



St. Louise de Marillac Primary School

Geography and Science Plan

1. Introductory Statement

This Geography and Science plan, which incorporates Geography and Science from Junior Infants to 6th Class and AS class, was drawn up by the staff of St. Louise de Marillac Primary School. It was prepared following a consultative process with teachers and parents and will be reviewed on an ongoing basis.

2. Vision

At St. Louise de Marillac Primary School, we believe that the Geography and Science Curriculum should awaken an interest in and promote an enjoyment of Geography and Science. We endeavour to take a hands-on and playful approach to the teaching of Geography and Science in a fun and interesting environment. The underlying principle of this SESE (Social, Environmental and Scientific Education) Plan is to provide a coherent approach to the teaching of the subjects across all the classes in our school. We want to ensure that pupils are given every opportunity to develop the skills and the understanding of concepts as envisaged in the Primary School Curriculum. Teaching centres around developing the pupils' existing knowledge and ideas, ensuring that learning relates to their everyday experiences. Geography/Science promotes an understanding of and respect for different cultures and ways of life. By the end of 6th class, we hope that the children will be motivated to formulate their own questions and ideas about the world around them and we endeavour to foster children's responsibility for the immediate and wider environments.

3. Aims

We endorse the aims of the Primary School Curriculum for Geography:

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

We endorse the aims of the Primary School Curriculum for Science:

- To develop knowledge & understanding of scientific & technological concepts through the exploration of human, natural & physical aspects of the environment
- To develop a scientific approach to problem-solving, which emphasises understanding & constructive thinking
- To encourage the child to explore, develop & apply scientific ideas & concepts through designing & making activities
- To foster the child's natural curiosity, so encouraging independent enquiry & creative action
- To help the child to appreciate the contribution of science & technology to the social, economic, cultural and other dimensions of society
- To cultivate an appreciation of, and respect for, the diversity of living and non-living things, their interdependence & 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

Further aims:

- Further development of the Green Flag initiative across the school with children from 1st -6th class forming a committee and driving the activities on a school-wide basis.

Content of Plan

1. Children's ideas
2. Approaches and methodologies
3. Linkage and integration
4. Assessment
5. Children with different needs
6. ICT
7. Resources
8. Health and safety
9. Places of *Geographic* and scientific interest
10. Balance between knowledge and skill
11. Content of Science / Geography Plan
12. Equality of participation and access

Appendix A - list of science equipment

Appendix B - Content for each class level

1. Children's Ideas

Children's ideas are used as a starting point for all geographic and scientific activity. Children's existing knowledge is ascertained through some of the following approaches:

- Oral brainstorming
- Questioning
- Listening
- Drawings
- Concept maps
- Play scenarios
- Problem solving tasks
- Teacher designed tasks and tests

2. Approaches and Methodologies

Our Geography and Science programme aims to use a variety of techniques and classroom approaches in order to be successful. In these approaches the children are:

- encouraged to visit and explore the environment
- ask questions
- engage in research and practical investigations (using a themed approach at each class level)

The following methodologies are also used in the teaching of the SESE programme:

- active learning
- playful learning
- problem solving
- developing skills through content
- talk and discussion
- co-operative learning
- use of the environment
- guided and discovery learning

2.1 Practical Investigations:

Practical investigations are encouraged at all class levels. Such investigations involve group work, where children work together as part of a team. This facilitates differentiation to meet the needs of children with specific learning needs. Children are given time for the exploration

of materials before carrying out the investigation. The children are provided with opportunities to apply the geographical and scientific concepts explored to everyday situations using a combination of closed and open-ended activities.

Closed activities help the children discover or learn a pre-determined idea or procedure. Open investigations encourage the children to work scientifically to raise their own questions, which will be tested or investigated. The idea of a fair test or investigation is constantly emphasised.

