



**Pelletstown Educate Together National School**

**Whole School Plan:  
SEE  
(Social and Environmental  
Education)**

February 2026

## **Introduction / Rationale**

This Social and Environmental Education (SEE) whole-school plan was devised by the teaching staff of Pelletstown Educate Together National to reflect the new Primary Curriculum Framework, and to guide teachers in their implementation of this.

Our school recognises that Social and Environmental Education plays a central role in helping pupils understand their world; socially, culturally, historically and environmentally. SEE encourages awareness, empathy, critical thinking, and an appreciation of diversity and sustainability. This whole school SEE Plan ensures that SEE is integrated coherently, consistently and progressively across all classes, enabling pupils to build on prior learning each year in a planned, sequenced way.

The plan also reflects our school's commitment to holistic education, supporting children not only academically, but socially, morally and environmentally, nurturing citizens who care for others and for our shared world.

## **Vision, Aims and Values**

### **Vision:**

The vision for this whole-school plan is that every pupil develops knowledge, skills, attitudes and values that support social understanding, respect for diversity, environmental awareness, civic responsibility, and active participation in their community and the wider world.

### **Aims:**

- Provide a coherent, progressive SEE programme across all class levels.
- Foster pupils' sense of identity, belonging, and respect for cultural, social and environmental diversity.
- Encourage critical and reflective thinking about social and environmental issues.
- Promote active citizenship, sustainability and responsible stewardship of the environment.
- Support pupils' social, moral and personal development, as part of a whole-school ethos.
- Engage the whole school community (teachers, pupils, parents/guardians, and where possible the wider community) in SEE.

### **Values:**

The values of respect, inclusion, empathy, responsibility, sustainability, curiosity, justice and community are all promoted throughout the SEE curriculum and are reflected in this whole-school plan. These values also align with the Educate Together of the school and draw links with the Learn Together programme.

## Curriculum Framework and Content Planning:

### Strands and Strand Units

The Strands and Strand Units for Social Environmental Education, are outlined the in Primary Curriculum Framework, as follows;

<b>Strands:</b>	<b>Strand Units:</b>
My locality	Identity and heritage Environment and sustainable living People and places
The island of Ireland	Identity and heritage Environment and sustainable living People and places
Europe and the Wider World	Identity and heritage Environment and sustainable living People and places

### Skills and Concepts Development

The concepts and skills of 'Working as a geographer' and 'Working as a historian' are the essential building blocks for SEE and are outlined below.

They underpin the Learning Outcomes across all stages of the curriculum and may provide useful entry and reference points in relation to preparation, teaching and assessment.

### Concepts:

<b>Concepts</b>	
<b>Common historical and geographical</b>	
<b>Empathy</b>	Fostering children's empathy, understanding and respect for different perspectives, enabling meaningful contributions in a diverse society
<b>Multi-perspectivity</b>	Considering different viewpoints, opinions or perspectives when analysing specific events, themes and topics
<b>Historical</b>	
<b>Cause and effect</b>	Developing an understanding that events in the past can have multiple causes and effects
<b>Change and continuity</b>	Examining and comparing similarities and differences between the past and present, exploring patterns and trends
<b>Time and chronology</b>	Understanding a sequence of events (past, present and future) and how they relate to each other over time
<b>Geographical</b>	
<b>Sense of environment and sustainability</b>	Understanding the interactions between people and the natural environment to promote responsible stewardship for the future
<b>Sense of place</b>	Understanding of a location's unique identity and essential character which are shaped by people and natural processes
<b>Sense of space</b>	Developing an awareness of how places are connected, organised and located in relation to each other

## Skills:

Skills	
Common historical and geographical	
<b>Questioning</b>	Ability to seek information, clarify ideas and explore deeper understanding through inquiry
<b>Investigating</b>	Ability to systematically explore and gather information to understand a topic or solve a problem
<b>Using evidence and sources</b>	Ability to select, evaluate and apply reliable information to support ideas or arguments
<b>Interpreting and analysing</b>	Examining information critically and drawing meaningful conclusions
<b>Evaluating and decision-making</b>	Assessing information, from a variety of sources, to make informed choices and to justify conclusions
<b>Communicating</b>	Conveying information, ideas and interpretations related to investigations and inquiries using a variety of media
Historical	
<b>Chronological thinking</b>	Understanding and organising events in the order they happened, recognising how time influences change and continuity in the past
<b>Historical thinking</b>	Examining and interpreting evidence from the past to understand, question and create historical narratives
Geographical	
<b>Mapping / Graphicacy</b>	Engaging in mapmaking and map-reading, applying the fundamentals of mapping - location, scale, symbols, perspective and direction
<b>Visual interpretation and communication</b>	Exploring, creating and responding to visual and virtual representations of places and environments using various media

## Working as a geographer:

Within SEE, the concept of 'Working as a geographer' provides children with opportunities to acquire, develop and apply geographical knowledge, skills, concepts, dispositions and values through the process of geographical inquiry. When 'Working as a geographer,' children actively explore diverse environments, pose questions, interpret, analyse and reflect on a wide range of evidence in various formats. They regularly engage in investigations of their local area and the wider world. Building on prior knowledge and active exploration anchored in their locality, children develop environmental awareness, a sense of place, space and scale. They go on to identify connections between people, places and the natural world in their local area, other communities and the wider world.

## Working as a historian:

Within SEE, the concept of 'Working as a historian' provides children with opportunities to acquire, develop and apply historical knowledge, skills, concepts, dispositions and values. They study the lives of people in the past through the process of historical inquiry. When 'Working as a historian', children engage in historical thinking, pose questions about historical concepts and encounter a range of sources. They analyse and interpret historical evidence from multiple perspectives to deconstruct and reconstruct historical narratives about the past. When working as historians, children are enabled to explore and reflect on the past in an active, participative way. They develop an understanding of cause and effect, continuity and change, and time and chronology.

## **Approaches and Methodologies**

In our school, the *Social and Environmental Education (SEE)* specification will be delivered through inquiry-based, student-centred pedagogies that engage children as active learners. The use of the locality and access to rich indoor and outdoor learning environment also help to provide appropriately playful and engaging learning experiences. Learning is structured around the **key elements of *inquiring, communicating, and understanding and connecting***, which guide pupils to explore social, environmental, cultural and historical phenomena through authentic questions, investigations and real-world contexts. This approach emphasises exploration, critical thinking and collaboration, with children encouraged to communicate their ideas in diverse ways and make connections between their local community, global issues, and past and present contexts. Teachers act as facilitators, using a range of strategies, including project-based tasks, discussion and reflection, and assessment that is ongoing and responsive, to support deep understanding while recognising pupils' prior experiences and interests.

The curriculum's flexible, inclusive framework supports creative use of the environment and community as learning resources, fostering active citizenship and sustainability in line with the school's ethos.

## **Linkage and Integration**

Linkage and integration are central to the effective delivery of Social and Environmental Education (SEE) across the school. SEE learning is naturally connected with Language (through discussion, questioning, oral communication and presenting findings), Mathematics (data handling, measuring, mapping, and problem-solving), Arts Education (representing ideas visually, musically, and through drama), and STEM (investigation, design, and understanding environmental systems). Strong connections also exist with Learn Together and Wellbeing, particularly in areas such as identity, belonging, empathy, and community engagement, and with Digital Learning, where pupils use digital tools to research, create and communicate.

SEE in our school is further supported by key school policies including the Relationships and Code of Positive Behaviour, Bí Cineálta Policy, and Child Protection Safeguarding Statement and Risk Assessment, as well as the school's Digital Learning Framework. It also links with relevant environmental and sustainability initiatives (e.g., Green Schools), and Equality and Diversity policies. Together, these curricular links and policy connections ensure that SEE is delivered in a coherent, inclusive and holistic way that reflects the Educate Together ethos, as well as the Primary Curriculum Framework, and promotes active, informed citizenship.

## **Assessment and Record Keeping**

Assessment in SEE is ongoing, formative and closely aligned with the inquiry-based learning approaches used throughout the school. Teachers use a variety of methods such as observation, questioning, pupil reflection, talk and discussion, project work, portfolios, concept maps, checklists, conferencing, feedback, observation, peer and self-assessment, portfolios, tasks, project-based learning and teacher-designed tests to build a clear picture of each child's developing understanding, skills and dispositions across the SEE elements. Assessment focuses on how pupils investigate, communicate, make connections and apply their learning in real-world contexts. Record keeping is purposeful and manageable, using tools such as digital or paper-based portfolios, short teacher notes, and samples of pupil work to document progress over time. These records support continuity of learning between class levels, inform planning and reporting, and ensure that assessment remains inclusive, strengths-based and reflective of

The following table also outlines relevant assessments for the SEE specification, and should be considered by teachers when conducting assessment in this area:

Intuitive assessment	Planned interactions	Assessment events
<p>...occurs naturally and on an ongoing basis during learning experiences. It is integrated into pedagogy, can be invisible, yet still intentional to the teacher and is a very real part of the process.</p>	<p>...are a little more explicit and include practices such as having conversations with children, questioning, asking children to construct concept maps and following up on intuitive assessments or assessment events.</p>	<p>...differ from other types of assessment in that (1) they are distinct events, (2) they almost always involve producing a record of the outcomes of the assessment and (3) children are aware they are being assessed.</p>

### **Children with different needs and Equality of participation and access**

The delivery of SEE in the school is designed to be fully inclusive, ensuring that children with different needs can access, participate in and progress through the curriculum. Learning experiences are differentiated through varied methodologies, flexible grouping, visual supports, scaffolded tasks, adapted resources and the use of assistive technologies where appropriate. Teachers collaborate with SET staff to plan for individual learning needs, drawing on support plans and relevant assessments to provide targeted interventions while maintaining access to rich, inquiry-based class learning. SEE activities emphasise multiple ways of engaging, responding and demonstrating understanding, ensuring that pupils with additional needs, high-ability learners, EAL pupils and those requiring emotional or behavioural support are all enabled to participate meaningfully. This inclusive approach reflects the school's ethos of equality and ensures that every child can develop their social awareness, environmental understanding and active citizenship skills.

The additional support pathways and examples below outlines skills for children with additional needs as they access the Social and Environmental Education Specification:

**Table 7:** Examples of the Additional Support Pathways in *Social and Environmental Education*

Additional support pathway	Example in <i>Social and Environmental Education</i>	
<b>Experiencing</b>	The child is present during a learning activity. They are exposed to and/or aware of the learning environment. They are beginning to acclimatise to aspects of the learning environment such as objects, people, sounds and other sensory experiences.	The child develops an awareness of time and chronology through direct and intentional activities. These include handling, sequencing and comparing primary objects from their own past, their family's history and their local community, including the outdoors. By using concrete and pictorial timelines, the child can notice what has changed and what has remained the same.
<b>Attending</b>	The child becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement, etc. They are acclimatised to the learning environment.	The child is aware of and attentive to the built and natural features of the school, home environment and other familiar places. This may occur through regular, active observation and sensory interaction with common elements of the environment (e.g., slopes, flat places, water in puddles, etc).
<b>Responding</b>	The child demonstrates capacity to actively or purposefully take an interest in the learning environment. They begin to indicate likes, dislikes or preferences. They actively respond to a learning activity with or without support.	The child responds to stories, with the teacher using props and picture books to support active responses. Children can respond through their preferred method of communication.
<b>Initiating</b>	The child shows curiosity about the learning environment. They actively and independently seek opportunities to engage with and/or influence that environment.	The child demonstrates initiative, imagination and spontaneity while engaging directly with the natural world through their preferred sensory approaches. The child may select flora and fauna to explore their characteristics through active investigation.
<b>Acquiring</b>	The child demonstrates that knowledge, a skill or a concept is being learned. They explore and participate in the learning.	The child contributes to creating a collaborative piece of group work such as a freeze-frame, role-play or mural. The child expresses their understanding and shares observations about people and places.
<b>Becoming fluent</b>	The child moves towards fluency and accuracy in familiar learning contexts. They independently and consistently demonstrate recall mastery of the knowledge, skill or concept learned.	The child records their experiences of place-based learning through their preferred method of expression (e.g., through drawings, orally or digitally, etc.)
<b>Generalising</b>	The child transfers and applies learned knowledge, skills or concepts to familiar and unfamiliar contexts.	The child applies previously acquired skills to navigate a historical site or when recognising familiar features in the environment. To scaffold the transition from familiar to less familiar contexts, the child can use visual and tactile aids, digital maps or augmented reality tools.

