. One full school planning day and two half days were devoted to planning the science curriculum. Science was discussed at the staff meeting on February 10th 2006. During these days the staff shared their experiences, ideas and many shared their expertise on the areas of the science curriculum both in whole-staff settings and in class groups. This will continue formally during whole-school reviews and also on an informal basis.
- Liam Walsh, who was postholder for science until his retirement, was involved in the setting up of the science curriculum.
- During the school year 2016-17, staff received SFI facilitated training for 6 hours over 3 Croke Park afternoons on the Framework for Inquiry
- April 1st-12th 2019–inservice and trial of STEM resources from Limerick Education Centre for selected lead teachers with an aim for those teachers to lead STEM and share best practice at their class level in the future.
- August 2019: PPST Consultation with staff member Sarah Keane

11. Parental involvement

- Parents are kept aware of the activities undertaken in science lessons through
 - classroom displays
 - portfolios being sent home

- homework activities.
- School App
- Class Dojo App
- School Website
- School Twitter Account
- Parental Speakers

12. Community links

- Students from St Paul's (particularly from the senior classes) visit LIT and UL science days and various science exhibitions, including SFI Discover Science Centres
- They also participate in science competitions at different times during the school year
- Green Schools (co-ordinated by Margaret Bernard until her retirement in June 2019)
- These events are co-ordinated and organised by Mr Tobin

Implementation and Review

(a) Roles and Responsibilities

The plan will be implemented by the teaching staff and children of St Paul's NS. Initially it was monitored on a ongoing basis at staff meetings and in-school development planning days over the first two years; and through a review of the cuntas miosuil by principal, Liam Walsh, postholder, and staff. Currently it is monitored by postholder Mr David Tobin

- *This plan will be implemented from 30th August 2006*
- *This plan was ratified by the staff at the staff meeting on February 10th 2006*
- *This plan was updated and entered into the school plan on 26th June 2006.*
- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*
- *This plan was reviewed by all staff on September 22nd 2009 –ensure familiarisation of core programme*
- *This plan was discussed at our staff meeting on 28th May 2010 – Science Lessons and Content to be given to Ruairí Walsh before June 16th*
- *This plan was discussed at our staff meeting on 30th May 2011 – new equipment; senior-infant flower beds*
- *This plan was discussed at our staff meeting on 19th September 2011 – equipment list handed out*
- *This plan was reviewed by all staff during Croke Park Hours on December 12th 2011 –core programme*
- *This plan was discussed at our staff meeting 16th October 2012 – Science week activities*
- *This plan was discussed at our staff meeting on 18th February 2013 – new storage press upstairs Phase 1*
- *This plan was discussed at our staff meeting on November 25th 2013 – feedback from science week*
- *This plan was discussed by all staff during Croke Park Hour (2-hour session) 17th October 2017– SFI facilitated training*
- *This plan was discussed by all staff during Croke Park Hour (2-hour session) 20th January 2017– SFI facilitated training*
- *This plan was discussed by all staff during Croke Park Hour (2-hour session) 6th March 2017– SFI facilitated training*
- *This plan was discussed at staff meeting on September 17th 2017 – planning to go for SFI STEM Plaque Award*
- *This plan was discussed at staff meeting on November 20th 2017 – feedback from Science Week*
- *This plan was reviewed by whole staff during two Croke Park Hours in the school year 2017-18 and at staff meeting on March 12th 2018*
- *This plan was discussed at our staff meeting on September 24th 2018 – SFI STEM Plaque*

- *This plan was engaged with over the fortnight April 1st-12th 2019*–inservice and trial of STEM resources from Limerick Education Centre for selected lead teachers with an aim for those teachers to lead STEM and share best practice at their class level in the future.
- *This plan was discussed at our staff meeting on November 19th 2018* –activities for science week.
- *This plan was discussed at our staff meeting on August 29th 2019* –D Tobin met with S Keane (PDST) to discuss review of school plan over next few years
-

This plan is reviewed annually by class groups refamiliarising themselves with plan's content
Date for next whole-school review: 2020/21

Science Resources:

- Multiple Surface Blocks
- Bicycle Pumps
- Mysterious Magnet Tube
- Extra Strong Magnet
- Delux Compass
- Combi concave/convex mirror
- Lens set
- Night Lights
- Funnels
- Petri Dishes
- Disposable gloves
- Mixed Rock Pack
- Weather Vane
- Bathroom Scales
- Hand drills & bits
- Adhesive copper tape
- Glue dispenser
- Rotary Cutters
- PVA Adhesive (5 litres)
- Vehicle construction pack
- Bug Huts
- Stethoscopes
- Forehead Thermometers
- Grub – Food Book
- Magnifying Glasses
- Chick Life Story Poster
- Butterfly Life Story Poster
- Frog Life Story Poster
- Butterfly Nature Block
- Plastic Tanks
- Pipettes
- Freshwater Chart
- Plastic Trays
- Nature Finders Bucket
- Minibeast Chart (Woodland)
- Infant thermometers
- Battery Snaps
- Batteries – various
- Electric switches
- Bulbs
- Battery Holders
- Crocodile clips
- Wire
- Motors
- Push Meters
- Forcer Meters
- Spirit Level
- Magnetic Field Pattern Window
- Masking Tape