3. Linkage and Integration

The teaching of Geography and Science naturally allows linkage within other aspects of both subjects. Although the curriculum is presented in many strands, almost all geographical and scientific studies will encompass elements from at least two and perhaps more of these strands. The study of the locality and other environments will normally include the examination of both human and natural features and these studies may also give rise to the discussion of environmental issues and concerns. There is a lot of scope also for cross-curricular integration in the Geography and Science programme. Key areas of integration are as follows:

- SESE: History - it complements the growth of the child's historical and scientific learning. All three subjects contribute to the wider social and environmental education of the child. Integrated themes and topics will be used throughout primary school to teach the three subjects.
- Aistear - Through play and guided activities in the junior classes the children will learn about and develop an understanding of their surroundings and local environment.
- SPHE - defining a sense of citizenship in the child and also exploring the child's personal growth and development. Both these curricular areas encourage the child to take ownership of their personal community and take care of the locality.
- Visual Arts - developing aesthetic awareness in the environment and during construction activities (design and make & junk art).

Visual arts also allow the child to develop awareness of colour and texture.

- PE - outdoor and adventure activities complement map work and the development of the child's sense of place and space.
- Maths - spatial awareness, classifying and matching, shape and space, measure, comparing and ordering, graphicacy and mapping.
- English - specific language development related to the topic being explored, literacy in recording information in different ways, writing reports on a given country.
- ICT - the use of the internet and ipads to compile studies on a specific country / topic or research a project.

4. Assessment

The Purposes of Assessment:

As teachers we recognise that assessment can

- help to identify what pupils know, understand and can do
- show the different rates of progress that children are making
- help to check learning outcomes against teaching objectives
- help to plan future learning experiences
- identify areas of difficulty in order to respond to the learning needs of the child
- facilitate communication between teachers about pupils
- provide the basis for reporting to and communicating with parents and others
- provide information for the transfer of pupils between primary and post-primary schools
- help teachers and schools to make decisions about the development and implementation of the curriculum.

Assessment Tools

In order to achieve a broad and balanced picture of the child's progress in the acquisition of knowledge and skills and in the development of important attitudes, we will endeavour to employ a variety of assessment tools. We will select from the following recommended tools:

- Teacher observation: the details of children's learning, which teachers notice, as the content of the Geography and Science programme are explored and taught.
- Teacher-designed tasks and tests: the wide range of activities in which children will be engaged while studying geographical and scientific topics.
- Work samples, portfolios and projects: in which samples of the children's work completed during some of the tasks above will be compiled.
- Curriculum profiles: a means of assessing and recording the child's progress using indicators that would include a summary description of the knowledge, skills and attitudes to be expected at various levels in the curriculum.

Assessment will help our staff to clarify the learning achieved by our pupils and so assist teachers in planning future learning.

Assessment and the aims and objectives of the curriculum

Teachers will be guided in the selection of assessment tools by the need for assessment to reflect the aims and objectives of the curriculum, particularly the importance attached to the development of geographical and scientific skills and concepts as well as knowledge and attitudes.

Recording and reporting; continuity and progression

The communication of information about the child's learning to parents and others will be facilitated by the use of a pupil profile, i.e. a means of recording the results of the child's learning and assessment each year. Geography and Science would form one section of this evaluation of the child's progress.

5. Children with Different Needs

Providing a broad and differentiated curriculum is necessary to fulfil the social and learning needs of individual children. To ensure that the needs of children with general and specific learning disabilities are met, it may be necessary to provide less challenging activities on the same topic. Where an SNA is assigned to a class, he/she or the teacher will normally oversee the work of the group within which the child with special learning needs is working. Within the AS class the teacher will adapt the

curriculum content to best suit the needs of the children. Children who are exceptionally able can be further challenged with the assignment of more practical work, which is designed to enable them to think and work more independently.

A number of techniques may be used to provide a range of learning activities appropriate to the individual needs of pupils. For example:

- Using a mixture of whole-class teaching and focused group work
- Opportunities provided for alternative investigation work for the more/less able
- Using a range of questions and providing a range of tasks
- Planning for the use of a wide use of communication skills

6. ICT

Information and communication technologies can be an enriching resource in the teaching and learning of Geography and Science. Among the ways in which they can be used are the following:

- Data-handling programs can be used by children to record and analyse records or bodies of information
- Programs to introduce children to mapping concepts
- Word processing and drawing programs
- Internet used to explore topics / themes e.g.
<http://kids.nationalgeographic.com/> & <http://www.science.ie/>

7. Resources

A variety of resources are available in marked folders and equipment boxes, currently stored in the storage area off Room 22. These include Bee Bot mapping tool and folders related to geographical and scientific topics. A variety of science equipment is available. (see Appendix A) There is a store room of equipment for Aistear themes, which teachers can use to set up play areas and construction areas and small worlds to help the children learn and develop skills

8. Health and Safety

Ensuring the adequate supervision of children as they are working in the environment is of vital importance. A checklist for teachers working in the environment is available in both the Teachers Guidelines for Geography and Science and online at www.curriculumonline.ie.