## **Organisational Planning:**

### **Timetables**

Teachers timetable SEE in accordance with the primary curriculum framework time allocation (outlined on the table below), as well as through flexible time allocations outlined in the new Primary Curriculum Framework, ensuring an appropriate balance across the elements of inquiry, communication, and connection. SEE is planned through a mix of discrete lessons and integrated learning experiences, allowing teachers to respond to pupils' interests, make meaningful cross-curricular links, and ensure consistent coverage of learning over the year.

<b>Stage:</b>	<b>Time allocation per month for SEE:</b>
Stage 1 (Junior and Senior Infants)	6 hours
Stage 2 (1 <sup>st</sup> and 2 <sup>nd</sup> Class)	9 hours
Stages 3 and 4 (3 <sup>rd</sup> – 6 <sup>th</sup> Class)	8 hours

### **Resources and ICT**

A wide range of resources and ICT tools are used to support the effective delivery of the SEE specification. Core classroom materials such as maps and globes are available and help children explore social, historical and environmental concepts in concrete and meaningful ways. The school environment, local community, and outdoor areas also serve as valuable learning resources for fieldwork, observation and real-world investigations. ICT plays an important role in enriching SEE learning through the use of tablets and laptops for research, digital mapping, data collection, presentation tools, and multimedia creation. Platforms that support collaboration, such as digital portfolios and classroom apps, enable pupils to document and share their inquiries. Access to online databases, virtual tours, and interactive simulations further broadens children's understanding of social and environmental issues. Together, these resources ensure that SEE is delivered in an engaging, inquiry-driven and inclusive way. The primary SEE programme used in the school is **Explorers**, and this is supplemented by several other programmes, which are outlined in appendix 2. We will also endeavour to use the resources from the national SEE Toolkit in planning units and lessons, available here:

<https://www.curriculumonline.ie/primary/curriculum-area-toolkits/social-and-environmental-education-toolkit/>

### **Health and Safety**

Health and safety are central to the planning and delivery of SEE activities, particularly those involving outdoor learning, fieldwork and engagement with the local community. Teachers conduct risk assessments in advance of all activities, ensuring that pupils are adequately supervised and that appropriate safety measures, permissions and procedures are in place. Children are taught safe practices when handling materials, using tools or working in outdoor environments, and lessons are planned with consideration for individual pupil needs. All activities follow the school's Health and Safety Statement, Child Safeguarding procedures, and relevant policies including outings and ICT use. This ensures that SEE learning is carried out in a safe, responsible and supportive environment.

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

Teachers engage in thorough planning and preparation to ensure consistent and high-quality delivery of SEE. Each teacher prepares a long-term termly or yearly SEE plan that reflects the school's whole-school plan and aligns with the SEE curriculum specification, outlining the key learning, approaches and integration opportunities for their class level. SEE is also incorporated into teachers' short-term fortnightly plans, where specific learning experiences and assessment strategies are detailed. Teachers record what was taught in SEE in their monthly *Cúntas Míosúil*, providing an accurate account of coverage and progression. This structured planning cycle supports coherence, continuity and reflective practice across the school.

It is acknowledged that teachers also engage in significant "invisible" preparation that supports high-quality teaching and learning in SEE. This includes ongoing reflection on pupils' interests and needs, informal collaboration with colleagues, gathering and organising resources, and remaining responsive to emerging opportunities for inquiry within the classroom and wider school environment. Such professional judgement and behind-the-scenes decision-making play an essential role in shaping meaningful, child-centred SEE experiences.

## **Staff Development**

Staff development for SEE is supported through a range of formal and informal professional learning experiences that strengthen teachers' confidence and expertise in inquiry-based, environmental and social education. Teachers are encouraged to engage with Oide's professional learning opportunities, including online courses, webinars, resources and workshops that support curriculum enactment and pedagogical approaches consistent with the Primary Curriculum Framework across subject areas including Social & Environmental Education. In addition, teacher professional learning courses offer practical, immersive learning experiences. Teachers can also access external seminars and workshops through initiatives such as Green-Schools and An Taisce, which provide training linked to climate action, biodiversity and sustainability themes, as well as in-school staff training. Where available, local education centre CPD and network seminars (e.g., through Dublin West or Drumcondra Education Centres) further support SEE planning and practice. In line with the school's commitment to continuous professional growth, staff are supported to share learning from these experiences in whole-staff meetings and incorporate new insights into SEE planning and classroom practice.

## **Parental Involvement**

Parental involvement is an integral part of the SEE programme, supporting and extending children's learning beyond the classroom. Parents are encouraged to engage with SEE through participation in school-based projects, environmental initiatives, excursions, workshops, and community-based activities. Communication with parents, including newsletters, class meetings, and digital platforms, ensures they are informed about learning outcomes and ways to reinforce inquiry, sustainability, and social awareness at home. Collaborative partnerships with families foster a shared responsibility for children's learning and help cultivate a supportive, environmentally conscious, and socially aware school community.

## **Community Links**

Our school's location in Ashtown provides exceptional opportunities to build strong community links and enhance SEE learning through engagement with local natural, cultural and scientific amenities. Just a short distance away is Phoenix Park, one of Europe's largest urban parks, offering biodiversity, historic landscapes, guided environmental tours, and spaces for outdoor learning about habitats, history and sustainability. The Royal Canal towpath and greenway provide accessible outdoor routes for observation of waterways, local flora and fauna, and sustainable transport studies. The Tolka River and the extensive Tolka Valley Park, with its wetlands, woodlands and riverside paths, serve as vibrant outdoor classrooms for ecological investigation and biodiversity projects. Nearby Dunsink Observatory offers rich opportunities for astronomy learning linked to earth and space systems. Local community resources such as Teagasc facilities, Broombridge transport and heritage sites, and O' Reilly's Community Garden (a community-managed growing space) provide further contexts for learning about sustainability, food systems, local history and citizen engagement. Through partnerships and regular visits, these local assets support meaningful, place-based SEE experiences that connect classroom learning with the wider environment and community.

## **School-based facilities**

The school garden (raised beds, compost section, polytunnel, bird boxes, wildflower sections, outdoor classroom) provide opportunities for engaging with the SEE Geography curriculum within the school grounds. Appendix 3 outlines a suggested planting schedule for classes.

## **Places of local historic/geographical interest**

The table at Appendix 4 outlines places of historic and/or geographic interest within the locality of the school.

## **Success Criteria**

Success in the delivery of SEE will be measured through multiple indicators that reflect pupil engagement, learning, and the quality of teaching and school-wide practice. Pupils will demonstrate curiosity, critical thinking, and the ability to investigate, communicate, and make connections across social and environmental contexts. Teachers will show evidence of planning, differentiation, and integration of SEE in their long-term, short-term, and monthly records. The school community, including parents, staff, and local partners, will actively engage in SEE initiatives, projects, and events. Observable improvements in environmental awareness, social responsibility, sustainable practices, and pupil well-being will further indicate success. Regular review and reflection by staff, informed by these criteria, will ensure continuous development and enhancement of SEE provision throughout the school.

## Implementation and Review

This policy was drawn up in February 2026 and will be implemented thereafter.

### **(a) Roles and Responsibilities**

The Assistant Principal II (APII) with responsibility for leading learning and teaching in the SEE specification will oversee the implementation of this policy. Class teachers are responsible for the implementation of content at each stage.

### **(b) Timeline**

This SEE policy will be implemented following ratification on 5<sup>th</sup> February 2026.

### **(c) Review**

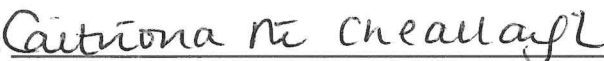
This policy will be reviewed in 2026-2027 along with all curricular areas, following the publication of the planning and preparation documents for the Primary Curriculum Framework. The policy will be reviewed at an earlier date should a need arise or to reflect any material change to the content.

## Ratification and Communication

This policy was ratified by the Board of Management on 5<sup>th</sup> February 2026 and communicated to staff thereafter. It is also available on the school website. The attention of all newly appointed staff will be drawn to these documents upon their appointment to the school by the Droichead mentor/Professional Support Team. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school on request.

This policy was adopted by the Board of Management on 5<sup>th</sup> February 2026

Signed:  (Chairperson, BOM)

Signed:  (School Principal)

Date: 5<sup>th</sup> February 2026

Date of next review: 2026-2027 School Year

## Appendix 1; Curriculum Content

### Content:

This whole-school plan is based on the newly redeveloped Social and Environment Education Specification.

The structure of this whole-school plan allocates content (learning outcomes, strands, strand units and topics) across class levels to ensure progression and avoid duplication, ensuring balanced coverage over the primary school cycle.

The content is outlined below, organised by class level.

Strands:	Strand Units:
My Locality The Island of Ireland Europe and the wider world	Identity and heritage Environmental and sustainable living People and Places

### Learning Outcomes and Content

#### Stage 1 – Junior Infants and Senior Infants

Stage 1: Junior Infants	
	History & Geography
Term 1	<p><b>My family and my home</b></p> <p>My Locality</p> <p style="padding-left: 20px;">Identity and heritage</p> <ul style="list-style-type: none"> <li>- identify and describe important events and milestones in their own life and those of other important people in their life. C, CL, AL</li> <li>- listen and respond to stories about people in their locality – their different religions, beliefs and associated traditions and practices. AL, AC, CL</li> </ul> <p style="padding-left: 20px;">People and Places</p> <ul style="list-style-type: none"> <li>- identify the natural and built features of the local environment, demonstrating an awareness of location. AL, C, M</li> <li>- become aware of the diversity of people who live and work in the local community. AC, AL, W</li> </ul> <p>Link to Learn Together - We are all different</p>
	<p><b>Autumn - weather, seasons</b></p> <p>My Locality</p> <p style="padding-left: 20px;">Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- connect with and explore nature and the outdoors, observing living things and physical features of the local area. AC, C, W</li> <li>- monitor and record changes that occur in the local natural environment throughout the seasons. AL, C, M</li> </ul> <p>The Island of Ireland</p> <p style="padding-left: 20px;">Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- observe and record the influences weather conditions and seasonal changes have on people, animals and plants. AL, AC, M</li> </ul>

	<p>Europe and the wider world</p> <p><b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- recognise that Earth is a planet and explore other parts of the solar system including the sun, moon and planets. Connect the movements of the Earth and sun with the seasons of the year. AC, AL, C</li> </ul> <p>Link to learn together - Seasons</p>
	<p><b>My Health - The Doctor</b></p> <p>My Locality</p> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- identify the natural and built features of the local environment, demonstrating an awareness of location. AL, C, M</li> <li>- become aware of the diversity of people who live and work in the local community. AC, AL, W</li> </ul>
	<p><b>Play, Toys &amp; Games</b></p> <p>My Locality</p> <p><b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- identify and describe important events and milestones in their own life and those of other important people in their life. C, CL, AL</li> <li>- listen and respond to stories about people in their locality – their different religions, beliefs and associated traditions and practices. AL, AC, CL</li> </ul> <p>Europe and the wider world</p> <p><b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- listen to and respond to stories from the lives of people and about events beyond the island of Ireland. AL, C, CL</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- explore aspects of the lives of children in other countries such as clothes, food, <u>pastimes</u>, religious celebrations, festivals, etc. AL, DL, W</li> </ul> <p>Fieldwork: Playground</p>
Term 2	<p><b>The Supermarket</b></p> <p>My Locality</p> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- identify the natural and built features of the local environment, demonstrating an awareness of location. AL, C, M</li> <li>- become aware of the diversity of people who live and work in the local community. AC, AL, W</li> </ul> <p>Fieldwork: Visit local shop</p>
	<p><b>The Garden Centre &amp; Spring &amp; Plants</b></p> <p>My Locality</p> <p><b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- connect with and explore nature and the outdoors, observing living things and physical features of the local area. AC, C, W</li> <li>- monitor and record changes that occur in the local natural environment throughout the seasons AL, C, M</li> <li>- The Butterfly (The Very Hungry Caterpillar )</li> </ul> <p>The Island of Ireland</p> <p><b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- observe and record the influences weather conditions and seasonal changes have on people, animals and plants. AL, AC, M</li> </ul> <p>Fieldwork: Visit school garden/community garden</p>

