Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Social and Environmental Education (SEE) Curriculum

Curriculum Enactment Support

CC BY NC

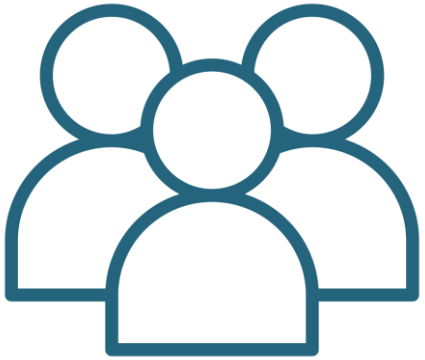
Expectations













Welcome Activity

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Would You Rather?





Work as a historian.

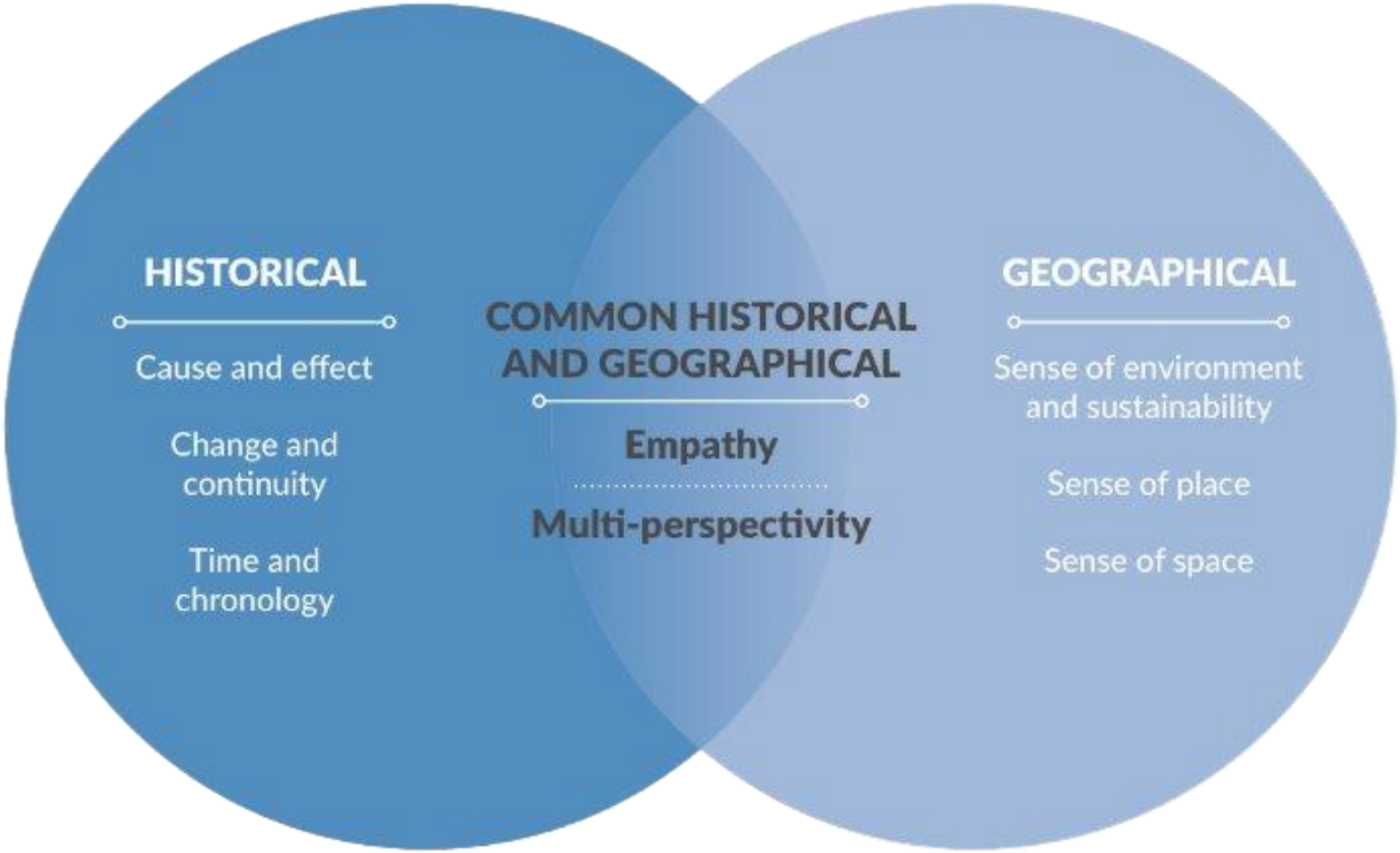
Work as a geographer.

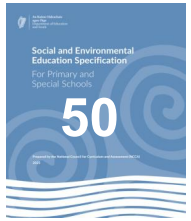
Working as a Historian / Geographer



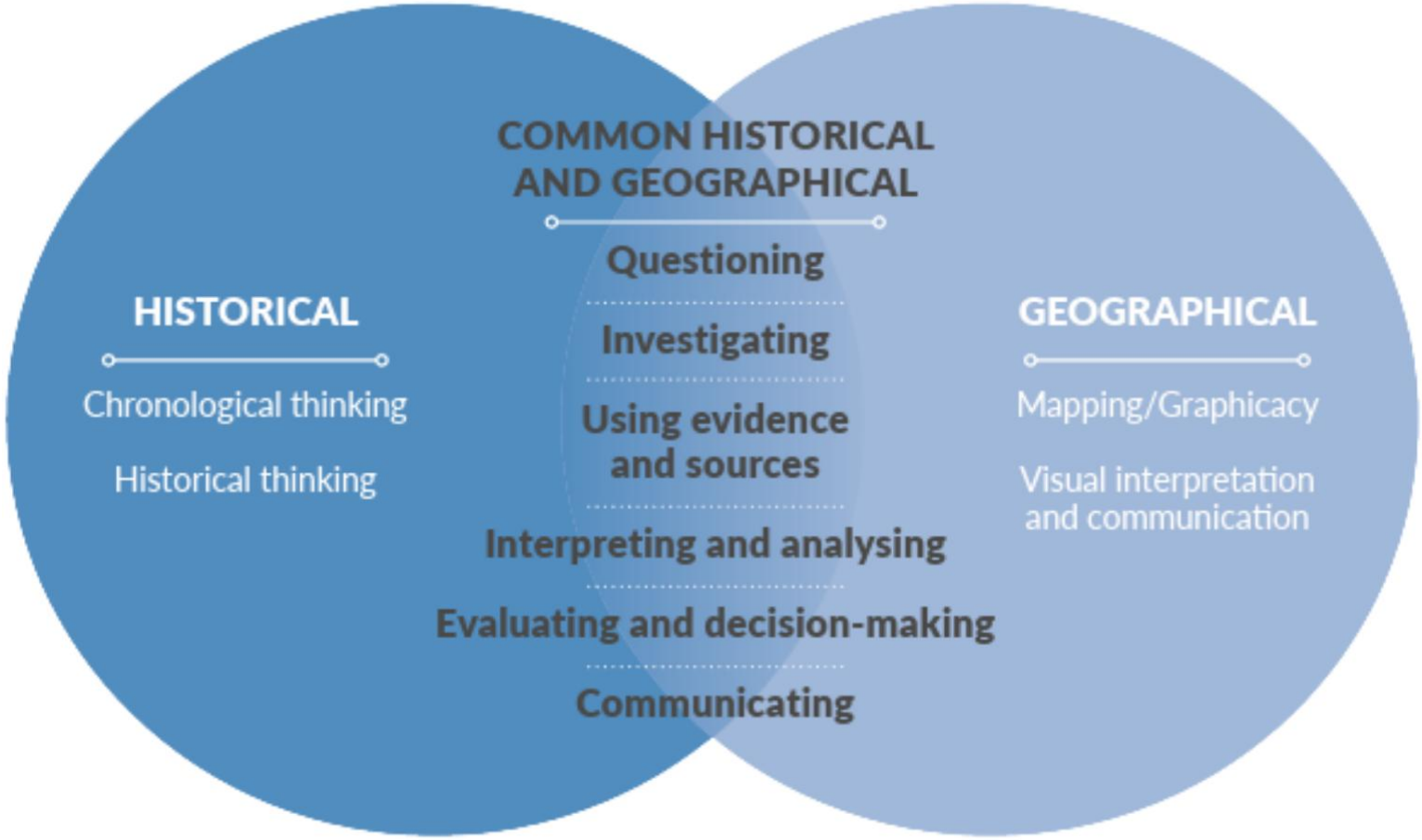
Working as a **historian/geographer**, what questions might you ask and ***how*** *might you go about answering those questions?*