- Space Phone
- Food Colouring
- Bugbottle
- Sud Print Paper
- Blotting Paper
- Sand paper (assorted)
- Digital Ammeter
- Spirit Level
- Flowerpots
- Drinking Straws
- Rokit
- Planter
- Young Scientist – 3 CD ROMs
- Heat, Air and water Box Kit
- Forces and Motion Box Kit
- Light Box Kit
- Electricity Box Kit
- Sound Box Kit
- Magnetism Box Kit
- Electricity Resource Kit

St. Paul's NS – Science Programme – Naíonáin Shóisearacha

<u>Living things</u>			<u>Materials</u>		<u>Energy and forces</u>	<u>Environmental awareness and care</u>		
Trees & Leaves	Horse Chestnut		Wood	Properties	Sound	Caring for the Local Area		
	Sycamore			Products				Light
	Oak		Houses & Homes		Magnetism	Classroom/School		
	Habitats – Birds, Squirrel, Swallow		Animal Homes	Floating & Sinking				People who help us in school
Autumn			My Home	Caring for Plants & Animals		Home/Neighbourhood		
Ears & Hearing			Materials & Change					Pets & Other animals
Eyes & Seeing			Properties	Plants		Plants		
Winter			Sorting					
Growing & Changing			Cutting	Wet & Dry/Water		Wetting		
Myself								
Senses				Water	Water Safety		Water Safety	
My Family								
Growing Up					Water Safety		Water Safety	
Healthy Habits								
The Farm	Cows	Sheep	Hens	Water Safety		Water Safety		
	Horses	Pigs						
Spring	Signs of			Water Safety		Water Safety		
	Daffodil	Ladybird						
The Pond	The Pond			Water Safety		Water Safety		
	Frog							
Summer	Signs of			Water Safety		Water Safety		
	Bees							

St. Paul's NS – Science Programme – Naíonáin Shinsearacha

<u>Living things</u>		<u>Materials</u>		<u>Energy and forces</u>		<u>Environmental awareness and care</u>	
Seasonal change in living things	Hedgehog	Clothes	Materials	Heat	Effects on materials	Litter	Recycling
			Seasons		Sources		Waste Management
		Mixing different materials		Electricity	Use	Caring for living things	
			Liquids		Safety		Pets
Myself	Health	Toys		Pushing and pulling			
Growing seeds and plants		Materials in my classroom			Surfaces	Caring for a local habitat	
	Seeds e.g Cress/flower seeds				Shape & Weight		
Animals and plants near my school							
	Pets						

St. Paul's NS – Science Programme – Rang 1

<u>Living things</u>		<u>Materials</u>	<u>Energy and forces</u>		<u>Environmental awareness and care</u>
Myself	External Body Parts	Materials & Change Characteristics Use Mixing Primary Colours	Sound	Loud & Quiet	Caring for my locality Classroom Playground
	5 Senses			Percussion Instruments	
	Teeth			Make a Shaker	
	Growing			Sources Dissolving & Mixing	
Plants and Animals			Heat	Heat Loss	Caring for my locality Pollution Vandalism Compost heap/bin Habitat Study
	Autumn Leaves & Fruit			Thermometers	
	Hibernation & Migration			Changes when heated	
	Plant cress/bean seeds			Ir/Reversible Changes	
Winter	Signs of	Forces	Pushing & Pulling		
	Keeping Warm		Floating & Sinking Air		
Spring	Months/Festival	Magnetism & Electricity			
	Flowers	Push & Pull			
	Animals & Babies	Magnet-to-magnet			
Plants & Animals		Light	Electricity		
	Summer		Sources		
	Minibeasts		Transparency		
	Food Chain		Shadows		
	Butterfly				

St. Paul's NS – Science Programme – Rang 2

<u>Living things</u>		<u>Materials</u>		<u>Energy and forces</u>		<u>Environmental awareness and care</u>	
Myself	All senses	Heat	Sources & Generation	Sound	High and Low	Caring for my Locality	
	Healthy exercise		Materials which Conduct		Loud and Soft		Litter
Autumn	Trees		Properties & Characteristics of Materials	Keeping things hot & cold	Forces/Movement	Animals & Ears	Caring for my Locality
	Leaves			Categorise		Ear Safety / Deafness	
	Fruit			Appropriate materials for specific purposes	Moving Air (Wind) – Parachute Lesson	Magnetism & Electricity	
Crops in Ireland & Other Countries		Manmade V Natural					
Winter Weather		Houses at home & abroad					
The Penguin		Materials & Change		Light	North & South Poles		
Spring	Trees	Mixing paints	Dangers of Electricity				
	Buds	Soluble v non	Effects of Static Electricity				
	Male/Female & Offspring of Animals	Ir/Reversible Changes	Transparent & Opaque				
Field Trip – Quadrant			Shadows				
Pollination & Seed Dispersal			Sun, Moon, Stars & Planets				
Harmful Effects of Sun							
	Humans						
	Animals						
	Environments						