	<p><b>Judaism</b></p> <p>My Locality</p> <ul style="list-style-type: none"> <li>- <a href="#">Identity and heritage</a></li> <li>- listen and respond to stories, myths and legends. C, CL, AL</li> <li>- <a href="#">People and Places</a></li> <li>- explore traditions associated with a range of festivals and rituals in Ireland including ceremonies, stories, poetry, music and/or dance. AL, C, CL</li> </ul> <p>The island of Ireland</p> <ul style="list-style-type: none"> <li>➤ Identity and Heritage</li> <li>- listen and respond to stories, myths and legends. C, CL, AL</li> <li>➤ People and Places</li> <li>- explore traditions associated with a range of festivals and rituals in Ireland including ceremonies, stories, poetry, music and/or dance. AL, C, CL</li> </ul> <p>Europe and the Wider World</p> <ul style="list-style-type: none"> <li>➤ Identity and Heritage</li> <li>- listen to and respond to stories from the lives of people and about events beyond the island of Ireland. AL, C, CL</li> <li>➤ People and Places</li> <li>- explore aspects of the lives of children in other countries such as clothes, food, pastimes, religious celebrations, festivals, etc. AL, DL, W</li> </ul> <p>Link to Learn Together - Remembering (Judaism)</p>
Term 3	<p><b>Special Books (Islam)</b></p> <p>My Locality</p> <ul style="list-style-type: none"> <li>- <a href="#">Identity and heritage</a></li> <li>- listen and respond to stories, myths and legends. C, CL, AL</li> <li>- <a href="#">People and Places</a></li> <li>- explore traditions associated with a range of festivals and rituals in Ireland including ceremonies, stories, poetry, music and/or dance. AL, C, CL</li> </ul> <p>The island of Ireland</p> <ul style="list-style-type: none"> <li>➤ Identity and Heritage</li> <li>- listen and respond to stories, myths and legends. C, CL, AL</li> <li>➤ People and Places</li> <li>- explore traditions associated with a range of festivals and rituals in Ireland including ceremonies, stories, poetry, music and/or dance. AL, C, CL</li> </ul> <p>Europe and the Wider World</p> <ul style="list-style-type: none"> <li>➤ Identity and Heritage</li> <li>- listen to and respond to stories from the lives of people and about events beyond the island of Ireland. AL, C, CL</li> <li>➤ People and Places</li> <li>- explore aspects of the lives of children in other countries such as clothes, food, pastimes, religious celebrations, festivals, etc. AL, DL, W</li> </ul> <p>Link to Learn Together - Special Books (Islam)</p>

Stage 1: Senior Infants	
	History & Geography
Term 1	<p><b>Types of homes and families</b></p> <p>My Locality</p> <p style="padding-left: 20px;">Identity and heritage</p> <ul style="list-style-type: none"> <li>- identify and describe important events and milestones in their own life and those of other important people in their life. C, CL, AL</li> <li>- listen and respond to stories about people in their locality – their different religions, beliefs and associated traditions and practices. AL, AC, CL</li> </ul> <p style="padding-left: 20px;">People and Places</p> <ul style="list-style-type: none"> <li>- identify the natural and built features of the local environment, demonstrating an awareness of location. AL, C, M</li> <li>- become aware of the diversity of people who live and work in the local community. AC, AL, W</li> </ul> <p>The Island of Ireland</p> <p style="padding-left: 20px;">Identity and heritage</p> <ul style="list-style-type: none"> <li>- listen and respond to stories, myths and legends. C, CL, AL</li> </ul> <p style="padding-left: 20px;">People and Places</p> <ul style="list-style-type: none"> <li>- explore traditions associated with a range of festivals and rituals in Ireland including ceremonies, stories, poetry, music and/or dance. AL, C, CL</li> </ul> <p>Europe and the wider world</p> <p style="padding-left: 20px;">Identity and heritage</p> <ul style="list-style-type: none"> <li>- listen to and respond to stories from the lives of people and about events beyond the island of Ireland. AL, C, CL</li> </ul> <p style="padding-left: 20px;">People and Places</p> <ul style="list-style-type: none"> <li>- explore aspects of the lives of children in other countries such as clothes, food, pastimes, religious celebrations, festivals, etc. AL, DL, W</li> </ul>
	<p><b>My classroom and my school</b></p> <p>My Locality</p> <p style="padding-left: 20px;">People and Places</p> <ul style="list-style-type: none"> <li>- identify the natural and built features of the local environment, demonstrating an awareness of location. AL, C, M</li> </ul> <p>Fieldwork: Visit all rooms in the school Link to Learn Together - Introducing democracy and democratic practices</p>
	<p><b>People Who Help Us Healthcare (Hospital / Optician / Dentist) and Post Office</b></p> <p>My Locality</p> <p style="padding-left: 20px;">People and Places</p> <ul style="list-style-type: none"> <li>- identify the natural and built features of the local environment, demonstrating an awareness of location. AL, C, M</li> <li>- become aware of the diversity of people who live and work in the local community. AC, AL, W</li> </ul> <p>Fieldwork: Visit post office / Visit from postal worker Link to Learn Together - We can make a difference</p>

	<p><b>Clothes &amp; Winter</b></p> <p>My Locality  <b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- listen and respond to stories about people in their locality – their different religions, beliefs and associated traditions and practices. AL, AC, CL Environment and sustainable living</li> <li>- monitor and record changes that occur in the local natural environment throughout the seasons. AL, C, M</li> </ul> <p>The Island of Ireland  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- observe and record the influences weather conditions and seasonal changes have on people, animals and plants. AL, AC, M</li> </ul> <p>Europe and the wider world  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- recognise that Earth is a planet and explore other parts of the solar system including the sun, moon and planets. Connect the movements of the Earth and sun with the seasons of the year. AC, AL, C</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- explore aspects of the lives of children in other countries such as <u>clothes</u>, food, pastimes, religious celebrations, festivals, etc. AL, DL, W</li> </ul> <p>Link to Learn Together - Our Environment</p>
Term 2	<p><b>Transport</b></p> <p>My Locality</p> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- identify the natural and built features of the local environment, demonstrating an awareness of location. AL, C, M</li> <li>- become aware of the diversity of people who live and work in the local community. AC, AL, W</li> </ul> <p><b>Fieldwork:</b> Visit/use/observe local transport</p>
	<p><b>The Sun / Outer Space</b></p> <p>Europe and the wider world  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- recognise that Earth is a planet and explore other parts of the solar system including the sun, moon and planets. Connect the movements of the Earth and sun with the seasons of the year. AC, AL, C</li> </ul>
	<p><b>Food - The restaurant</b></p> <p>Europe and the wider world  <b>People and Places</b></p> <ul style="list-style-type: none"> <li>- explore aspects of the lives of children in other countries such as clothes, food, pastimes, religious celebrations, festivals, etc. AL, DL, W</li> </ul> <p>Link to Learn Together - Food</p>
	<p><b>Water</b></p> <p>The Island of Ireland  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- observe and record the influences weather conditions and seasonal changes have on people, animals and plants. AL, AC, M</li> </ul> <p><b>Fieldwork:</b> Visit canal</p>

	<p><b>Firestation</b></p> <p>My Locality  <b>People and Places</b></p> <ul style="list-style-type: none"> <li>- identify the natural and built features of the local environment, demonstrating an awareness of location. AL, C, M</li> <li>- become aware of the diversity of people who live and work in the local community. AC, AL, W</li> </ul> <p>Fieldwork: Visit from fire engine</p>
	<p><b>Remembering (Hinduism)</b></p> <p>My Locality  <b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- listen and respond to stories, myths and legends. C, CL, AL</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- explore traditions associated with a range of festivals and rituals in Ireland including ceremonies, stories, poetry, music and/or dance. AL, C, CL</li> </ul> <p>The island of Ireland</p> <ul style="list-style-type: none"> <li>➤ <b>Identity and Heritage</b></li> <li>- listen and respond to stories, myths and legends. C, CL, AL</li> <li>➤ <b>People and Places</b></li> <li>- explore traditions associated with a range of festivals and rituals in Ireland including ceremonies, stories, poetry, music and/or dance. AL, C, CL</li> </ul> <p>Europe and the Wider World</p> <ul style="list-style-type: none"> <li>➤ <b>Identity and Heritage</b></li> <li>- listen to and respond to stories from the lives of people and about events beyond the island of Ireland. AL, C, CL</li> <li>➤ <b>People and Places</b></li> <li>- explore aspects of the lives of children in other countries such as clothes, food, pastimes, religious celebrations, festivals, etc. AL, DL, W</li> </ul> <p>Link to Learn Together - Remembering (Hinduism) and Love (Hinduism - Rama and Sita)</p>
Term 3	<p><b>Summer</b></p> <p>My Locality  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- connect with and explore nature and the outdoors, observing living things and physical features of the local area. AC, C, W</li> <li>- monitor and record changes that occur in the local natural environment throughout the seasons AL, C, M</li> </ul> <p>The Island of Ireland  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- observe and record the influences weather conditions and seasonal changes have on people, animals and plants. AL, AC, M</li> </ul> <p>Europe and the wider world  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- recognise that Earth is a planet and explore other parts of the solar system including the sun, moon and planets. Connect the movements of the Earth and sun with the seasons of the year. AC, AL, C</li> </ul>

	<p><b>Biodiversity - native wild plants and animals</b></p> <p>My Locality  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- connect with and explore nature and the outdoors, observing <u>living things</u> and physical features of the local area. AC, C, W</li> </ul> <p>The Island of Ireland  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- observe and record the influences weather conditions and seasonal changes have on people, animals and plants. AL, AC, M</li> </ul> <p><b>Link to Learn Together: Exploring the Natural World</b>  <b>Fieldwork:</b> Visit school pond / Tolka Valley / wild areas</p>
	<p><b>Ashtown</b></p> <p>My Locality  Identity and heritage</p> <ul style="list-style-type: none"> <li>- listen and respond to stories about people in their locality – their different religions, beliefs and associated traditions and practices AL, AC, CL</li> </ul> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- connect with and explore nature and the outdoors, observing living things and <u>physical features</u> of the local area. AC, C, W</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- identify the natural and built features of the local environment, demonstrating an awareness of location. AL, C, M</li> </ul> <p>Fieldwork: walk in local area</p>
	<p><b>European Countries</b></p> <p>Europe and the wider world  Identity and heritage</p> <ul style="list-style-type: none"> <li>- listen to and respond to stories from the lives of people and about events beyond the island of Ireland. AL, C, CL</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- explore traditions associated with a range of festivals and rituals in Ireland including ceremonies, stories, poetry, music and/or dance. AL, C, CL</li> </ul>