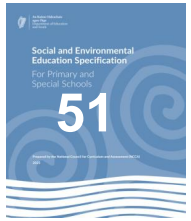
Concepts of Working as a Historian / Geographer





Skills of Working as a Historian / Geographer





Session One Outcomes:
SEE Curriculum

- Develop an understanding of working as a historian and a geographer.
- Begin to reflect on current practice in order to enact the SEE curriculum.
- Explore the opening chapters of the SEE specification.



Key Messages for Enactment

The successful enactment of the SEE specification relies on effective preparation for learning, teaching and assessment by teachers and schools.



Enactment is about bringing to life what is set down in the specification and embedding it in children's Learning Experiences that reflect the vision of the curriculum.

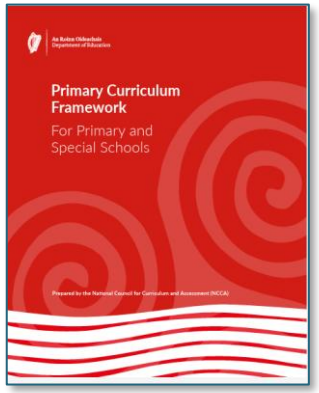


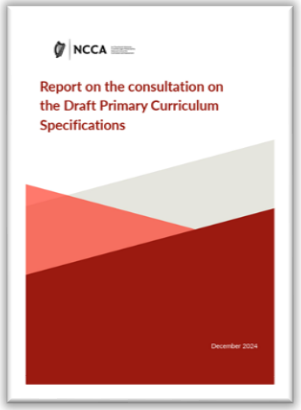
Enactment involves purposeful engagement with the specification and its supports, as well as the development of whole-school curriculum plans and whole-school agreed approaches.



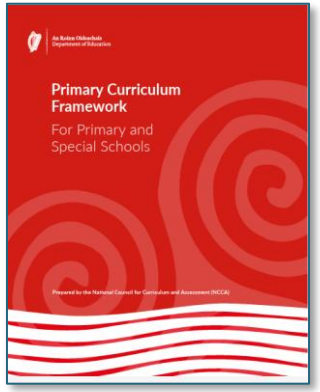
Your Journey So Far

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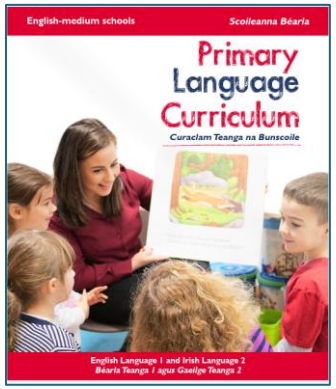


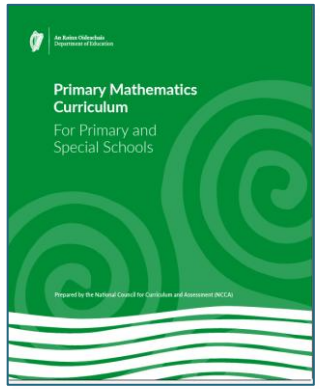


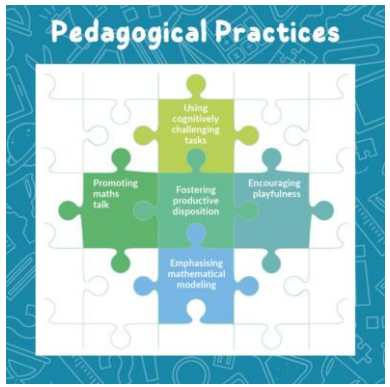


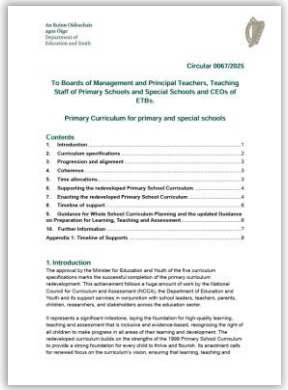


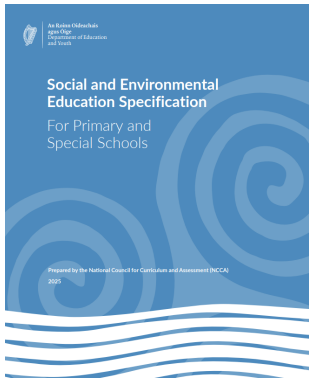
2019 2023 2023 2024 2024 2025 2025 2025/26 2026/27 2026/27











SEE Specification and Supports

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SEE Specification



NCCA Toolkit

ncse
An Chomhairle Náisiúnta um Oideachas Speisialta
National Council for Special Education

