



LIOSMÓR MOCHUDA NATIONAL SCHOOL
Big Trees from Small Acorns Grow

Social, Environmental and Scientific Education (SESE) Curriculum

Social, Environmental and Scientific Education (SESE)

Social, Environmental and Scientific Education (SESE) consists of three subjects:

1. Science,
2. Geography and
3. History.

SESE enables children to explore, investigate and develop an understanding of local and wider environments.

Aims :

The aims of social, environmental and scientific education are:

- to enable the child to acquire knowledge, skills and attitudes so as to develop an informed and critical understanding of social, environmental and scientific issues
- to reinforce and stimulate curiosity and imagination about local and wider environments
- to enable the child to play a responsible role as an individual, as a family member and as a member of local, regional, national, European and global communities
- to foster an understanding of, and concern for, the total interdependence of all humans, all living things and the Earth on which they live
- to foster a sense of responsibility for the long-term care of the environment and a commitment to promote the sustainable use of the Earth's resources through personal life-style and participation in collective environmental decision-making
- to cultivate humane and responsible attitudes and an appreciation of the world in accordance with beliefs and values.

Science

Science is for children from Junior Infants to Sixth Class. The curriculum supports children to develop basic scientific skills through a knowledge and understanding of science.

The curriculum is presented in two sections:

- Skills
- Content:
- Living things
- Energy and forces
- Materials
- Environmental awareness and care.

The current curriculum was introduced as part of the Primary School Curriculum (1999).

Aims :

The aims of science education are:

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

Broad objectives:

When due account is taken of intrinsic abilities and varying circumstances, the science curriculum should enable the child to

- develop an interest in and curiosity about the world through the exploration and study of living and non-living things

- develop a knowledge and understanding of scientific ideas through the study of living things and the environments in which they live, energy and forces, materials and processes of change
- observe, ask questions, discern patterns, hypothesise, plan, experiment, design, make, measure, discuss, analyse and evaluate results and so develop a scientific approach to problem-solving
- develop and apply constructive thinking in scientific investigations
- understand the application of some basic scientific ideas and concepts in everyday situations
- apply and use scientific knowledge, skills and resources in designing and making tasks
- explore and appreciate the influence that scientific and technological developments have on societies, life-styles, economic activities and the environment
- communicate and record observations, evidence and results of experiments and investigations using a variety of oral, written and graphical forms and other media
- explore the environmental repercussions of human actions on physical, natural and human environments
- understand the interdependence of a wide variety of living things and their environments, recognise the importance of conserving habitats and environments, and begin to understand that all life now and in the future depends on the sustainable development of the planet
- become actively involved in the discussion, exploration and resolution of environmental issues
- understand and apply a safety code in scientific and technological investigations and activities.

Geography:

Geography is for children from Junior Infants to Sixth Class. The curriculum enables children to make sense of their surroundings and the wider world. They do so by developing a range of geographical skills as they explore the natural and human elements of local and wider environments.

The curriculum is presented in two sections:

- Skills and concepts
- Content:
 - Human environments
 - Natural environments
 - Environmental awareness and care.

The current curriculum was introduced as part of the Primary School Curriculum (1999).

Aims:

The aims of geography are

- to develop knowledge and understanding of local, regional and wider environments and their interrelationships
- to encourage an understanding and appreciation of the variety of natural and human conditions on the Earth
- to develop empathy with people from diverse environments and an understanding of human interdependence
- to develop the ability to use a range of communicative methods, especially those concerned with the development of graphicacy (mapping and other non-verbal, non-numerical forms of data presentation)
- to encourage the development of a sense of place and spatial awareness
- to encourage the development of caring attitudes and responsible behaviour towards the environment, and involvement in the identification, discussion, resolution and avoidance of environmental problems
- to develop an understanding of appropriate geographical concepts

Broad objectives:

When due account is taken of intrinsic abilities and varying circumstances the geography curriculum should enable the child to

- develop knowledge and understanding of natural and human environments in the locality, region, Ireland, Europe and the world
- understand some of the natural, social or economic processes which create, sustain or change environments