## Stage 2 - First and Second Class

Stage 2: First Class	
History & Geography	
Term 1	<p><b>Me, my family and my community</b>  <b>People who help us</b>  <b>People at work (Shops)</b></p> <p><b>My Locality</b>  <b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- examine and reflect on aspects of their local heritage and how they preserve connections to the past. AL, C, DL</li> <li>- develop an awareness of religions, beliefs and worldviews in their locality, engaging with a range of sources and stories. AL, AC, CL</li> </ul> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- identify, connect with and describe physical features of the local natural environment, looking at changes that happen over time. C, W, CL</li> <li>- begin to recognise the value and importance of protecting biodiversity, such as flora and fauna, in the locality for a sustainable future. AC, C, W</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- identify, explore and describe significant natural and built features in the local environment. AL, C, M</li> </ul> <p><b>The Island of Ireland</b>  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- observe and explore a variety of weather conditions and how they impact people's everyday lives in areas such as farming, fishing, travel, sport, events, education, etc. AL, AC, CL</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- reflect on the roles of people in the community and at national level, describing how their ways of working have changed over time. AL, CL, W</li> <li>- begin to identify the borders of places, developing an awareness of the location and names of other areas. AL, AC, C</li> </ul> <p>Fieldwork: Visit local community group e.g. Community Garden or nursing home</p>
	<p><b>Trees and the forest</b></p> <p><b>My Locality</b>  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- identify, connect with and describe physical features of the local natural environment, looking at changes that happen over time. C, W, CL</li> <li>- begin to recognise the value and importance of protecting biodiversity, such as flora and fauna, in the locality for a sustainable future. AC, C, W</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- identify, explore and describe significant <u>natural</u> and built features in the local environment. AL, C, M</li> </ul> <p><b>The Island of Ireland</b>  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- observe and explore a variety of weather conditions and how they impact people's everyday lives in areas such as farming, fishing, travel, sport, events, education, etc. AL, AC, CL</li> </ul> <p>Fieldwork: Visit Tolka Valley (<a href="#">tree trail</a>)            Link to Learn Together - Our Environment</p>

## Feasts and festivals

### Halloween

#### My Locality

##### Identity and heritage

- examine and reflect on aspects of their local heritage and how they preserve connections to the past. AL, C, DL
- develop an awareness of religions, beliefs and worldviews in their locality, engaging with a range of sources and stories. AL, AC, CL

##### People and Places

- investigate why sites of interest or sacred spaces in the locality hold significance for people from different religious or cultural traditions. AL, C, DL

#### The Island of Ireland

##### Identity and heritage

- listen, respond to, reflect on and retell a range of stories, myths and legends. C, CL, AL

##### Environment and sustainable living

##### People and Places

#### Europe and the wider world

##### Identity and heritage

- listen to, respond to, retell and reflect on a wider range of stories, myths and legends from other countries associated with diverse cultures and heritages. AL, C, CL
- identify, explore and describe social and cultural customs and traditions in other countries. AC, AL, CL

##### People and Places

- deepen their awareness of the social and cultural backgrounds of children from other countries. AC, AL, CL

Link to Learn Together - Special Clothes/Dress (Islam)

## Toys, games and play spaces

### When my grandparents were young

### Toys and games in the past

#### My Locality

##### Identity and heritage

- examine and reflect on aspects of their local heritage and how they preserve connections to the past. AL, C, DL

##### People and Places

- identify, explore and describe significant natural and built features in the local environment. AL, C, M

#### The Island of Ireland

##### Environment and sustainable living

- observe and explore a variety of weather conditions and how they impact people's everyday lives in areas such as farming, fishing, travel, sport, events, education, etc. AL, AC, CL

#### Europe and the wider world

##### People and Places

- examine how technological changes over several generations have shaped aspects of people's lives such as communications, work, health, education, travel, homes, etc. AL, CL, DL

**Fieldwork** : visit playground

Term 2	<p><b>Flora - Native/Non Native</b></p> <p>My Locality  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- identify, connect with and describe physical features of the local natural environment, looking at changes that happen over time. C, W, CL</li> <li>- begin to recognise the value and importance of protecting biodiversity, such as flora and fauna, in the locality for a sustainable future. AC, C, W</li> </ul> <p><b>Fieldwork</b> : visit school garden and wild spaces</p>
	<p><b>Local area - natural spaces</b></p> <p>My Locality  Identity and heritage</p> <ul style="list-style-type: none"> <li>- examine and reflect on aspects of their local heritage and how they preserve connections to the past. AL, C, DL</li> </ul> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- identify, connect with and describe physical features of the local natural environment, looking at changes that happen over time. C, W, CL</li> <li>- begin to recognise the value and importance of protecting biodiversity, such as flora and fauna, in the locality for a sustainable future. AC, C, W</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- identify, explore and describe significant natural and built features in the local environment. AL, C, M</li> </ul> <p>The Island of Ireland  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- identify, investigate and recognise the importance of some physical features of the natural environment in Ireland such as rivers, mountains, lakes, seas, islands, etc. AL, C, CL</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- reflect on the roles of people in the community and at national level, describing how their ways of working have changed over time. AL, CL, W</li> <li>- begin to identify the borders of places, developing an awareness of the location and names of other areas. AL, AC, C</li> </ul> <p><b>Fieldwork</b> : visit local natural spaces e.g. Crescent Park, Tolka Valley Park, Phoenix Park</p>
	<p><b>Australia</b></p> <p>Europe and the wider world  Identity and heritage</p> <ul style="list-style-type: none"> <li>- listen to, respond to, retell and reflect on a wider range of stories, myths and legends from other countries associated with diverse cultures and heritages. AL, C, CL</li> <li>- identify, explore and describe social and cultural customs and traditions in other countries. AC, AL, CL</li> </ul> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- explore how the sun and the moon influence Earth and how they impact tidal patterns and <u>temperatures</u> in different parts of the world, both past and present. AC, AL,</li> <li>- observe and record weather patterns, comparing and contrasting the climate in Ireland with that of other countries. AC, M, DL</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- deepen their awareness of the social and cultural backgrounds of children from other countries. AC, AL, CL</li> </ul>

	<p><b>Marine environment</b></p> <p>The Island of Ireland  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- identify, investigate and recognise the importance of some physical features of the natural environment in Ireland such as rivers, mountains, lakes, seas, islands, etc. AL, C, CL</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- begin to identify the borders of places, developing an awareness of the location and names of other areas. AL, AC, C</li> </ul> <p><b>Fieldwork</b> : visit the beach</p>
Term 3	<p><b>Energy &amp; environment</b></p> <p>My Locality  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- identify, connect with and describe physical features of the local natural environment, looking at changes that happen over time. C, W, CL</li> <li>- begin to recognise the value and importance of protecting biodiversity, such as flora and fauna, in the locality for a sustainable future. AC, C, W</li> </ul> <p>The Island of Ireland  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- identify, investigate and recognise the importance of some physical features of the natural environment in Ireland such as rivers, mountains, lakes, seas, islands, etc. AL, C, CL</li> </ul> <p>Europe and the wider world  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- explore how the sun and the moon influence Earth and how they impact tidal patterns and <u>temperatures</u> in different parts of the world, both past and present. AC, AL, C</li> </ul> <p><b>Fieldwork:</b> Visit to/from Rediscovery Centre</p>
	<p><b>Communications</b></p> <p>The Island of Ireland  People and Places</p> <ul style="list-style-type: none"> <li>- reflect on the roles of people in the community and at national level, describing how their ways of working have changed over time. AL, CL, W</li> </ul> <p>Europe and the wider world  People and Places</p> <ul style="list-style-type: none"> <li>- examine how technological changes over several generations have shaped aspects of people's lives such as communications, work, health, education, travel, homes, etc. AL, CL, DL</li> </ul>
	<p><b>Plants and soils &amp; wormery</b></p> <p><b>Mini beasts</b></p> <p>My Locality  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- identify, connect with and describe physical features of the local natural environment, looking at changes that happen over time. C, W, CL</li> <li>- begin to recognise the value and importance of protecting biodiversity, such as flora and fauna, in the locality for a sustainable future. AC, C, W</li> </ul>

	<p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- identify, explore and describe significant natural and built features in the local environment. AL, C, M</li> </ul> <p>The Island of Ireland</p> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- observe and explore a variety of weather conditions and how they impact people's everyday lives in areas such as farming, fishing, travel, sport, events, education, etc. AL, AC, CL</li> </ul> <p><b>Fieldwork</b> : visit school garden, wild spaces, school wormery</p>
	<p><b>France/Spain (European Country)</b></p> <p>Europe and the wider world</p> <p>Identity and heritage</p> <ul style="list-style-type: none"> <li>- listen to, respond to, retell and reflect on a wider range of stories, myths and legends from other countries associated with diverse cultures and heritages. AL, C, CL</li> <li>- identify, explore and describe social and cultural customs and traditions in other countries. AC, AL, CL</li> </ul> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- explore how the sun and the moon influence Earth and how they impact tidal patterns and <u>temperatures</u> in different parts of the world, both past and present. AC, AL,</li> <li>- observe and record weather patterns, comparing and contrasting the climate in Ireland with that of other countries. AC, M, DL</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- deepen their awareness of the social and cultural backgrounds of children from other countries. AC, AL, CL</li> </ul>

## Stage 2: Second Class

### History & Geography

Term 1

#### My School

#### Local Area - old buildings

#### Locality through the ages

#### My Locality

##### Identity and heritage

- examine and reflect on aspects of their local heritage and how they preserve connections to the past. AL, C, DL
- develop an awareness of religions, beliefs and worldviews in their locality, engaging with a range of sources and stories. AL, AC, CL

##### People and Places

- identify, explore and describe significant natural and built features in the local environment. AL, C, M
- investigate why sites of interest or sacred spaces in the locality hold significance for people from different religious or cultural traditions. AL, C, DL

#### The Island of Ireland

##### Environment and sustainable living

- identify, investigate and recognise the importance of some physical features of the natural environment in Ireland such as rivers, mountains, lakes, seas, islands, etc. AL, C, CL

##### People and Places

- reflect on the roles of people in the community and at national level, describing how their ways of working have changed over time. AL, CL, W
- begin to identify the borders of places, developing an awareness of the location and names of other areas. AL, AC, C

#### Europe and the wider world

##### People and Places

- examine how technological changes over several generations have shaped aspects of people's lives such as communications, work, health, education, travel, homes, etc. AL, CL, DL

#### Fieldwork : local area walk

#### Greece (European Country)

#### Myths and Legends

#### Europe and the wider world

##### Identity and heritage

- listen to, respond to, retell and reflect on a wider range of stories, myths and legends from other countries associated with diverse cultures and heritages. AL, C, CL

- identify, explore and describe social and cultural customs and traditions in other countries. AC, AL, CL

##### Environment and sustainable living

- explore how the sun and the moon influence Earth and how they impact tidal patterns and temperatures in different parts of the world, both past and present. AC, AL,

- observe and record weather patterns, comparing and contrasting the climate in Ireland with that of other countries. AC, M, DL

##### People and Places

- deepen their awareness of the social and cultural backgrounds of children from other countries. AC, AL, CL