9. Places of Geographical and Scientific Interest in the Locality

- School grounds & garden
- Glenaulin Park
- Garda Station
- The People's Park
- Ballyfermot Library
- California Hills
- Local Shops
- Cherry Orchard Park
- Local churches
- Civic Centre
- Canal

10. Balance between Knowledge & Skills

Primary Science and Geography requires a balance between knowledge and skills. Scientific and geographical skills are fostered and developed through engaging in a planned way with Science and Geography content. These scientific skills are:

- Questioning
- Observing
- Predicting
- Investigating and experimenting
- Estimation and measuring
- Analysing
- Recording and communicating

These skills will be developed in a class-appropriate manner.

Designing and making is an important part of the Science programme. It starts with the exploration of available material in structured and unstructured situations, followed by planning, making and evaluating. Projects are class-appropriate.

11. Content for Each Class Level

The content to be taught at each class level can be found in Appendix B. It is laid out in an integrated manner between Science, Geography and History.

12. Equality of Participation and Access

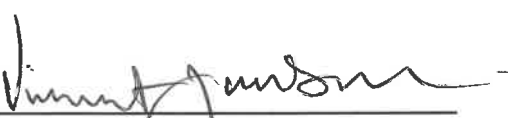
Within the school we provide equal opportunities for both girls and boys to participate in class activities. Boys and girls are given equal opportunities to experience all strands. We will adapt and differentiate the content of this plan for children whose first language is not English when necessary.

Ratification and Communication

The staff of St. Louise de Marillac Primary School has an agreed systematic cycle of review of policies, whereby new policies are reviewed after one year and subsequently every three years.

This policy was reviewed by a sub-committee during the school year 2023/24 and was presented to the staff, discussed and reviewed by the staff at a meeting in April 2024. It was shared with the Parents' Association for their input in June 2024.

This policy was ratified by the Board of Management of St. Louise de Marillac Primary School on 18/6/24.

Signed: 
(Chairperson, Board of Management)

Date: 18/6/24

Appendix A

SCIENCE EQUIPMENT

Living Things:

- 20 Mirrors
- 2 Teacher magnifying glasses
- 20 Pupil magnifying glasses
- 10 Bug viewers
- 3 Wormeries
- 5 Forehead Thermometers
- 2 Dial a bug cards
- 20 Tweezers
- 10 Bug hunters
- 2 Stethoscopes
- Life cycle bag
- Bathroom scales
- 2 10m Windup Tapes

Light:

- 1 Large plastic mirror
- 10 Flat plastic mirrors
- 10 Curved plastic mirrors
- 5 Red torches
- 6 White torches
- 1 Kaleidoscope
- 2 Large torches
- 2 Prisms
- Colour filter paddles

Heat:

- Classroom thermometers
- 5 Infant thermometers
- 6 Numeric thermometers
- 6 Descriptive thermometers

Sound:

- 5 Tuning forks
- Rubber bands (different sizes & thicknesses)

Magnetism & Electricity:

- 4 Bar magnets
- 16 Wand magnets
- 10 Ring magnets
- 2 Horse-shoe magnets
- 100 Marble magnets
- 6x Iron/ Magnetic filings
- 40 Light bulbs
- 20 Bulb holders
- 8 Battery holders
- 5 Screwdrivers
- 10 strips 20m wire cable
- Wire strippers

Forces:

- Measuring jugs - 8oz, 16oz, 30oz
- 2 Measuring cups - 50ml, 125ml, 250ml
- 2 Measuring cups - 1ml, 2ml, 5ml, 15ml, 25ml
- 5 Mini fans
- 1 Teacher compass
- Pupil compasses
- 2 Stopwatches
- TTS slope pack
- 4 TTS slope cars
- 2 Balloon pumps
- Balloons - round & long balloons
- Sand-timers - $\frac{1}{2}$ min, 1 min, 5min
- 4 Tube spring scales - blue(2.5N), green(5N), brown(10N), yellow(50N)

Materials:

- Materials pack

Environment Awareness & Care:

- Pupil garden forks & shovels

Junior Infants				
Month	History	Geography	Science	Elements to be taught through play
September Myself and my family	Myself and my family – When I was a baby	Human Environments - Homes	Living things- plants and animals - Babies Homes - Electricity	Home corner- different rooms in the house Small world & construction
October The Farm	Story - Chronology <i>Ready, Steady Ghost</i>	Weather- autumn trail, signs of autumn The Farm in autumn	Living things- animals in Autumn Materials- clothes for autumn and winter	Small world- farm
November The Doctor	Myself and my family - Personal events and time lines	People in our community who help us - Garda, Doctor, Firefighter etc.	Living things - Myself, growing up	Doctor surgery Small world, junk art
December Waiting for Santa	Story- Myself and my family Christmas long ago How our grandparents celebrated Christmas	Human environments- Lapland/The North Pole	Living things- plants and animals in The North Pole	Santa's Workshop and post office
January Africa	Story - <i>Handa's Surprise</i>	Human Environments- Africa, homes in Africa	Forces- Magnetism Living things- Myself, healthy foods	Africa - The market Magnets
February The Vets	Story- <i>Mog and the Vet</i>	Human environments- people at work	Living Things- Caring for animals- My pet	The Vets Small World
March Fairy Tales	<i>A Wolf Story</i>	Environmental awareness and care- Caring for my environment	Living things- Life cycle of the Butterfly	Spring/ looking at parts of the flower- Junk art

April Fairy Tales	Fairy Tales- story telling/ Chronology	Animals- A Spring trail, signs of Spring	Spring Trail	
May Emergency Services	Story - <i>Grandad's Secret Giant</i>	Planet Earth in Space	Energy and Forces- Light and shadows, colours	
June Holidays	Story - <i>We're going on a Bear Hunt</i> My Holidays	Environmental Awareness & Care - Caring for my Locality- Nature Trails	Materials and change - Floating and sinking	The Airport Water/ Sand Play

Senior Infants				
Month	History	Geography	Science	Elements to be taught through play
September School	School in the past	My route to school, Map drawing People who work in the school	Materials - school uniform materials used for clothes	The school office/ Construction-mapping
October The Witches Den	Halloween- in the past/traditions	The environment- Hibernation- animals who hibernate	Autumn- Squirrels/Hibernation Heat- changes to materials- Halloween recipes	The witches' den, playdough, small world
November The Cafe	Story - <i>Town Mouse and Country Mouse</i>	The local community- The Cafe	The Senses- My 5 senses	Sensory trays The Café

	<i>The Tiger who came to Tea</i>				Small world
December The Post Office	Story - <i>The Jolly Christmas Postman</i> Christmas in the past	People who help in the community- The Postman	Energy & Forces-Toys Junk art		The Post Office Junk art
January The Estate Agents	Homes- In the past and now	Weather in Winter Homes Jobs	Winter Materials & Homes		The Estate Agents Construction Art Small world
February The Sports shop	Sports equipment and games of the past	Sports facilities in our community	Myself and my body- importance of exercising Floating and sinking- swimming		The Sports shop Water play
March The Garden Centre	Story- <i>The Princess and the Pea</i>	Environmental awareness and care - taking care of our planet	Spring- signs of spring- new life		The Garden Centre Water/sand /soil play
April The Garden Centre and Plants	Story- <i>Jack and the Beanstalk</i>	Studying a new country and its difference to Ireland	Plants and flowers		The Garden Centre Water/sand /soil play
May The Zoo	The history of Dublin zoo- when my Grandparents went to the zoo	Animals- focus on Lions	Animal habitats- animal skins/furs/feathers- classifying		The Zoo/small world/sensory play

June The Campsite	Playground- playgrounds in the past- changes and similarities Games from the past	Playgrounds in our locality- keeping playgrounds clean	Summer- Materials and change Minibeasts	The campsite Construction Sensory trays
----------------------	--	--	--	---

1 st Class				
Month	History	Geography	Science	Elements to be taught through play/playful learning
September	Story - <i>Children of Lir</i> Myself-timelines	School- My Journey to school	Weather-signs of autumn	Role play- Story- Drama
October	Feast and festivals- Halloween	Animals and habitats	Weather charts -weather predictions Animals and their habitats	Nature walk
November	Toys and games of the past	People living and working in the local community	My body- teeth	Role play Drama
December	Feast and festivals- Christmas	Christmas around the world	The weather- Winter signs of winter	Nature walk
January	Feast and festivals- celebrating the New Year	Ne year around the world	Winter animals - The Robin	