Oide

scoilnet

An Roinn Oideachais agus Óige
Department of Education and Youth

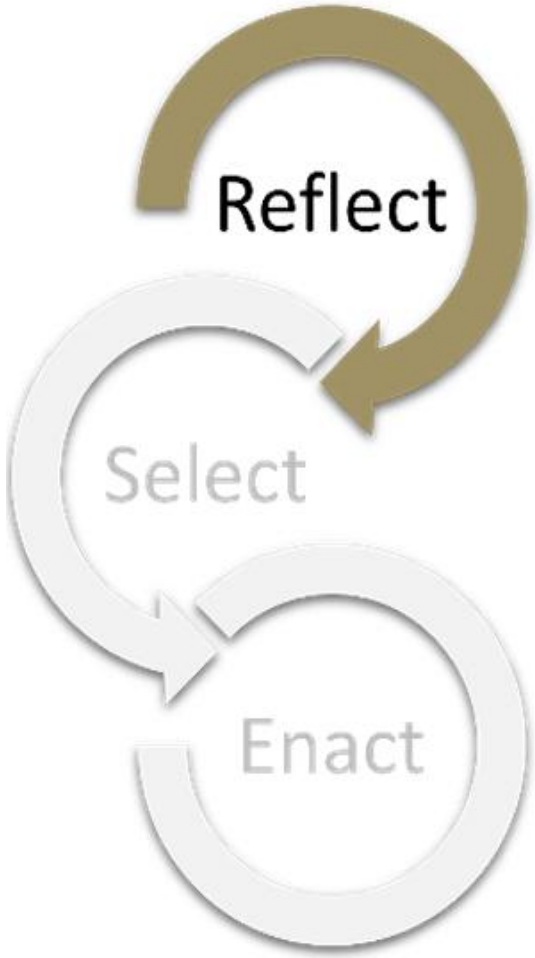
DEY Supports

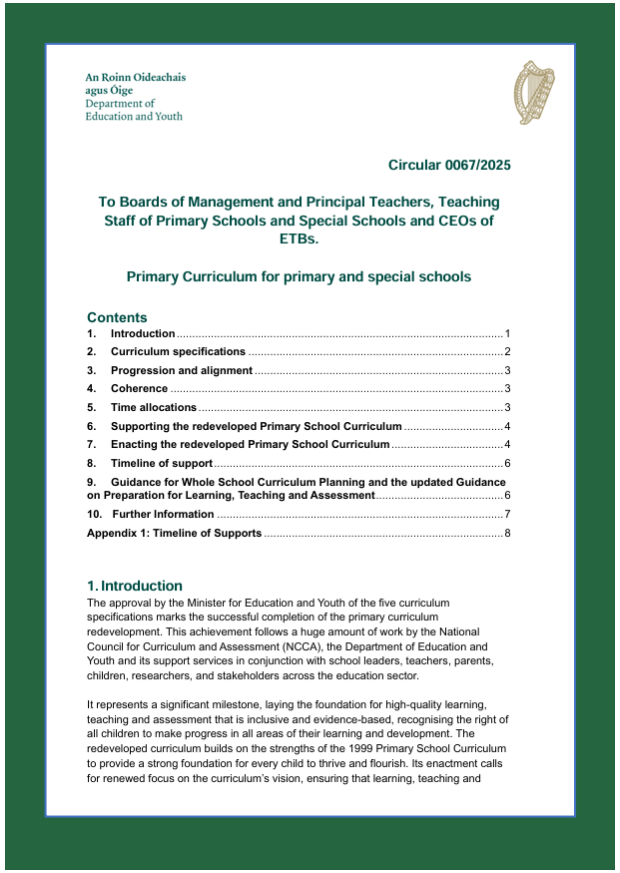
Key Documents





Journey of Reflection





An Roinn Oideachais agus Óige
Department of Education and Youth

Circular 0067/2025

To Boards of Management and Principal Teachers, Teaching Staff of Primary Schools and Special Schools and CEOs of ETBs.

Primary Curriculum for primary and special schools

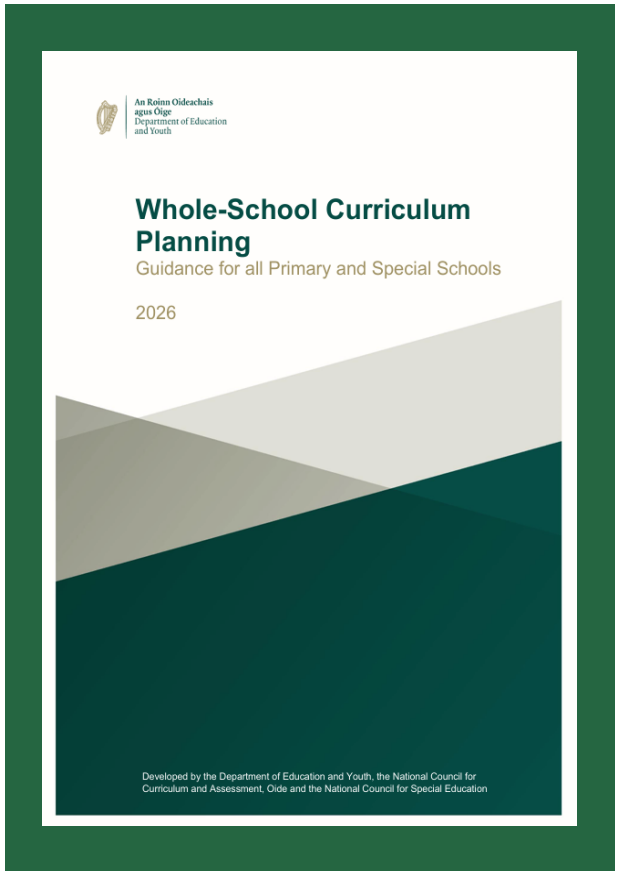
Contents

1. Introduction 1
2. Curriculum specifications 2
3. Progression and alignment 3
4. Coherence 3
5. Time allocations 3
6. Supporting the redeveloped Primary School Curriculum 4
7. Enacting the redeveloped Primary School Curriculum 4
8. Timeline of support 6
9. Guidance for Whole School Curriculum Planning and the updated Guidance on Preparation for Learning, Teaching and Assessment 6
10. Further Information 7
Appendix 1: Timeline of Supports 8

1. Introduction

The approval by the Minister for Education and Youth of the five curriculum specifications marks the successful completion of the primary curriculum redevelopment. This achievement follows a huge amount of work by the National Council for Curriculum and Assessment (NCCA), the Department of Education and Youth and its support services in conjunction with school leaders, teachers, parents, children, researchers, and stakeholders across the education sector.

It represents a significant milestone, laying the foundation for high-quality learning, teaching and assessment that is inclusive and evidence-based, recognising the right of all children to make progress in all areas of their learning and development. The redeveloped curriculum builds on the strengths of the 1999 Primary School Curriculum to provide a strong foundation for every child to thrive and flourish. Its enactment calls for renewed focus on the curriculum's vision, ensuring that learning, teaching and



An Roinn Oideachais agus Óige
Department of Education and Youth

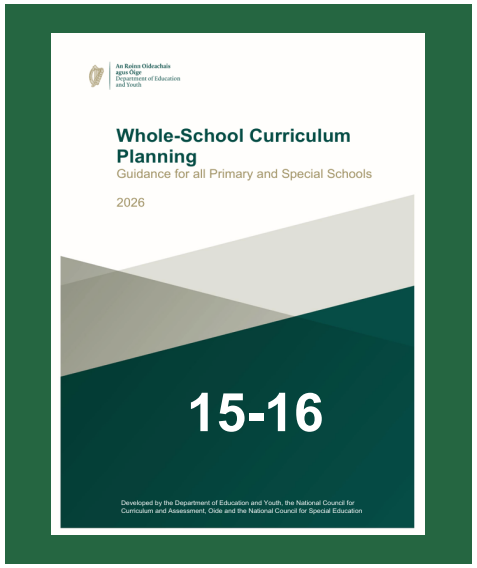
Whole-School Curriculum Planning

Guidance for all Primary and Special Schools

2026

Developed by the Department of Education and Youth, the National Council for Curriculum and Assessment, Oide and the National Council for Special Education

Reflection on Current Practice

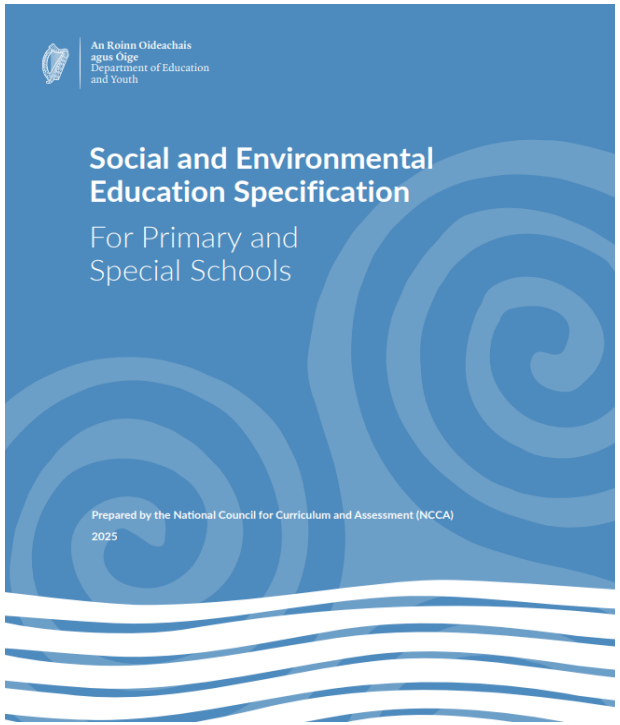




How are all children currently experiencing learning, teaching and assessment in History and Geography?