	<p><b>Sports and Events (history and present)</b> Olympics, Winter Olympics, World Cup, Rugby World Cup, Special Olympics etc</p> <p>The Island of Ireland Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- observe and explore a variety of weather conditions and how they impact people's everyday lives in areas such as farming, fishing, travel, <u>sport, events</u>, education, etc. AL, AC, CL</li> </ul> <p>People and Places begin to identify the borders of places, developing an awareness of the location and names of other areas. AL, AC, C</p> <p>Europe and the wider world People and Places</p> <ul style="list-style-type: none"> <li>- examine how technological changes over several generations have shaped aspects of people's lives such as communications, work, health, education, travel, homes, etc. AL, CL, DL</li> </ul> <p>Link to Learn Together - Values</p>
	<p><b>Celebrating (Buddhism)</b></p> <p>My Locality Identity and heritage</p> <ul style="list-style-type: none"> <li>- listen and respond to stories, myths and legends. C, CL, AL</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- explore traditions associated with a range of festivals and rituals in Ireland including ceremonies, stories, poetry, music and/or dance. AL, C, CL</li> </ul> <p>The island of Ireland</p> <ul style="list-style-type: none"> <li>➤ Identity and Heritage</li> <li>- listen and respond to stories, myths and legends. C, CL, AL</li> <li>➤ People and Places</li> <li>- explore traditions associated with a range of festivals and rituals in Ireland including ceremonies, stories, poetry, music and/or dance. AL, C, CL</li> </ul> <p>Europe and the Wider World</p> <ul style="list-style-type: none"> <li>➤ Identity and Heritage</li> <li>- listen to and respond to stories from the lives of people and about events beyond the island of Ireland. AL, C, CL</li> <li>➤ People and Places</li> <li>- explore aspects of the lives of children in other countries such as clothes, food, pastimes, religious celebrations, festivals, etc. AL, DL, W</li> </ul>
Term 2	<p><b>Biodiversity - animals</b></p> <p>My Locality Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- identify, connect with and describe physical features of the local natural environment, looking at changes that happen over time. C, W, CL</li> <li>- begin to recognise the value and importance of protecting biodiversity, such as flora and fauna, in the locality for a sustainable future. AC, C, W</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- identify, explore and describe significant natural and built features in the local environment. AL, C, M</li> </ul> <p>The Island of Ireland Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- observe and explore a variety of weather conditions and how they impact people's everyday lives in areas such as farming, fishing, travel, sport, events, education, etc. AL, AC, CL</li> </ul> <p><b>Fieldwork</b> : Visit school garden, wild spaces, school wormery, Phoenix Park Visitor</p>

## Weather & Water

### Water Cycle

#### My Locality

Environment and sustainable living

- begin to recognise the value and importance of protecting biodiversity, such as flora and fauna, in the locality for a sustainable future. AC, C, W

#### The Island of Ireland

Environment and sustainable living

- observe and explore a variety of weather conditions and how they impact people's everyday lives in areas such as farming, fishing, travel, sport, events, education, etc. AL, AC, CL
- identify, investigate and recognise the importance of some physical features of the natural environment in Ireland such as rivers, mountains, lakes, seas, islands, etc. AL, C, CL

#### Europe and the wider world

Environment and sustainable living

- explore how the sun and the moon influence Earth and how they impact tidal patterns and temperatures in different parts of the world, both past and present. AC, AL, C
- observe and record weather patterns, comparing and contrasting the climate in Ireland with that of other countries. AC, M, DL

**Fieldwork** : Recording weather data, visit canal

## The canal & bridges

### My locality through the ages (built environment)

#### My Locality

Identity and heritage

- examine and reflect on aspects of their local heritage and how they preserve connections to the past. AL, C, DL
- develop an awareness of religions, beliefs and worldviews in their locality, engaging with a range of sources and stories. AL, AC, CL

People and Places

- identify, explore and describe significant natural and built features in the local environment. AL, C, M
- investigate why sites of interest or sacred spaces in the locality hold significance for people from different religious or cultural traditions. AL, C, DL

#### The Island of Ireland

Environment and sustainable living

- identify, investigate and recognise the importance of some physical features of the natural environment in Ireland such as rivers, mountains, lakes, seas, islands, etc. AL, C, CL

People and Places

- reflect on the roles of people in the community and at national level, describing how their ways of working have changed over time. AL, CL, W
- begin to identify the borders of places, developing an awareness of the location and names of other areas. AL, AC, C

#### Europe and the wider world

People and Places

- examine how technological changes over several generations have shaped aspects of people's lives such as communications, work, health, education, travel, homes, etc. AL, CL, DL

**Fieldwork** : Visit canal, visit bridges (canal over M50), local area, important local buildings

Term 3	<p><b>Environment recycling</b></p> <p>My Locality  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- begin to recognise the value and importance of protecting biodiversity, such as flora and fauna, in the locality for a sustainable future. AC, C, W</li> </ul> <p><b>Fieldwork : School-based recycling</b></p>
	<p><b>Mexico</b></p> <p><b>Myths and Legends</b></p> <p><b>Aztecs</b></p> <p>Europe and the wider world</p> <p style="padding-left: 20px;">Identity and heritage</p> <ul style="list-style-type: none"> <li>- listen to, respond to, retell and reflect on a wider range of stories, myths and legends from other countries associated with diverse cultures and heritages. AL, C, CL</li> <li>- identify, explore and describe social and cultural customs and traditions in other countries. AC, AL, CL</li> </ul> <p style="padding-left: 20px;">Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- explore how the sun and the moon influence Earth and how they impact tidal patterns and <u>temperatures</u> in different parts of the world, both past and present. AC, AL,</li> <li>- observe and record weather patterns, comparing and contrasting the climate in Ireland with that of other countries. AC, M, DL</li> </ul> <p style="padding-left: 20px;">People and Places</p> <ul style="list-style-type: none"> <li>- deepen their awareness of the social and cultural backgrounds of children from other countries. AC, AL, CL</li> </ul>

## Stage 3 - Third and Fourth Class

Stage 3: Third Class		
	History	Geography
Term 1	<p><b>Homes</b> <b>Bird house</b></p> <p>My Locality  <b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- identify specific patterns of change or continuity in how different generations in the locality <u>live</u> and work. AL, C, CL</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate a range of homes in the region and reflect on how they have changed over time, including comparing and contrasting styles, examining domestic artefacts and the age of buildings. AL, CL, M</li> </ul> <p>The Island of Ireland  <b>People and Places</b></p> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- identify and describe major infrastructural features of the built environment in Ireland, such as transportation, communications, <u>housing</u>, water, recreational, etc. AL, CL, M</li> </ul> <p><b>Fieldwork:</b> Visit school bird boxes</p>	
	<p><b>Ashtown Local Area</b> <b>Place names</b> <b>Ireland</b></p> <p>My Locality  <b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- research aspects of the story of their locality and the island of Ireland, including significant events, people, customs and the origins of <u>place names</u>. AL, CL, W</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- examine the common economic activities of people in the <u>locality</u>, such as food and farming, forestry, fishing, industry, services, tourism, recreation, etc., exploring how these have changed over time. AL, C, CL</li> </ul> <p>The Island of Ireland  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- investigate how people have responded to the opportunities and challenges of the natural environment in Ireland in different ways. AC, AL, CL</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate the lifestyles of people from a particular period(s) of time in Ireland's past exploring aspects such as food, clothing, communications, work, education, etc. AC, AL, CL</li> <li>- <b>Geography</b></li> <li>- identify and describe major infrastructural features of the built environment in Ireland, such as transportation, communications, housing, water, recreational, etc. AL, CL, M</li> </ul>	

	<p>Europe and the wider world</p> <p><b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- identify, describe and compare some of the major physical features of the natural environment in <u>Ireland</u>, Europe and the wider world, such as rivers, lakes, mountains, seas, islands, biodiversity, etc. AL, CL, M</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- develop an understanding of the borders of places, demonstrating a familiarity with the location, names and significant landmarks of areas in Ireland, Europe and the wider world. AL, CL, M</li> </ul> <p><b>Fieldwork</b> : Walk in local area</p>
	<p><b>Egyptians</b></p> <p>Europe and the wider world</p> <p><b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- listen to and discuss a range of stories from various cultural, ethnic and religious backgrounds about people who lived in other countries. AL, CL, W</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- explore and become familiar with the ways of life in ancient societies. AL, C, CL</li> </ul> <p><b>Fieldwork</b> : visit to <a href="#">National Museum</a></p>
	<p><b>Clothes</b></p> <p>My Locality</p> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- analyse how <u>resources</u> such as water, land, food and transport are used and managed in the locality. AC, AL, CL</li> </ul> <p>The Island of Ireland</p> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate the lifestyles of people from a particular period(s) of time in Ireland's past exploring aspects such as food, <u>clothing</u>, communications, work, education, etc. AC, AL, CL</li> </ul>
Term 2	<p><b>Tom Crean Antartica</b></p> <p>The Island of Ireland</p> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate the lifestyles of people from a particular period(s) of time in Ireland's past exploring aspects such as food, clothing, communications, work, education, etc. AC, AL, CL</li> </ul>

	<p><b>Food and farming</b> <b>Bees</b></p> <p>My Locality</p> <ul style="list-style-type: none"> <li>- Environment and sustainable living</li> <li>- <b>Geography</b></li> <li>- analyse how resources such as water, land, <u>food</u> and transport are used and managed in the locality. AC, AL, CL</li> </ul> <p style="margin-left: 20px;">People and Places</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- examine the common economic activities of people in the locality, such as <u>food and farming</u>, forestry, fishing, industry, services, tourism, recreation, etc., exploring how these have changed over time. AL, C, CL</li> </ul> <p>The Island of Ireland</p> <ul style="list-style-type: none"> <li>- Environment and sustainable living</li> <li>- <b>Geography</b></li> <li>- investigate how people have responded to the opportunities and challenges of the natural environment in Ireland in different ways. AC, AL, CL</li> </ul> <p style="margin-left: 20px;">People and Places</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate the lifestyles of people from a particular period(s) of time in Ireland's past exploring aspects such as food, clothing, communications, work, education, etc. AC, AL, CL</li> <li>- <b>Geography</b></li> <li>- identify and describe major infrastructural features of the built environment in Ireland, such as transportation, communications, housing, water, recreational, etc. AL, CL, M</li> </ul> <p>Europe and the wider world</p> <ul style="list-style-type: none"> <li>- Environment and sustainable living</li> <li>- <b>Geography</b></li> <li>- investigate the importance of the sun and moon for life on Earth in aspects such as <u>food production</u>, climate, weather patterns, sleep patterns, etc. AL, CL, DL</li> </ul> <p><b>Fieldwork:</b> visit to Phoenix Park (Bee tour) , Visit to Teagasc Food and Research center</p> <p>Link to Learn Together - An Ethical Approach to the Environment</p>
Term 3	<p><b>Medieval town</b></p> <p>Europe and the wider world</p> <ul style="list-style-type: none"> <li>- People and Places</li> <li>- <b>History</b></li> <li>- explore and become familiar with the ways of life in ancient societies. AL, C, CL</li> </ul>

	<p><b>Weather and climate</b></p> <p>My Locality  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- investigate, name and describe physical features of the local, natural environment such as rivers, mountains, lakes, seas, islands, biodiversity, etc., identifying opportunities to become involved in enhancing and protecting them. AC, AL, CL</li> </ul> <p>The Island of Ireland  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- investigate how people have responded to the opportunities and challenges of the natural environment in Ireland in different ways. AC, AL, CL</li> </ul> <p>Europe and the wider world</p> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- investigate the importance of the sun and moon for life on Earth in aspects such as food production, climate, weather patterns, sleep patterns, etc. AL, CL, DL</li> </ul> <p><b>Fieldwork:</b> record weather data</p> <p>Link to Learn Together - An Ethical Approach to the Environment</p>
	<p><b>Irish Myths and Legends</b>  <b>Early Christian Ireland</b></p> <p>The Island of Ireland  Identity and heritage</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- gather, record and share examples of national folklore, sports, arts and pastimes that reflect and celebrate Irish identity over time. AL, C, CL</li> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- acknowledge and describe how <u>beliefs, values</u> and traditions shape people's personal and social identity in Ireland. AL, CL, W</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate the lifestyles of people from a particular period(s) of time in Ireland's past exploring aspects such as food, clothing, communications, work, education, etc. AC, AL, CL</li> </ul> <p>Europe and the wider world</p> <p>People and Places</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- explore and become familiar with the ways of life in ancient societies. AL, C, CL</li> </ul>