February	When my Grandparents were young St Valentine's Day St Brigid	Spring- animals and their habitat	Food- Healthy Eating	Nature Walk Grandparents' Day
March	Story- <i>Tír na nÓg</i> St. Patrick's Day Feast and Festivals- Easter	Nature spring walk	Spring trail and flowers	Spring crafts from <i>Over The Moon</i>
April	Feast and Festivals - Easter French and Irish traditions	France and Ireland comparison study	Forces- Magnets and electricity	Design and make: Eiffel Tower
May	Irish and Brazilian Traditions	Summer trail Irish and Brazil comparison study	Signs of summer- looking at minibeasts	Nature walk
June	Transport- Local history- Ballyfermot	Holidays- visiting different places- transport around the world	Machines- Design and make	Design and make

2 nd Class				
Month	History	Geography	Science	Elements to be taught through play/playful learning
September	Myself Story- <i>Cú Chulainn</i>	Natural environments- The garden- a trail	Living things- The Human body-The 5 senses, focus on sight Materials- property and characteristics	Drama Role play
October	When my grandparents were young Feast and festivals- Halloween	Nature walk- Observing natural environments in or locality- animals in their habitats	Living things Signs of autumn Trees	Nature Walk
November	Homes through the ages Inventors in the past- Thomas Edison	Homes around the world Environmental awareness and care Weather	Forces- Electricity, static electricity	
December	Feast and festivals- Christmas	Change and continuity- Christmas traditions in Ireland in comparison to India	Materials and Change-Cold and heat	
January	Story - <i>The Blizzard of 1947</i> Feast and Festivals- The Chinese New Year	Natural environments - The Antarctic- Tom Crean Report on China	Materials- properties and characteristics- waterproof and absorbent Polar regions- study of the penguin	

February	Feast and festivals- St Brigid St Valentine Pancake Tuesday Christopher Reeve	Human environments- St Patrick's day traditions The Solar system	The solar system Living things- Signs of Spring Food groups	
March	Story: <i>Fionn and the Giant</i>	Myself and my Family- Jobs my grandparents had	Nature trails	Nature walk
April	When my Grandparents were young- Past-times of long ago	Seasonal fruit-seeds	Lining things- healthy eating Planting seeds	Materials- making a potion
May	Ancient Rome- Story- <i>Romulus and Remus</i> Story- ancient Rome- <i>Androcles & the Lion</i>	Rome and Italy	Energy and forces- push and pull- effect of different surfaces on movement of objects- rough smooth etc.	
June	Australia- the story of Australia	Minibeasts- studying one minibeast Australian Map	Minibeasts- making a bug hotel Seasons in Australia	

3 rd Class				
Month	History	Geography	Science	Opportunities for playful learning
September	Story- story of Louis Braille Continuity and change- My school over time	Autumn	The 5 Senses – focus on taste and smell The teeth	
October	Halloween	Weather- The Water Cycle Environmental awareness and care- looking after water	Water- forces/energy	
November	Inventions and Inventors Story- Neil Armstrong	Solar system- The Moon Phases	Energy and forces- renewable and non-renewable energy	
December	Christmas- Feasts and Festivals Transport over time- Space travel	Map skills- continents of the world Natural environment- Landscape of the USA	Materials and change- lava lamp	
January	Explorers from the past- Story of Christopher Columbus	Environmental awareness and care- caring for our locality- plastic	Materials- properties and characteristics- raw and manufactured materials	
February	Stories from people in the past- Artists St. Brigid	Seashore habitats Plastic pollution and its effect	Reports- study of marine animals	

March	Early Christian Ireland Monasteries St. Patrick	Ireland- provinces of Ireland Map of Ireland	Living things- gardening-how to grow seeds- factors that help growth in seeds	
April	Life in Ireland- over time in the past and present	Natural environments- Dublin- land, rivers and seas	Natural environments- rocks and soils	
May	Homes Local history of buildings in the locality- Ballyfermot	Homes and Building- People living in the local environment	Materials and change- heating and cooking	Proud to live in Ballyfermot Walking tour of Ballyfermot
June	Myths and legends- Setanta- Over the Moon (English)	Life cycle of a tree Different trees- identifying trees by leaves	Sound- how sound travels	