Reflect

SEE Curriculum
What has Evolved?



What are you curious about or wondering about in the SEE Curriculum?

Reflect

SEE Curriculum
What has Evolved?



- Science is part of STEM
- Integrated Approach
- Learning through the Elements
- Suggested Time Allocations
- Learning Outcomes & Key Competencies
- Skills and Concepts
- Framed by Global Learning Themes
- Incorporates Religions, Beliefs and Worldviews

Religions, Beliefs and Worldviews



Croagh Patrick, Co. Mayo
(National Library of Ireland, 1924)

Learning about Religions, Beliefs and Worldviews in SEE aims to develop an informed awareness and understanding of diverse worldviews.

In all stages, preparation must be anchored in the historical and geographical standpoint.

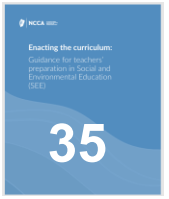
(p.35 Enacting the Curriculum: Guidance for Teachers' Preparation in Social and Environmental Education)



Hill of Uisneach, Co. Westmeath
(Irish Newspaper Archives, 2024)



Mount Fuji, Japan
(U.S. National Archives, 2004)



Chapter 1
Introduction

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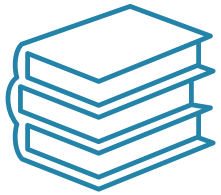
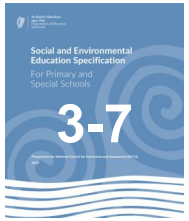
History, Geography
(incorporating Religions, Beliefs and Worldviews)

Local, regional, national, European and global

Principles of Learning, Teaching and Assessment





Principles of Learning, Teaching and Assessment

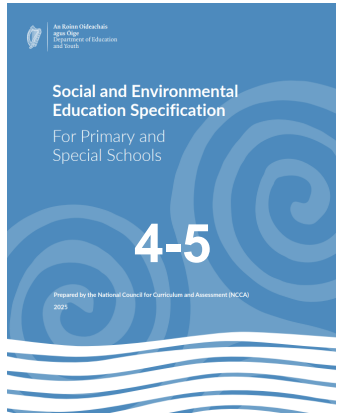
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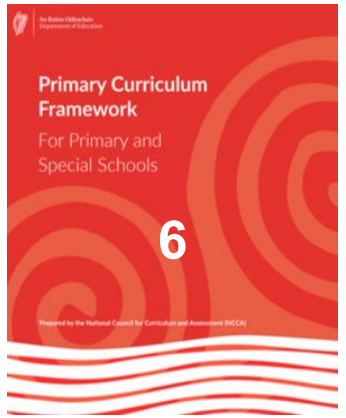
Table 1: Principles of learning, teaching and assessment

Principle of learning, teaching and assessment	Examples within the *Social and Environmental Education* specification
Assessment and progression	• Looking at and using a variety of assessment materials to monitor children's progress and inform future learning and teaching in *SEE* • Using *SEE* curriculum portfolios, projects and work samples to assess and record achievement in working as historians and geographers • Drawing on assessment data to inform, shape and guide future learning experiences within *SEE*
Engagement and participation	• Promoting collaborative work as children engage in historical and geographical inquiries and investigations • Providing opportunities for children to select curriculum-based topics for inquiry reflecting their interests, and preparing rich, playful and engaging learning experiences which expose children to new interests • Drawing on a range of pedagogical practices and child-centred methods, utilising digital technologies and applications as appropriate
Inclusive education and diversity	• Fostering a culture based on the Global Learning Themes of: Human rights, Democracy, Equity, Social and environmental justice and Sustainable development (Section 6d) • Creating a safe and accessible learning space for the active exchange of diverse perspectives and knowledge • Challenging stereotypes and misconceptions while promoting empathy, respect and multi-perspectivity
Learning environments	• Undertaking learning in the school and local outdoor environment that includes purposeful fieldwork and place-based learning • Exploring buildings and sites of interest within the local natural and built environment at appropriate times throughout the year • Displaying and celebrating children's learning, e.g., project work, exhibitions, showcases and digital media
Partnerships	• Inviting members of families, the local community and/or local interest groups to contribute to learning in and about the local area • Working collaboratively with local, regional and national historians and geographers • Forging partnerships with the library, museum and/or heritage centre to access resources (e.g., books, articles, photographs, maps, artefacts and collections)

Principle of learning, teaching and assessment	Examples within the *Social and Environmental Education* specification
Pedagogy	• Utilising a variety of pedagogical practices and promoting playfulness • Providing opportunities for children to engage in rich learning experiences outdoors • Integrating digital tools (e.g., virtual field trips, multimedia presentations, digital mapping or other online simulations) to enhance children's understanding of historical events or geographical phenomena
Relationships	• Inviting children to share stories about aspects of their locality and community • Co-operating with people within the locality to enhance learning about personal, family, local and national history • Fostering respectful and caring relationships towards people from different and diverse backgrounds, and towards the natural world and other living things
Transitions and continuity	• Beginning with integrated curriculum-based topics in *SEE* in Stages 1 and 2 and then turning to more subject-based topics in Stages 3 and 4 to further extend subject knowledge • Building on learning experiences from *Aistear* and developing foundational knowledge, concepts, skills, dispositions and values to support children's transition to post-primary school • Ensuring a broad and comprehensive range of curriculum topics are explored across Stages 1 to 4

Have you identified principles that are currently effective or highly effective in this curriculum area in your school?