## Stage 3: Fourth Class

	History	Geography
Term 1	<p><b>My local area</b>  <b>People and Communications (an post) and work</b>  <b>Local area</b></p> <p>My Locality  <span style="color: #0070C0;">Identity and heritage</span></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- identify specific patterns of change or continuity in how different generations in the locality live and <u>work</u>. AL, C, CL</li> <li>- <b>History</b></li> <li>- research aspects of the story of their locality and the island of Ireland, including significant events, <u>people</u>, customs and the origins of place names. AL, CL, W</li> <li>- Environment and sustainable living</li> <li>- <b>Geography</b></li> <li>- analyse how <u>resources</u> such as water, land, food and transport are used and managed in the locality. AC, AL, CL</li> <li><span style="color: #FFA500;">People and Places</span></li> <li>- <b>History</b></li> <li>- investigate a range of homes in the region and reflect on how they have changed over time, including comparing and contrasting styles, examining domestic artefacts and the age of buildings. AL, CL, M</li> <li>- <b>Geography</b></li> <li>- examine the common economic activities of people in the locality, such as food and farming, forestry, fishing, industry, services, tourism, recreation, etc., exploring how these have changed over time. AL, C, CL</li> </ul> <p>The Island of Ireland  <span style="color: #FFA500;">People and Places</span></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate the lifestyles of people from a particular period(s) of time in Ireland's past exploring aspects such as food, clothing, communications, <u>work</u>, education, etc. AC, AL, CL</li> <li>- <b>Geography</b></li> <li>- identify and describe major infrastructural features of the built environment in Ireland, such as transportation, <u>communications</u>, housing, water, recreational, etc. AL, CL, M</li> <li>-</li> </ul> <p><b>Fieldwork:</b> visit local area</p>	
	<p><b>Sacred (Hinduism or Christianity)</b></p> <p>The Island of Ireland  <span style="color: #0070C0;">Identity and heritage</span></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b> acknowledge and describe how beliefs, values and traditions shape people's personal and social identity in Ireland. AL, CL, W</li> </ul> <p>Europe and the wider world  <span style="color: #FFA500;">People and Places</span></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- explore the ethnic and religious backgrounds of children and young people from other countries. AL, C, CL</li> </ul>	

	<p><b>Vikings or Romans</b></p> <p>Europe and the wider world  <b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- explore and become familiar with the ways of life in ancient societies. AL, C, CL</li> </ul> <p><b>Fieldwork: visit Dublin City, Viking Splash Tour, <a href="#">Dublinia</a></b></p>
	<p><b>Ireland - Physical Geography</b></p> <p><b>Rivers</b></p> <p>My Locality  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- investigate, name and describe physical features of the local, natural environment such as <u>rivers</u>, mountains, lakes, seas, islands, biodiversity, etc., identifying opportunities to become involved in enhancing and protecting them. AC, AL, CL</li> </ul> <p>The Island of Ireland  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- investigate how people have responded to the opportunities and challenges of the natural environment in Ireland in different ways. AC, AL, CL</li> </ul> <p>Europe and the wider world  Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- identify, describe and compare some of the major physical features of the natural environment in Ireland, <u>Europe</u> and the wider world, such as rivers, lakes, mountains, seas, islands, biodiversity, etc. AL, CL, M</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- develop an understanding of the borders of places, demonstrating a familiarity with the location, names and significant landmarks of areas in Ireland, Europe and the wider world. AL, CL, M</li> </ul> <p><b>Fieldwork: visit local river e.g. river in Griffith Park Drumcondra</b></p>
Term 2	<p><b>Chinese new year</b></p> <p><b>Asian peoples</b></p> <p>Europe and the wider world  Identity and heritage</p> <ul style="list-style-type: none"> <li>- <b>-History</b></li> <li>- listen to and discuss a range of stories from various cultural, ethnic and religious backgrounds about people who lived in other countries. AL, CL, W</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- explore the ethnic and religious backgrounds of children and young people from other countries. AL, C, CL</li> <li>- <b>Geography</b></li> <li>- develop an understanding of the borders of places, demonstrating a familiarity with the location, names and significant landmarks of areas in Ireland, Europe and the wider world. AL, CL, M</li> </ul> <p><b>Fieldwork: visit to city center</b></p>

	<p><b>Japan</b> Europe and the wider world <i>Identity and heritage</i></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- listen to and discuss a range of stories from various cultural, ethnic and religious backgrounds about people who lived in other countries. AL, CL, W</li> </ul> <p><i>People and Places</i></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- explore the ethnic and religious backgrounds of children and young people from other countries. AL, C, CL</li> <li>- <b>Geography</b></li> <li>- develop an understanding of the borders of places, demonstrating a familiarity with the location, names and significant landmarks of areas in Ireland, Europe and the wider world. AL, CL, M</li> </ul>
	<p><b>Transport, Travel &amp; Tourism</b></p> <p>My Locality</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- analyse how resources such as water, land, food and <u>transport</u> are used and managed in the locality. AC, AL, CL</li> </ul> <p><i>People and Places</i></p> <ul style="list-style-type: none"> <li>- <b>Geography</b> examine the common economic activities of people in the locality, such as food and farming, forestry, fishing, industry, services, <u>tourism</u>, recreation, etc., exploring how these have changed over time. AL, C, CL</li> </ul> <p>The Island of Ireland</p> <p><i>People and Places</i></p> <ul style="list-style-type: none"> <li>- <b>Geography</b> identify and describe major infrastructural features of the built environment in Ireland, such as <u>transportation</u>, communications, housing, water, <u>recreational</u>, etc.</li> </ul> <p>Europe and the wider world <i>Identity and heritage</i> Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b> investigate how people have responded to the opportunities and challenges of the natural environment in Ireland in different ways. AC, AL, CL</li> </ul> <p><b>Fieldwork:</b> visit/use/observe local transport</p>
	<p><b>Ireland in the past</b> <b>Being Irish</b></p> <p>The Island of Ireland</p> <p><i>Identity and heritage</i></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- gather, record and share examples of national folklore, sports, arts and <u>pastimes</u> that reflect and celebrate Irish identity over time. AL, C, CL</li> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- acknowledge and describe how beliefs, values and <u>traditions</u> shape people's personal and social identity in Ireland. AL, CL, W</li> </ul> <p><i>People and Places</i></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate the lifestyles of people from a particular period(s) of time in Ireland's past exploring aspects such as food, clothing, communications, work, education, etc. AC, AL, CL</li> </ul> <p><b>Fieldwork:</b> visit to Croke Park Visit to Museum</p>

	<p><b>Ritual (Christianity or Sikhism)</b>  <b>Prophecy (Hinduism, Christianity or Sikhism)</b></p> <p>The Island of Ireland</p> <p><i>Identity and heritage</i></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b> acknowledge and describe how beliefs, values and traditions shape people’s personal and social identity in Ireland. AL, CL, W</li> </ul> <p>Europe and the wider world</p> <p><i>People and Places</i></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- explore the ethnic and religious backgrounds of children and young people from other countries. AL, C, CL</li> </ul> <p>Link to Learn Together - Ritual (Christianity or Sikhism) and Prophecy (Hinduism, Christianity or Sikhism)</p>
Term 3	<p><b>Plants &amp; The environment</b></p> <p><b>Biodiversity</b></p> <p>My Locality</p> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b> investigate, name and describe physical features of the local, natural environment such as rivers, mountains, lakes, seas, islands, biodiversity, etc., identifying opportunities to become involved in enhancing and protecting them. AC, AL, CL</li> <li>- <b>Geography</b> analyse how resources such as water, land, food and transport are used and managed in the locality. AC, AL, CL</li> </ul> <p>The Island of Ireland</p> <p><i>Environment and sustainable living</i></p> <ul style="list-style-type: none"> <li>- <b>Geography</b> investigate how people have responded to the opportunities and challenges of the natural environment in Ireland in different ways. AC, AL, CL</li> </ul> <p>Europe and the wider world</p> <p><i>Environment and sustainable living</i></p> <ul style="list-style-type: none"> <li>- <b>Geography</b> investigate the importance of the sun and moon for life on Earth in aspects such as food production, climate, weather patterns, sleep patterns, etc. AL, CL, DL</li> <li>- <b>Geography</b> identify, describe and compare some of the major physical features of the natural environment in Ireland, Europe and the wider world, such as rivers, lakes, mountains, seas, islands, <u>biodiversity</u>, etc. AL, CL, M</li> </ul> <p><b>Fieldwork:</b> visit school garden, wild spaces, community garden</p> <p>Link to Learn Together - Interdependence of Life</p>

**Sustainable Development Goals**  
**Environmental Activism /Equality Based Activism**

My Locality

Environment and sustainable living

- **Geography** investigate, name and describe physical features of the local, natural environment such as rivers, mountains, lakes, seas, islands, biodiversity, etc., identifying opportunities to become involved in enhancing and protecting them. AC, AL, CL
- **Geography** analyse how resources such as water, land, food and transport are used and managed in the locality. AC, AL, CL

The Island of Ireland

Environment and sustainable living

- **Geography** investigate how people have responded to the opportunities and challenges of the natural environment in Ireland in different ways. AC, AL, CL

Europe and the wider world

Environment and sustainable living

- **Geography** investigate the importance of the sun and moon for life on Earth in aspects such as food production, climate, weather patterns, sleep patterns, etc. AL, CL, DL
- **Geography** identify, describe and compare some of the major physical features of the natural environment in Ireland, Europe and the wider world, such as rivers, lakes, mountains, seas, islands, biodiversity, etc. AL, CL, M

**Fieldwork:** visit to/from Rediscovery Center

Link to Learn Together - Interdependence of Life and Environmental Activism /Equality Based Activism

**Faith (Rationalism, Hinduism, Christianity or Sikhism)**

The Island of Ireland

Identity and heritage

- **History/Geography Religions, Beliefs and Worldviews** acknowledge and describe how beliefs, values and traditions shape people's personal and social identity in Ireland. AL, CL, W

Europe and the wider world

People and Places

- **History/Geography Religions, Beliefs and Worldviews**
- explore the ethnic and religious backgrounds of children and young people from other countries. AL, C, CL

Link to Learn Together - Faith (Rationalism, Hinduism, Christianity or Sikhism)

## Stage 4 - Fifth and Sixth Class

Stage 4: Fifth Class		
	History	Geography
Term 1	<p><b>Ireland in the past (school)</b> <b>Famine</b></p> <p>My Locality  <a href="#">Identity and heritage</a></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate the history of their school within the broader context of educational developments in Ireland. AL, CL, W</li> <li>- <b>History</b></li> <li>- identify and discuss the similarities and differences in the lives of people in their locality, both past and present. AL, C, CL</li> </ul> <p><a href="#">People and Places</a></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- listen to, reflect on and document the stories of influential men, women and children, past or present, who have contributed to local or national life. AL, C, CL</li> <li>- <b>Geography</b></li> <li>- identify and develop an understanding of the services in the community for which the local government and community groups are responsible. AC, AL, CL</li> </ul> <p>The Island of Ireland  <a href="#">Identity and heritage</a></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate and critically reflect on an important event(s) in the history of their county. AC, AL, CL</li> </ul> <p><b>Fieldwork: visit Epic Museum</b></p>	
	<p><b>Trinity (Christianity)</b></p> <p>Europe and the wider world  <a href="#">Identity and heritage</a></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul> <p><a href="#">People and Places</a></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- investigate and reflect on the ethnic and religious traditions and practices of different groups of people. AL, CL, W</li> </ul> <p>Link to Learn Together - Trinity (Christianity)</p>	
	<p><b>Local &amp; National Government</b> <b>Towns in Ireland</b></p> <p>My Locality  <a href="#">People and Places</a></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- identify and develop an understanding of the services in the community for which the local government and community groups are responsible. AC, AL, CL</li> </ul>	