St. Paul's NS – Science Programme – Rang 3

<u>Living things</u>	<u>Materials</u>	<u>Energy and forces</u>	<u>Environmental awareness and care</u>
Human Life	Solids, Liquids and Gases/Sorting	Light	Environment around us
Skeleton and muscles	Air takes up space comparing hot and cold air	Sources of Light/Reflections	City
The Heart/Heartbeats/Exercise		Water Fresh Salty Floating	The Sun/Light travels from the sun/Ultraviolet rays
On the Outside: Skin and Hair	Mixing things with water		Making things move/Rollers, wheels and axles
The Senses		Heat	Grassland
A Healthy Life/Food Pyramid		Temperature/changes in temperature	Desert
Plant & Animal Life		Heat from the sun	Tundra
A Year in the Life of a Tree		Keeping warm	Caring for our Local Environment
Minibeasts	New sources of energy	Reduce, Re-use, Recycle	
Plants need sunlight to live	Magnetism Basic Magnetism Predicting magnetic attraction of objects Push, pull factors		

St. Paul's NS – Science Programme – Rang 4

<u>Living things</u>	<u>Materials</u>	<u>Energy and forces</u>	<u>Environmental awareness and care</u>
Human Life	Materials and change	Sound	Science and the Environment
Structure and function of teeth	Conductors or insulators of heat	Vibrations	Caring for the environment: Reduce Re-use Recycle.
Respiratory System	Separating materials	Transmitting sound	Ponds
Pulse before and after exercise		Electricity	
		Static Electricity	
Plant & Animal Life			
Structure of the flower		Forces	
Light energy from sun		Friction. Objects on various surfaces	
Food chains		Brakes: slowing down, stopping	
Life Cycles – Frog/Butterfly		Levers Making see-saw	
Planting seeds, soil, temperature, light, Moisture		Pushing force of water. Floating & sinking	

St. Paul's NS – Science Programme – Rang 5

<u>Living things</u>		<u>Materials</u>		<u>Energy and forces</u>		<u>Environmental awareness and care</u>								
Plant & Animal Life		Properties of Materials		Sound		Science and Environment								
Interdependence	food chain	Solids liquids, gas: Identify materials into these categories. Group materials according to properties e.g. How materials are used according to properties e.g. bridge Properties of gas e.g. Study de cay and survival of materials e.g. Air is composed of different gases	flexibility transparency magnetism space mass pressure biodegradable recyclable non-biodegradable	Sound is a form of energy		Applications of science in environmental e.g., etc. Positive uses of science / Adverse uses of Science.	microwave							
	food web			Different sounds from different materials			projector							
Sun as a source of energy – photosynthesis				Design a different woodwind instrument.			conveyor belt							
Group and compass according to similarity and difference				Explore how sound travels through materials			preserving							
Study some major group of Living thing	Mammals			Electricity			Construct simple circuits to explore current electricity Understand simple electrical appliances Understand the dangers of fuses etc		purifying					
	insects								medicine					
	reptiles								Heat is transferred in different ways e.g.	water metals				
	amphibians										A variety of sources of heat e.g.	fossil fuels friction		
	flowering												Heat transfer e.g.	conduction convection radiation
	fungi													
bacteria														
Construct a key to identify a species.		Air is composed of different gases		air										
Life process awareness	reproduction	A variety of sources of heat e.g.		Heat transfer e.g.		solar								
	breathing					fossil fuels								
	nutrition						friction							
Investigate the factors that affect growth	water	Heat transfer e.g.		Heat transfer e.g.		conduction								
	light					convection								
	soil temperature					radiation								

St. Paul's NS – Science Programme – Rang 6

<u>Living things</u>	<u>Materials</u>	<u>Energy and forces</u>	<u>Environmental awareness and care</u>
Human Life	Materials and Change	Light	Environmental Awareness
The Circulatory System	heating and cooling	a form of energy	natural environments
Food / Nutrition	conductors and insulators		built environments
The Digestive System	mixing materials with light/water		Ecosystems
(Reproductive Systems)	materials and force/oxygen/separation	Splitting of Light	Resources
Air / Breathing		refraction	renewable/ non-renewable
Body's Defences		sight	using earth's resources
		prisms	conservation
		spectrum	Application of Science and technology
		mirrors	home
		Periscopes	school
		<u>Dangers</u>	work-place
		to the eyes	Contribution of scientists to society
		to the skin	Human activities and the environment
		Magnetism	recycling
		properties	pollution
		making a magnet	we own the environment
		uses	
		static	
		<u>Electricity</u>	
		current	
		circuits	
		Dangers of Electricity	
		Forces	
		how things move	
		Friction and movement	
		Gravity	
		Levers and pulleys	