Chapter 2
Rationale

History

Geography

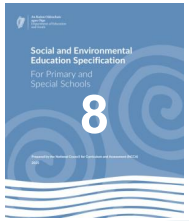
Active Citizens

Curiosity and Wonder

Sustainable Future

Critical Thinking

Heritage of Ireland, Europe and the Wider World

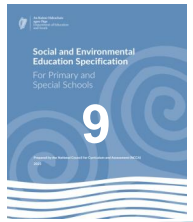


Chapter 3
Aims

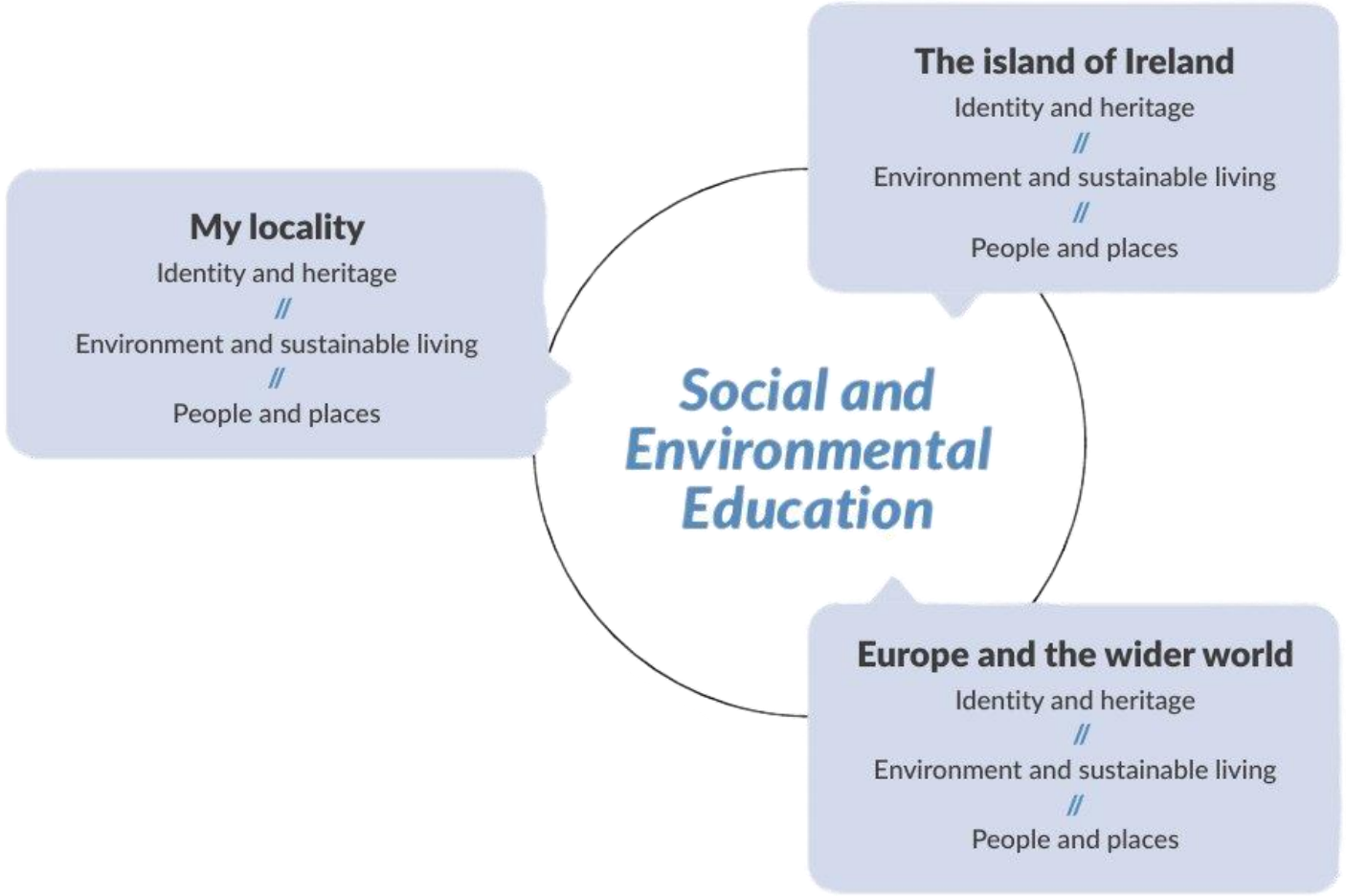
The Social and Environmental Education specification aims for children to:

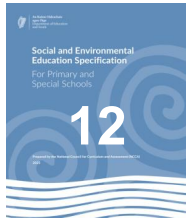
- connect with their innate curiosity, imagination and wonder.
- cultivate their critical thinking and active engagement.
- enhance their problem-solving and analytical skills.
- enrich their cultural awareness.
- foster their geographical awareness.
- foster their historical awareness.
- promote Irish, European and global citizenship.





Chapter 4
Strands and Strand Units





Connecting Scenarios to the SEE Curriculum

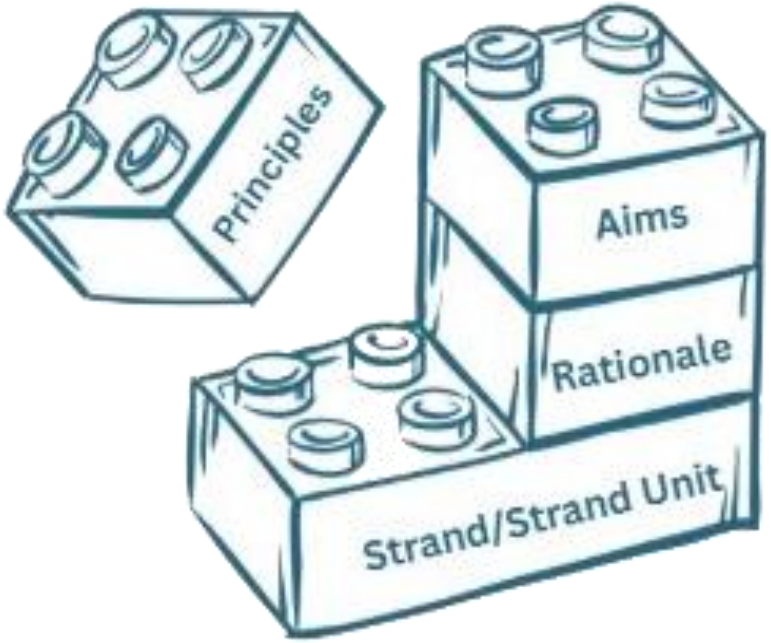
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1. **Read** your scenario card together in pairs.

2. **Discuss** the prompts on your page.

3. **Make connections** to the Principles, Rationale, Aims, Strands and Strand Units of the SEE Curriculum.

4. **Feedback** to group.