	<p>The Island of Ireland</p> <p>People and Places</p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of Ireland's political system, for example the Houses of the Oireachtas – Dáil Éireann and Seanad Éireann, the role of the President, how elections work and the role of Teachtaí Dála and/or the Irish Constitution. AC, AL, CL</li> </ul> <p>Europe and the wider world</p> <p>People and Places</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- examine evidence and draw conclusions about social, economic, political and/or environmental issues. AC, AL, CL</li> </ul> <p><b>Fieldwork: Visit Dáil Éireann</b></p>
	<p><b>Sustainability</b></p> <p><b>Energy and power</b></p> <p>My Locality</p> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- examine sustainable practices (social, environmental, economic) in the local community and actions people can take to promote sustainable living. AC, AL, W</li> <li>- <b>Geography</b></li> <li>- investigate and evaluate ways to sustainably manage resources such as water, land, food and transport in the locality. AC, AL, CL</li> </ul> <p>Europe and the wider world</p> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- investigate examples of changes in the natural environments of Europe and the wider world caused by physical processes and human activity, such as agriculture, conservation, deforestation, overfishing, pollution, restoration, tourism, etc. AL, C, CL</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- examine evidence and draw conclusions about social, economic, political and/or environmental issues. AC, AL, CL</li> </ul> <p><b>Fieldwork: visit to/from Rediscovery Centre</b></p>
	<p><b>Feasts and festivals (Christianity)</b></p> <p>My Locality</p> <p>People and Places</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- listen to, reflect on and document the stories of influential men, women and children, past or present, who have contributed to local or national life. AL, C, CL</li> </ul> <p>The Island of Ireland</p> <p>Identity and heritage</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate and critically reflect on an important event(s) in the history of their county. AC, AL, CL</li> </ul>

	<p>Europe and the wider world</p> <p><b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- explore stories that highlight how the lives of men, women and children from different cultural and ethnic backgrounds have changed or remained the same over time. AL, C, CL</li> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- investigate and reflect on the ethnic and religious traditions and practices of different groups of people. AL, CL, W</li> </ul>
Term 2	<p><b>Age of Exploration</b></p> <p>Europe and the wider world</p> <p><b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- examine evidence and deepen awareness about the lives of people and the ways of life in ancient societies. AL, C, CL</li> </ul>
	<p><b>Nomadism</b></p> <p>The Island of Ireland</p> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- develop an awareness of the motivation for people's migration to and from Ireland over time and the impact of these movements. AC, AL, CL</li> </ul> <p>Europe and the wider world</p> <p><b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- explore stories that highlight how the lives of men, women and children from different cultural and ethnic backgrounds have changed or remained the same over time. AL, C, CL</li> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- investigate and reflect on the ethnic and religious traditions and practices of different groups of people. AL, CL, W</li> <li>- <b>History</b></li> <li>- examine evidence and deepen awareness about the lives of people and the ways of life in ancient societies. AL, C, CL</li> </ul>

	<p><b>Torah (Judaism)</b></p> <p>Europe and the wider world  <a href="#">Identity and heritage</a></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul> <p><a href="#">People and Places</a></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- investigate and reflect on the ethnic and religious traditions and practices of different groups of people. AL, CL, W</li> </ul> <p>Link to Learn Together - Torah</p>
Term 3	<p><b>Italy &amp; Renaissance</b></p> <p>The Island of Ireland  <a href="#">Identity and heritage</a></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- explore significant developments and/or conflicts in different eras of Irish history such as during the Neolithic Period, Bronze and Iron Ages, the Early Christian Period, Medieval Period, Early Modern Period and Modern Ireland. AC, AL, C</li> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b> demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul>
	<p><b>Animal life</b></p> <p>Europe and the wider world  <a href="#">Environment and sustainable living</a></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- investigate examples of changes in the natural environments of Europe and the wider world caused by physical processes and human activity, such as agriculture, conservation, deforestation, overfishing, pollution, restoration, tourism, etc. AL, C, CL</li> </ul>
	<p><b>Celts</b></p> <p>The Island of Ireland  <a href="#">Identity and heritage</a></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- explore significant developments and/or conflicts in different eras of Irish history such as during the Neolithic Period, Bronze and Iron Ages, the Early Christian Period, Medieval Period, Early Modern Period and Modern Ireland. AC, AL, C</li> </ul> <p>Europe and the wider world  <a href="#">People and Places</a></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- examine evidence and deepen awareness about the lives of people and the ways of life in ancient societies. AL, C, CL</li> </ul>

	<p><b>Rocks &amp; Soil</b></p> <p>The Island of Ireland</p> <p><i>Environment and sustainable living</i></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- describe some physical processes that create or alter features of the natural environment in Ireland, such as weathering, erosion, volcanic, tectonic, flooding, deposition, tidal influences, etc. AC, AL, DL</li> <li>- <b>Geography</b></li> <li>- explore how limited resource availability impacts trade and economic activities, such as food and farming, forestry, fishing, industry, services, tourism, recreation, etc., in Ireland. AC, AL, DL</li> </ul> <p>Europe and the wider world</p> <p><i>Environment and sustainable living</i></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- investigate examples of changes in the natural environments of Europe and the wider world caused by physical processes and human activity, such as agriculture, conservation, deforestation, overfishing, pollution, restoration, tourism, etc. AL, C, CL</li> </ul> <p><b>Fieldwork:</b> visit school garden, wild spaces</p>
	<p><b>Rationalism (Atheism, Agnosticism and Humanism)</b></p> <p>Europe and the wider world</p> <p><i>Identity and heritage</i></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul> <p><i>People and Places</i></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- investigate and reflect on the ethnic and religious traditions and practices of different groups of people. AL, CL, W</li> </ul> <p>Link to Learn Together - Rationalism (Atheism, Agnosticism and Humanism)</p>

## Stage 4: Sixth Class

	History	Geography
Term 1	<p><b>1916</b></p> <p>My Locality</p> <p style="padding-left: 20px; color: #4F81BD;">Identity and heritage</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- identify and discuss the similarities and differences in the lives of people in their locality, both past and present. AL, C, CL</li> </ul> <p style="padding-left: 20px; color: #C4A037;">People and Places</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- listen to, reflect on and document the stories of influential men, women and children, past or present, who have contributed to local or national life. AL, C, CL</li> </ul> <p>The Island of Ireland</p> <p style="padding-left: 20px; color: #4F81BD;">Identity and heritage</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- investigate and critically reflect on an important event(s) in the history of their county. AC, AL, CL</li> </ul> <p><b>Fieldwork:</b> visit Kilmainham Gaol, visit Glasnevin Cemetery</p>	
	<p><b>Sustainability &amp; Plants</b></p> <p>My Locality</p> <p style="padding-left: 20px;">Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- examine sustainable practices (social, environmental, economic) in the local community and actions people can take to promote sustainable living. AC, AL, W</li> <li>- <b>Geography</b></li> <li>- investigate and evaluate ways to sustainably manage resources such as water, land, food and transport in the locality. AC, AL, CL</li> </ul> <p>The Island of Ireland</p> <p style="padding-left: 20px; color: #4F81BD;">Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- describe some physical processes that create or alter features of the natural environment in Ireland, such as weathering, erosion, volcanic, tectonic, flooding, deposition, tidal influences, etc. AC, AL, DL</li> </ul> <p>Europe and the wider world</p> <p style="padding-left: 20px; color: #008000;">Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- investigate examples of changes in the natural environments of Europe and the wider world caused by physical processes and human activity, such as agriculture, conservation, deforestation, overfishing, pollution, restoration, tourism, etc. AL, C, CL</li> </ul> <p><b>Fieldwork:</b> visit to/from Rediscovery Centre</p>	

	<p><b>Africa</b></p> <p>Europe and the wider world</p> <p><b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> <li>- <b>History</b></li> <li>- explore stories that highlight how the lives of men, women and children from different cultural and ethnic backgrounds have changed or remained the same over time. AL, C, CL</li> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- investigate and reflect on the ethnic and religious traditions and practices of different groups of people. AL, CL, W</li> <li>- <b>History</b></li> <li>- examine evidence and deepen awareness about the lives of people and the ways of life in ancient societies. AL, C, CL</li> <li>- <b>Geography</b></li> <li>- examine evidence and draw conclusions about social, economic, political and/or environmental issues. AC, AL, CL</li> </ul>
	<p><b>Nirvana (Buddhism)</b></p> <p>Europe and the wider world</p> <p><b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- investigate and reflect on the ethnic and religious traditions and practices of different groups of people. AL, CL, W</li> </ul> <p>Link to Learn Together - Nirvana Buddhism</p>
Term 2	<p><b>Businesses and Industry</b></p> <p><b>Trade and Economics</b></p> <p><b>Employment</b></p> <p>EU</p> <p>My Locality</p> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- identify and develop an understanding of the services in the community for which the local government and community groups are responsible. AC, AL, CL</li> </ul>

	<p>The Island of Ireland</p> <p>Environment and sustainable living</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- explore how limited resource availability impacts trade and economic activities, such as food and farming, forestry, fishing, industry, services, tourism, recreation, etc., in Ireland. AC, AL, DL</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- develop an awareness of the motivation for people’s migration to and from Ireland over time and the impact of these movements. AC, AL, CL</li> </ul> <p>Europe and the wider world</p> <p>People and Places</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- demonstrate an understanding of <del>Ireland’s</del> <b>EU’s</b> political system, for example the Houses of the Oireachtas – Dáil Éireann and Seanad Éireann, the role of the President, how elections work and the role of Teachtaí Dála and/or the Irish Constitution. AC, AL, CL</li> </ul>
	<p><b>WW2 &amp; The Holocaust</b></p> <p>Europe and the wider world</p> <p>Identity and heritage</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- explore stories that highlight how the lives of men, women and children from different cultural and ethnic backgrounds have changed or remained the same over time. AL, C, CL</li> <li>- explore stories that highlight how the lives of men, women and children from different cultural and ethnic backgrounds have changed or remained the same over time. AL, C, CL</li> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul>
	<p><b>Factories and role of women</b></p> <p>My Locality</p> <p>Identity and heritage</p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- identify and discuss the similarities and differences in the lives of people in their locality, both past and present. AL, C, CL</li> </ul>
	<p><b>The Khalsa (Sikhism)</b></p> <p>Europe and the wider world</p> <p>Identity and heritage</p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul> <p>People and Places</p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- investigate and reflect on the ethnic and religious traditions and practices of different groups of people. AL, CL, W</li> </ul> <p>Link to Learn Together - The Khalsa (Sikhism)</p>

Term 3	<p><b>Outer Space</b></p> <p>Europe and the wider world  <b>Environment and sustainable living</b></p> <ul style="list-style-type: none"> <li>- <b>Geography</b></li> <li>- examine aspects of the interrelationship between Earth and other bodies in the solar system. AC, AL, CL</li> </ul>
	<p><b>Buildings and Settlement</b></p> <p>My Locality  <b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- <b>History</b></li> <li>- identify and discuss the similarities and differences in the lives of people in their locality, both past and present. AL, C, CL</li> </ul> <p>The Island of Ireland  <b>People and Places</b></p> <ul style="list-style-type: none"> <li>- History demonstrate an understanding of Ireland's political system, for example the Houses of the Oireachtas – Dáil Éireann and Seanad Éireann, the role of the President, how elections work and the role of Teachtaí Dála and/or the Irish Constitution. AC, AL, CL</li> </ul> <p><b>Fieldwork:</b> visit to local area</p>
	<p><b>Brahman - Hinduism</b>  <b>Ummah - Islam</b></p> <p>Europe and the wider world  <b>Identity and heritage</b></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL</li> </ul> <p><b>People and Places</b></p> <ul style="list-style-type: none"> <li>- <b>History/Geography Religions, Beliefs and Worldviews</b></li> <li>- investigate and reflect on the ethnic and religious traditions and practices of different groups of people. AL, CL, W</li> </ul> <p>Link to Learn Together - Brahman - Hinduism , Ummah - Islam</p>

## Autism Classes:

It is acknowledged that pupils in the Autism class may engage in inclusion in their associated mainstream class for SEE, where relevant and appropriate and in doing so follow the learner experiences and activities of that class.

The following content is outlined for pupils in the Autism classes, and draws links to the development of adaptive functioning and life skills of pupils, as well as their social, emotional and communication development.