4 th Class				
Month	History	Geography	Science	Opportunities for playful learning
September	Myths and legends- Salmon of Knowledge	Ireland- counties of Ireland- Leinster Local and world initiatives- recycling	Science and the environment- human activities and effect on environment- recycling	
October	Food and farming- old machinery	Harvest festivals and farming	Plant and animal life/environmental awareness- endangered animals	
November	Native Americans- Sioux tribe	People and other lands- North America	Materials and change- Mixtures Science Week	Mixing materials and liquids
December	Games and pastimes	People and other lands- project on a USA city of choice	Energy and forces- light	
January	Past and present- female leaders and inspirational women	Weather climate and atmosphere - Tundra v Ireland	Tundra & Brent Geese Living things- plant and animal life	
February	Ancient Egyptian civilisation	Caring for our environments Study: Oceans- Blue whales	Tundra & Brent Geese Living things- plant and animal life	

March	Medieval towns and the Normans	Environmental awareness- where food comes from	Living things- The flower - life of a seed to a flower	
April	Medieval Castles	Food and fair trade- the cacao plant	Healthy eating and living a healthy lifestyle	
May	Ancient Rome	Italy- a study of the land and animals	The eye	
June	Pompeii- the story of Pompeii	Project of choice	Volcanoes- looking at dormant and active volcanoes in the world	

5 th Class				
Month	History	Geography	Science	Opportunities for playful learning
September	Stories from inspirational women of the past Eras of change and conflict- industrial revolution	Global warming/ pollution	Important inventions in medicines including vaccines, research, Marie Curie	
October	Feasts and festivals- Halloween a pagan festival to now and the differences	Rainforests and the Burren and how they are affected by global warming	Flora and Fauna of the Burren and Rainforests	
November	Story- CS Lewis Under the Hawthorn Tree- The Great Famine	Ireland- Rivers and Towns of Ireland	The Digestive System	
December	Feast and Festivals in the Victorian Era- using A <i>Christmas Carol</i> as a starting point Christmas traditions through history	Human environments – Christmas Traditions- a study of Christmas around the world	The Senses- a recap- The Ear	
January	Eras of conflict and change World War One The French Revolution	France- a country study	Electricity and magnetism	

February	Early People and Ancient Stories - The Aztecs	Natural disasters	Conservation of Earth's resources	
March	Ancient People and stories- The Celts- Art and civilisation	The water cycle	Hydro energy, Rocks and soil	
April	Eras of conflict and change- The peace process	The counties of Northern Ireland- Natural and manmade land marks	The reproductive system- Introduction to puberty	
May	My Locality- place name a study of a prehistoric site	Trade- The story of the banana Brazil	The lungs	
June	Stories from people of the past	The physical features of Europe	The importance of living well and looking after our bodies	

6 th Class				
Month	History	Geography	Science	Opportunities for playful learning
September	Dublin- Fionn and the Giant Story of Malala	Dublin Looking at Pakistan in relation to Ireland The effects humans can have on society	Environmental awareness and care- we can inspire change- Malala story	
October	Colonisers/Explorers and pilgrims in Europe and other continents Feasts and festivals	Counties and provinces of Ireland	Advances in Science - transport, ships, houses aviation etc. The spider	
November	World War 2	Europe	The role of science in war	
December	Explorers from the past- Mt. Everest	Mapping- looking at maps and identifying mountains and how high they are Mt Everest	Environmental awareness and care- MT Everest- The World's Highest Dump	
January	Explorers of the North and South Pole	Arctic and Antarctic Inuit peoples	Animals of the Arctic and Antarctic The effect of pollution in these areas	

February	The Vikings	New York comparison between Dublin and New York as two cities	The heart and circulatory system	
March	Daniel O' Connell Gaelic revival Life in the 19 th Century	Planet Earth in space	Brain (in relation to mindset)	
April	Easter Rising and foundation of the state	Environmental awareness and care Animal habitats- endangered animals	Living Things- animals	
May	Kilmainham Gaol	Development aid- the story of coffee	Light The Eye	
June	Aboriginal people	Australia		