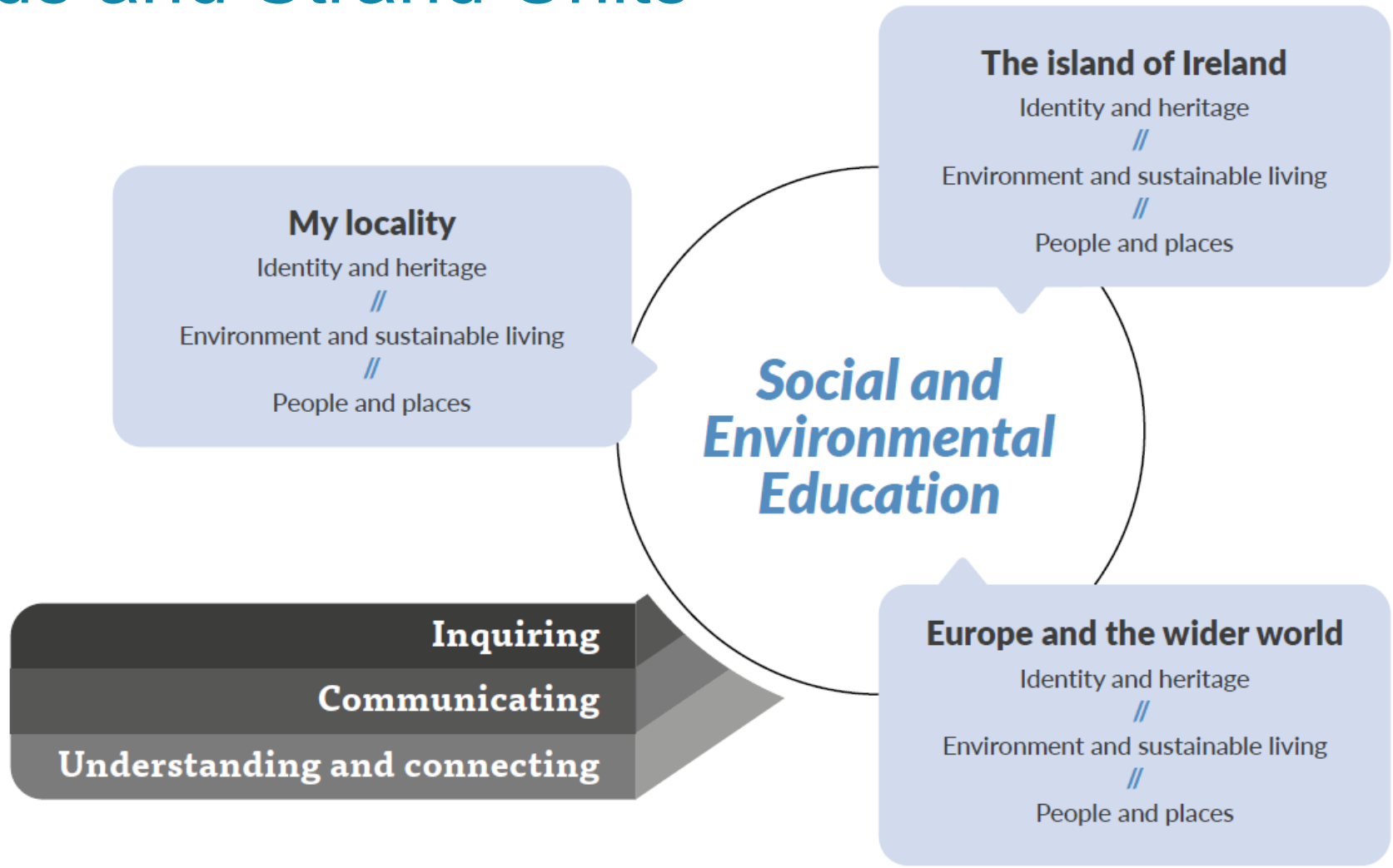


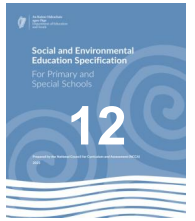
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Session Two Outcomes:
SEE Curriculum

- Understand the Elements as a Guide to the "How" of Children's Learning.
- Deepen our Understanding of Learning Outcomes.
- Begin to Develop Familiarity with Chapter 6: The Curriculum in Practice.

Learning in SEE
Strands and Strand Units





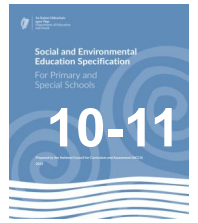
Learning in SEE
Elements







Elements describe the processes children engage in as they learn in SEE. These elements support our understanding of how children learn.



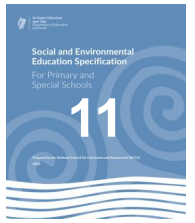
Learning in SEE
Elements

- Posing questions rooted in real-life contexts
- Gathering and organising evidence and data both independently and collaboratively
- Engaging in research and interpreting a wide range of evidence in a variety of formats
- Exploring and investigating in their local area
- Critically examining, synthesising and reflecting on data gathered in investigations
- Collaborating with others to gain a range of perspectives





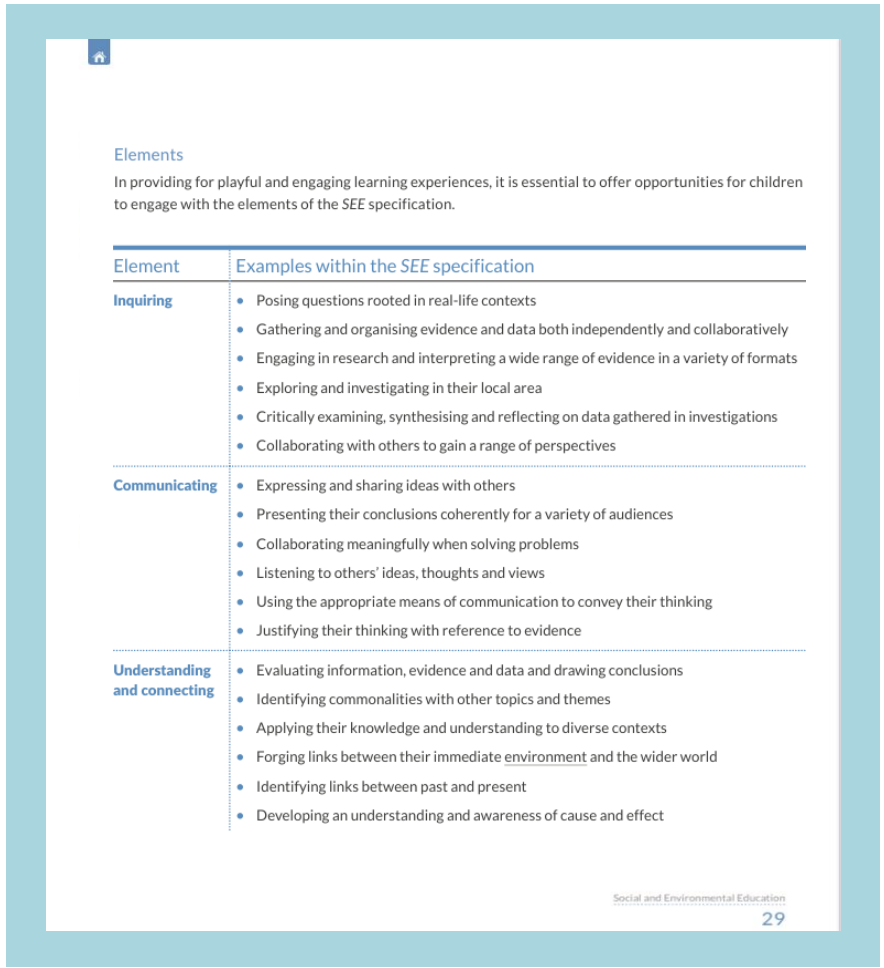




Task: Assign processes to the correct Element.

Exploring the Elements

How children learn is as important as what they learn.



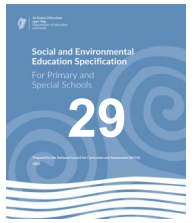
Elements

In providing for playful and engaging learning experiences, it is essential to offer opportunities for children to engage with the elements of the *SEE* specification.

Element	Examples within the *SEE* specification
Inquiring	• Posing questions rooted in real-life contexts • Gathering and organising evidence and data both independently and collaboratively • Engaging in research and interpreting a wide range of evidence in a variety of formats • Exploring and investigating in their local area • Critically examining, synthesising and reflecting on data gathered in investigations • Collaborating with others to gain a range of perspectives
Communicating	• Expressing and sharing ideas with others • Presenting their conclusions coherently for a variety of audiences • Collaborating meaningfully when solving problems • Listening to others' ideas, thoughts and views • Using the appropriate means of communication to convey their thinking • Justifying their thinking with reference to evidence
Understanding and connecting	• Evaluating information, evidence and data and drawing conclusions • Identifying commonalities with other topics and themes • Applying their knowledge and understanding to diverse contexts • Forging links between their immediate environment and the wider world • Identifying links between past and present • Developing an understanding and awareness of cause and effect

Which element do you feel is currently most evident in your practice and what contributes to its success?