<b>Term 1: Me, My story and My place</b>	
<b>Curriculum Area:</b>	<b>Content:</b>
History (SEE)	<ul style="list-style-type: none"><li>• Personal history: "My life now and before"</li><li>• Sequencing daily and weekly routines</li><li>• Personal milestones (starting school, birthdays, achievements)</li><li>• Understanding that people change over time</li></ul>
Geography (SEE)	<ul style="list-style-type: none"><li>• Exploring familiar places: classroom, school, yard</li><li>• Understanding location and purpose of rooms</li><li>• Recognising safe routes and boundaries</li><li>• Introduction to simple maps and symbols</li></ul>
Key SEE Concepts	Identity • Belonging • Continuity • Familiarity • Safety
Social & Emotional Skills	<ul style="list-style-type: none"><li>• Naming and recognising emotions</li><li>• Developing comfort within group routines</li><li>• Turn-taking and listening</li><li>• Respecting personal space</li></ul>
Adaptive Functioning / Life Skills	<ul style="list-style-type: none"><li>• Following a visual daily schedule</li><li>• Transitioning between activities and spaces</li><li>• Locating key places (toilet, calm area, exit)</li><li>• Requesting help appropriately</li></ul>
Learning Activities	<ul style="list-style-type: none"><li>• Personal timeline using photos/objects</li><li>• "All About Me" history book</li><li>• Walk-through mapping of school</li><li>• Sorting activities: past / present</li></ul>
Ethical Understanding (SEE)	<ul style="list-style-type: none"><li>• Classroom rules as shared agreements</li><li>• Fairness (taking turns, sharing resources)</li><li>• Respect for self and others</li></ul>
Supports & Differentiation	<ul style="list-style-type: none"><li>• Visual schedules and now/next boards</li><li>• Social stories for routines and transitions</li><li>• AAC supports for self-expression</li><li>• Sensory regulation embedded throughout</li></ul>
Assessment & Evidence	<ul style="list-style-type: none"><li>• Sequences familiar events</li><li>• Identifies key places in school</li><li>• Increased regulation during transitions</li><li>• Engages in supported sharing</li></ul>

**Term 2: Our Community and Different Places**

<b>Curriculum Area:</b>	<b>Content:</b>
History (SEE)	<ul style="list-style-type: none"> <li>• Stories from the local community</li> <li>• Past and present comparisons (school, homes, jobs)</li> <li>• Understanding that community roles change over time</li> </ul>
Geography (SEE)	<ul style="list-style-type: none"> <li>• Exploring the local community</li> <li>• Homes, shops, services and public spaces</li> <li>• Weather and seasonal changes</li> <li>• Comparing different places and environments</li> </ul>
Key SEE Concepts	Community • Diversity • Similarities & Differences • Interdependence
Social & Emotional Skills	<ul style="list-style-type: none"> <li>• Developing empathy</li> <li>• Recognising similarities and differences between people</li> <li>• Cooperative play and shared tasks</li> <li>• Listening and responding appropriately</li> </ul>
Adaptive Functioning / Life Skills	<ul style="list-style-type: none"> <li>• Community safety skills</li> <li>• Greeting others and taking turns</li> <li>• Following simple community rules</li> <li>• Identifying community helpers</li> </ul>
Learning Activities	<ul style="list-style-type: none"> <li>• Class community map using photos/symbols</li> <li>• Role-play of community helpers</li> <li>• Weather charting and observation walks</li> <li>• Comparing homes using visuals</li> </ul>
Ethical Understanding (SEE)	<ul style="list-style-type: none"> <li>• Respecting others in the community</li> <li>• Understanding different ways of living</li> <li>• Inclusive and respectful behaviour</li> </ul>
Supports & Differentiation	<ul style="list-style-type: none"> <li>• Role cards and social scripts</li> <li>• Pre-teaching vocabulary</li> <li>• Clear expectations using visuals</li> <li>• Supported small-group work</li> </ul>
Assessment & Evidence	<ul style="list-style-type: none"> <li>• Identifies community places/helpers</li> <li>• Participates in group activities</li> <li>• Uses greetings or requests</li> <li>• Demonstrates awareness of safety rules</li> </ul>

### Term 3: Change, Care and Responsibility

Curriculum Area:	Content:
History (SEE)	<ul style="list-style-type: none"> <li>• Changes over time in school and community</li> <li>• Simple cause and effect</li> <li>• Comparing old and new using photographs</li> </ul>
Geography (SEE)	<ul style="list-style-type: none"> <li>• Caring for the environment</li> <li>• How people affect places</li> <li>• Local environmental features</li> <li>• Sustainable choices in school</li> </ul>
Key SEE Concepts	<ul style="list-style-type: none"> <li>• Change</li> <li>• Responsibility</li> <li>• Cause and Effect</li> <li>• Stewardship</li> </ul>
Social & Emotional Skills	<ul style="list-style-type: none"> <li>• Reflecting on actions and outcomes</li> <li>• Working collaboratively</li> <li>• Managing frustration</li> <li>• Taking pride in contribution</li> </ul>
Adaptive Functioning / Life Skills	<ul style="list-style-type: none"> <li>• Making choices and understanding consequences</li> <li>• Following multi-step tasks</li> <li>• Shared responsibility for spaces</li> <li>• Self-advocacy and decision-making</li> </ul>
Learning Activities	<ul style="list-style-type: none"> <li>• Before/after photo comparisons</li> <li>• Environmental care project (gardening, litter pick)</li> <li>• Sorting actions: helpful/harmful</li> <li>• Creating class rules for caring for spaces</li> </ul>
Ethical Understanding (SEE)	<ul style="list-style-type: none"> <li>• Responsibility towards others and environment</li> <li>• Fair use of shared spaces</li> <li>• Making positive choices</li> </ul>
Supports & Differentiation	<ul style="list-style-type: none"> <li>• Cause-and-effect visuals</li> <li>• Step-by-step task cards</li> <li>• Choice boards for decision-making</li> <li>• Positive behaviour supports</li> </ul>
Assessment & Evidence	<ul style="list-style-type: none"> <li>• Identifies a change and its cause</li> <li>• Participates in care tasks</li> <li>• Makes supported choices</li> <li>• Shows awareness of impact of actions</li> </ul>

## Appendix 2; Supplementary programmes:

Programme / Organisation	Information:	Focus:
<b>Global Action Plan Ireland (GAP) — Schools Programme</b>	Provides interactive, age-appropriate workshops for primary (and secondary) schools on themes such as climate action, water, waste/recycling, energy, biodiversity, and global citizenship. ( <a href="#">Global Action Plan</a> )	Practical, action-based learning; flexibility (classroom or online/Zoom); supports school-wide environmental and sustainability education; links to national curriculum; can inspire “real-world” projects in school/community. ( <a href="#">Global Action Plan</a> )
<b>Leave No Trace Ireland (LNT Ireland) — Schools &amp; Outdoor Programmes</b>	Offers a Primary School Resource Pack plus structured programmes: “Leave No Trace Champions”, “River Explorers”, “Marine Explorers”, etc., designed to teach sustainable, respectful behaviour in outdoor and natural environments. ( <a href="#">Leave No Trace Ireland</a> )	Emphasis on outdoor education, environmental stewardship, ethical interaction with nature; supports biodiversity, habitat awareness, marine/ecosystem understanding. Great for bringing SEE outside the classroom. ( <a href="#">Leave No Trace Ireland</a> )
<b>Green-Schools Programme (run in Ireland by An Taisce and local authorities)</b>	A long-established environmental education & whole-school action programme: schools work on successive themes (waste & litter, energy, water, travel, biodiversity, global citizenship) over time — culminating in “Green Flag” awards. ( <a href="#">laois.ie</a> )	Whole-school, sustained commitment; integrates environmental values into school culture and daily practices; helps embed environmental responsibility, sustainability habits, community action. ( <a href="#">DevelopmentEducation.ie</a> )
<b>Nature Explorer in Schools (by Global Action Plan Ireland)</b>	An 8-week outdoor learning programme where pupils explore local parks, biodiversity, life-cycles, ecosystems and do practical conservation work (litter-picking, tree-planting, habitat awareness) — often in partnership with local authorities. ( <a href="#">Global Action Plan</a> )	Connects children directly with their local environment; fosters sense of place, care for biodiversity; experiential, sensory, hands-on learning that supports SEE’s environmental and sustainability strands. ( <a href="#">Global Action Plan</a> )
<b>Self Help Africa — Global Citizenship &amp; Development Education Workshops</b>	Offers workshops for primary (and post-primary) pupils focused on global issues: trade justice, global goals / sustainable development, global inequality, development themes — often using participative, arts-based and discussion-based approaches. ( <a href="#">Self Help Africa USA</a> )	Supports the “social / global citizenship / justice / development education” dimensions of SEE; encourages critical thinking about global inequalities, fairness, interdependence; links to UN Sustainable Development Goals. ( <a href="#">Self Help Africa USA</a> )
<b>Greenwave (National science-environment)</b>	Participatory science-environment activity involving pupils in observing, recording	Encourages scientific, observational, ecological and environmental awareness; builds pupils’ skills in observation

**Programme /  
Organisation  
initiative for  
primary schools)**

**Information:**

changes (when spring arrives, plant/animal behaviour) — contributing to a national dataset. Supports environmental observation, data-gathering, ecological awareness.  
([Wikipedia](#))

**Focus:**

classification, data collection; links science, environmental awareness and SEE/SESE aims. ([Wikipedia](#))

### **Appendix 3; Garden Planting Schedule**

Teachers will be invited to plant anything they wish in their raised bed in the school garden/polytunnel or in their classroom. Seeds and bulbs are available free from GIY, Big Grow or Incredible Edibles.

Teachers are encouraged to follow the below planting schedule with their class, in order to provide consistency and continuity across the school;

<b>Jl</b>	<b>SI</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>Autism Classes</b>
Cress	Sunflowers	Onions	Garlic	Strawberries	Lettuce	Pumpkins	Potatoes	Herbs (Sensory)

**Appendix 4; Places of local historical/geographical interest:**

<b>Place</b>	<b>Category</b>	<b>Description / Learning Potential</b>
<b>Phoenix Park</b>	Natural / Historical	One of Europe's largest enclosed city parks; offers wildlife, varied landscapes, monuments, and outdoor learning opportunities.
<b>Tolka Valley Park</b>	Natural / Geographical	Linear park along the Tolka River with woodlands, wetlands, walking routes, and biodiversity study opportunities.
<b>Royal Canal &amp; Canal Locks</b>	Geographical / Historical	Historic waterway with scenic towpaths, lock structures, and opportunities to study waterways, transport, and ecology.
<b>Ashtown Castle</b>	Historical	Medieval tower house restored in Phoenix Park; provides insight into local history and architecture.
<b>Phoenix Park Visitor Centre</b>	Historical / Cultural	Exhibitions detailing park history from 3,500 BC to present; supports heritage and historical learning.
<b>Dunsink Observatory</b>	Historical / Scientific	Historic astronomical observatory dating to 1785; valuable for science, astronomy, and mathematical history.
<b>Broombridge / Hamilton's Quaternion Plaque</b>	Historical / Cultural	Commemorates William Rowan Hamilton's mathematical discovery; illustrates local heritage and mathematics history.
<b>Archaeological Ringfort Sites</b>	Historical / Archaeological	Early medieval earthworks in Dublin 15; supports learning about ancient settlements and archaeology.
<b>Reilly's / Broombridge Community Garden</b>	Environmental / Community	Community-run garden; opportunity for environmental education, gardening, and sustainability projects.
<b>Teagasc / Agricultural Sites</b>	Environmental / Scientific	Local agricultural demonstration and education facilities; supports environmental, agricultural, and science learning.
<b>Kilmainham Gaol</b>		
	Historical	Kilmainham Gaol is a former prison that operated from the late 18th century until 1924. It now functions as a museum, presenting the history of the prison and the people who were held there. Glasnevin Cemetery was established in 1832. It serves as the burial place for many notable figures and is open to the public as a heritage and visitor site .
<b>Glasnevin Cemetery</b>	Historical	