- study the impact of environmental conditions on the lives of people in the locality and in other areas, and come to appreciate some of the ways in which humans use, modify or influence their environments
- engage in active exploration of local and other environments as an intrinsic element of learning
- acquire the ability to use and understand appropriate investigative methods in the study of natural and human features and phenomena in local and other environments
- develop a sense of place: an understanding and appreciation of the major characteristics of different places
- develop a sense of space: an understanding of how natural and human features are located and distributed in local and other environments and how and why they relate to each other
- develop an appropriate cognitive map of the local area and extend the process to wider geographical settings
- acquire an ability to understand, develop and use a growing range of plans, maps and globes
- develop an ability to acquire, analyse and communicate geographical knowledge using a wide variety of sources, including oral, written and graphical forms, models and globes, information technology and other media
- extend, refine and apply artistic, linguistic and mathematical skills
- learn that the sharing, responsible use and conservation of the Earth's natural and human resources are necessary for the continued existence of life
- develop aesthetic sensitivity to the natural and human elements of the environment and to the repercussions of human actions
- learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the world, acquire an awareness of human interdependence and develop empathy with others
- use and value creative, innovative thinking in the exploration and/or resolution of human and environmental issues.

History:

History is for all children from junior infants to sixth class. The curriculum supports children to develop basic skills as an historian through a knowledge and understanding of people, events and developments in the past.

The curriculum is presented in two sections:

- Skills
- Content:
 - Myself and my family
 - Story
 - Early people and ancient stories
 - Life, society, work and culture in the past
 - Eras of change and conflict
 - Politics, conflict and society
 - Continuity and change over time.

The current curriculum was introduced as part of the Primary School Curriculum (1999).

Aims:

The aims of the history curriculum are

- to develop an interest in and curiosity about the past
- to make the child aware of the lives of women, men and children in the past and how people and events have had an impact upon each other
- to develop an understanding of the concepts of change and continuity
- to provide for the acquisition of concepts and skills associated with sequence, time and chronology, appropriate to the developmental stages of the child
- to allow the child to encounter and use a range of historical evidence systematically and critically
- to provide opportunities for the child to communicate historical findings and interpretations in a variety of ways
- to foster sensitivity to the impact of conservation and change within local and wider environments
- to help the child recognise and examine the influences of the past on the attitudes and behaviour of people today
- to foster a willingness to explore personal attitudes and values and to promote an openness to the possibility of changing one's own point of view

- to encourage the child to recognise how past and present actions, events and materials may become historically significant
- to enable the child to acquire a balanced appreciation of cultural and historical inheritances from local, national and global contexts.

Broad objectives:

When due account is taken of intrinsic abilities and varying circumstances, the history curriculum should enable the child to

- study a range of people and events in the past in order to develop a balanced understanding of family, local, national and world history
- learn about the people, events, issues and cultural experiences which have helped to shape the local community and the environment
- develop an understanding of chronology, in order to place people, events and topics studied in a broad historical sequence
- acquire some understanding of change and continuity, including an awareness of factors which may have caused or prevented change, and come to appreciate that events may have a number of causes and outcomes
- examine and use a range of historical evidence systematically and critically, and appreciate the fact that evidence can be interpreted in different ways
- use imagination and evidence to reconstruct elements of the past
- communicate historical understanding in a variety of ways, using appropriate language and other techniques or media
- develop an appreciation of the perspectives and motives of people in the past and accept that individuals and events should be understood in their historical context •
- be aware that the attitudes and behaviour of people may be influenced by their understanding of the past and by their past experiences
- respect and value a range of opinions and acquire open, questioning attitudes to the beliefs, values and motivations of others
- develop tolerance towards minorities in society and appreciate the contribution of various ethnic, cultural, religious and social groups to the evolution of modern Ireland
- develop a sense of personal, local, national, European and wider identities through studying the history and cultural inheritance of local and other communities
- develop a sense of responsibility for, and a willingness to participate in, the preservation of heritage.