Reflect

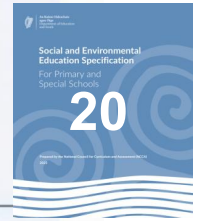


Chapter 5: Learning Outcomes

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Learning Outcomes for Strand: **My locality**

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
	Through appropriately playful and engaging learning experiences, children should be able to:			
Environment and sustainable living	connect with and explore nature and the outdoors, observing living things and physical features of the local area. AC, C, W	identify, connect with and describe physical features of the local natural environment, looking at changes that happen over time. C, W, CL	**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** examine sustainable practices (social, environmental, economic) in the local community and actions people can take to promote sustainable living. AC, AL, W



Chapter 6
The Curriculum in Practice

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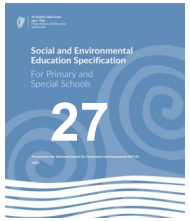
6a: Learning in SEE

6b: Teaching in SEE

6c: Assessment in SEE

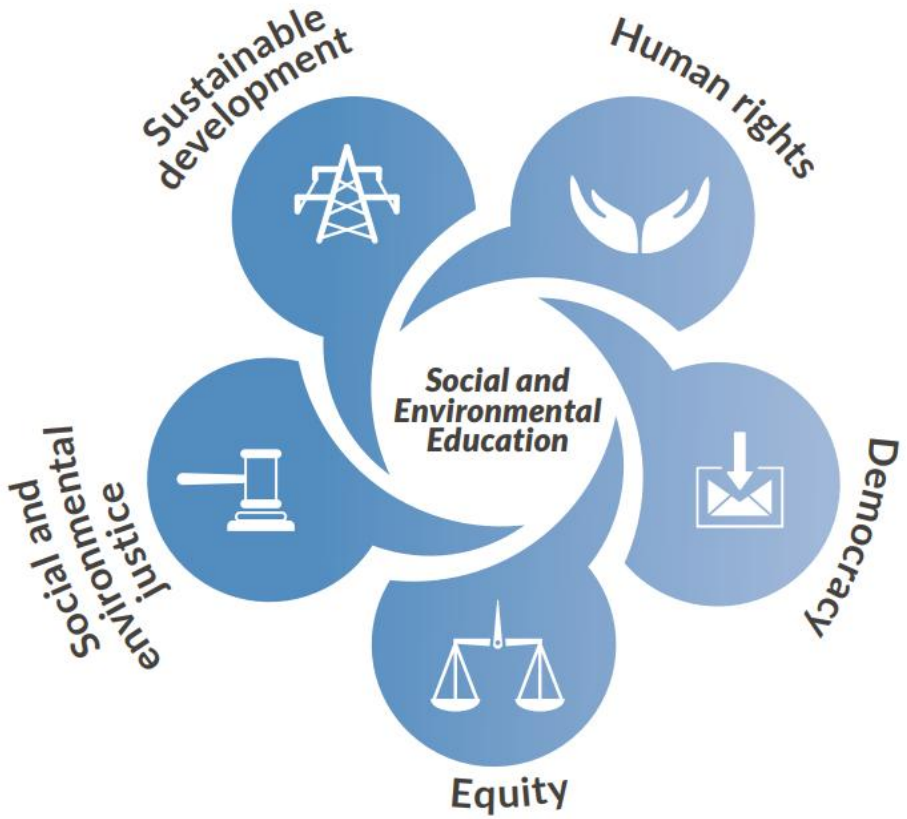
6d: Global Learning Themes in SEE

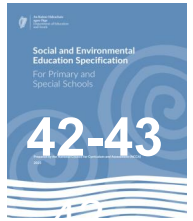




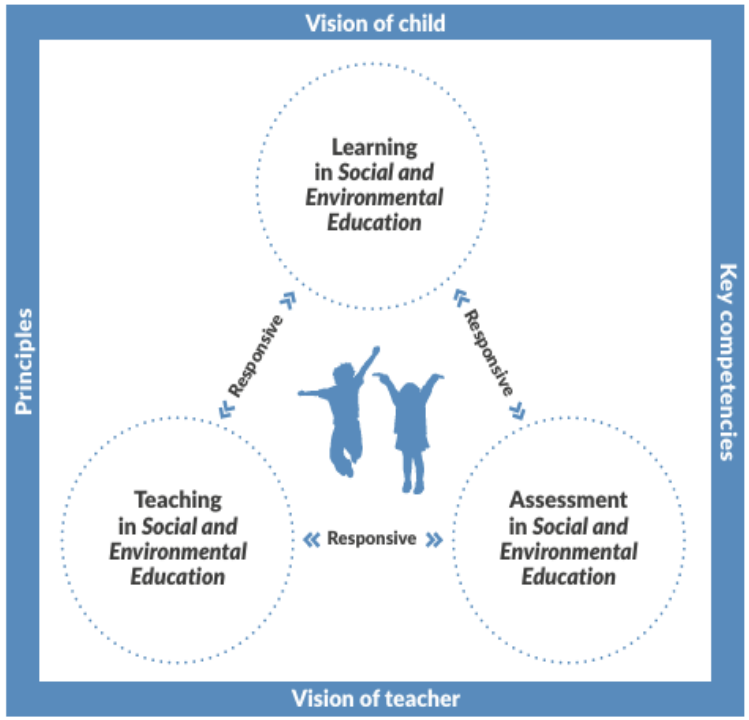
Global Learning Themes

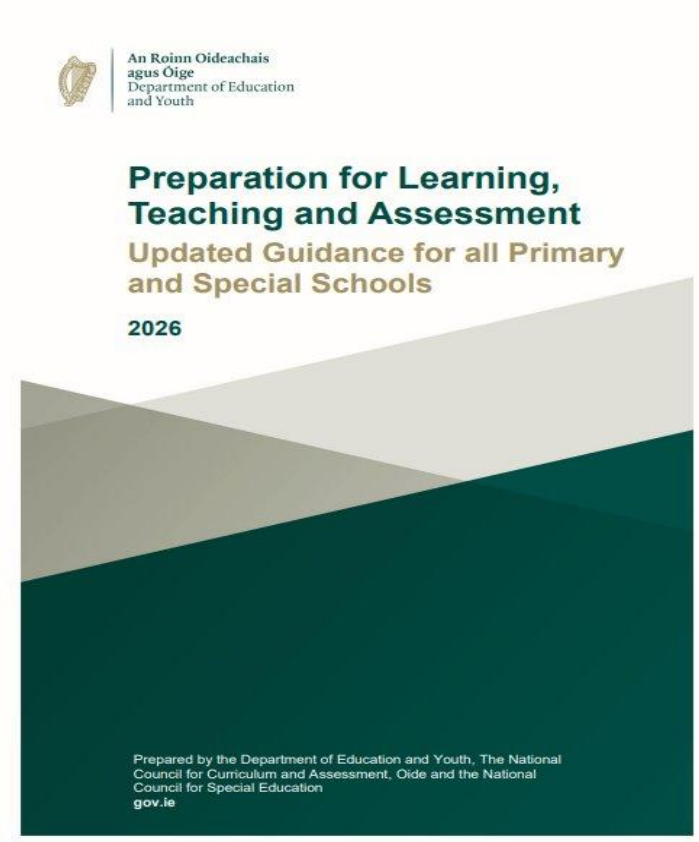
Frame Learning and Teaching in SEE

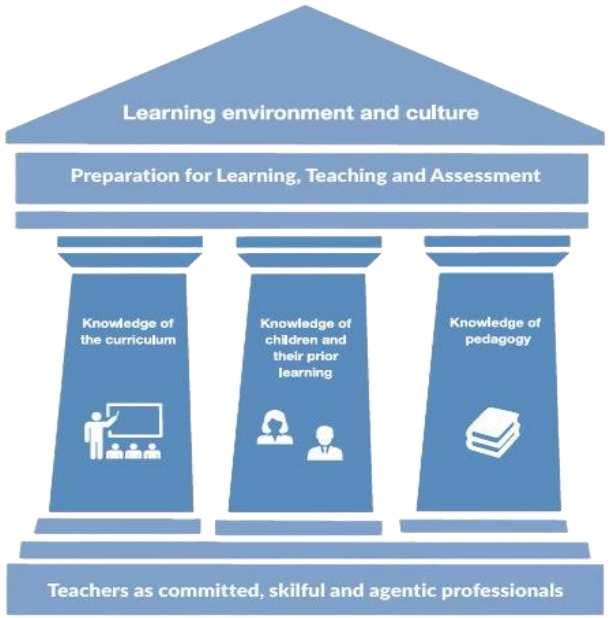




Preparation for Learning, Teaching & Assessment







Exploring a Learning Outcome

connect with and explore nature and the outdoors, observing living things and physical features of the local area.

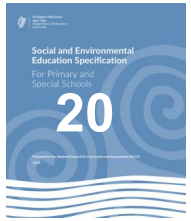
AC, C, W

Focus(es) of Learning

Assessment

Learning Experience

Strand: My Locality
Strand Unit: Environment and Sustainable Living
Stage: 1 (Junior and Senior Infants)



Exploring a Learning Outcome

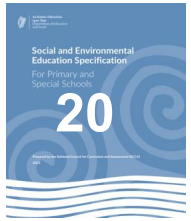
connect with and explore nature and the outdoors, observing living things and physical features of the local area. AC, C, W	identify, connect with and describe physical features of the local natural environment, looking at changes that happen over time. C, W, CL

Focus(es) of Learning

Assessment

Learning Experience

Strand: My Locality
Strand Unit: Environment and Sustainable Living
Stage: 1 (Junior and Senior Infants)
2 (First and Second class)

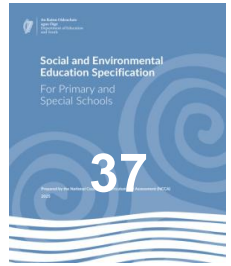


Place-Based Learning and Fieldwork Outdoors as a Pedagogical Approach

Oide



Read page 37.
What does this mean for you in your role?



Exploring a Learning Outcome

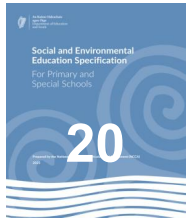
identify, explore and describe social and cultural customs and traditions in other countries. AC, AL, CL

Focus(es) of Learning

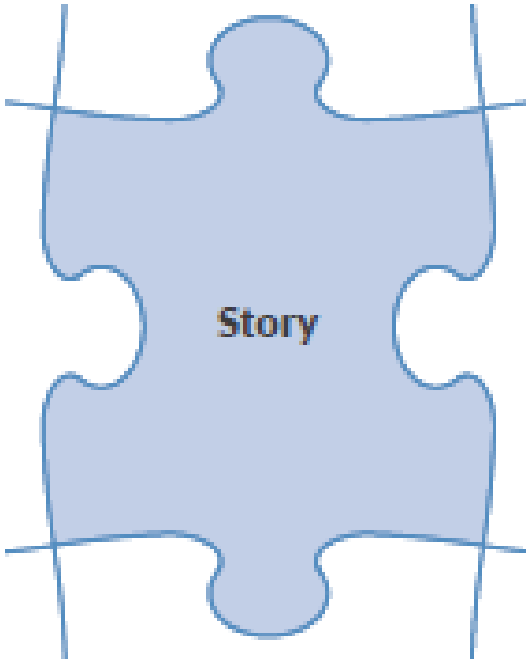
Assessment

Learning Experience

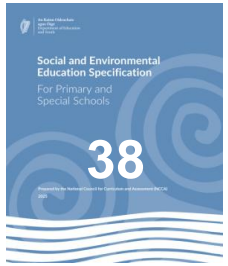
Strand: Europe and the wider world
Strand Unit: Identity and heritage
Stage 2: (First and Second Class)



Story as a Pedagogical Approach



Read page 38.
What does this mean for you in your role?



Exploring a Learning Outcome

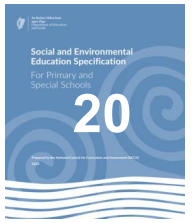
Choose any Learning Outcome to focus on collaboratively.

Focus(es) of Learning

Assessment

Learning Experience

Strand:
Strand Unit:
Stage:



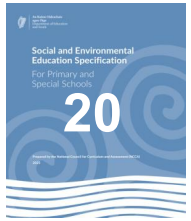
Exploring a Learning Outcome

Identify one learning outcome that you can focus on next in your setting.

Focus(es) of Learning

Assessment

Learning Experience



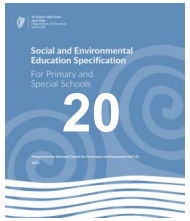
Exploring a Learning Outcome

Choose a Learning Outcome that you could explore in your setting in the coming weeks.

Focus(es) of Learning

Assessment

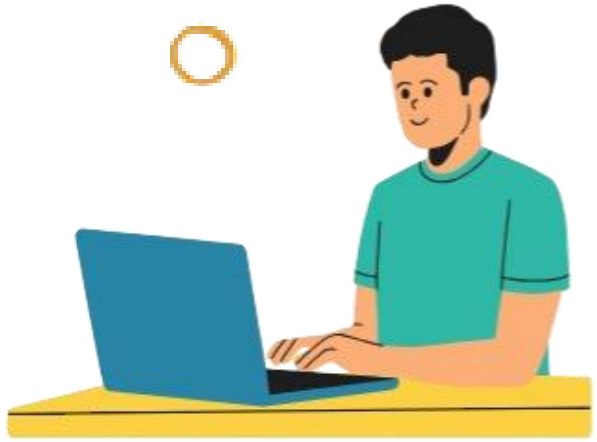
Learning Experience



Pause & Reflect

What one thing might I do now in my practice based on this session?

What would we like to focus more on as a school following this session?







Oide

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Supporting the Professional Learning of School Leaders and Teachers

Lón

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Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Learning Experiences in SEE

CC BY NC

Session Three Outcomes:
SEE Curriculum

Oide

- Experience working as an Historian and a Geographer.
- Explore pedagogical approaches that support rich learning experiences.
- Develop Whole-School 'Next Steps' to support SEE curriculum enactment.

Object

Oide

What do you see?

What do you think?

What do you wonder?

Learning Outcome(s)
Anchoring preparation

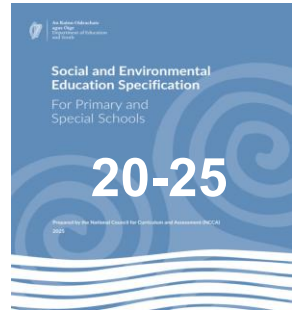
Strand Unit	Stage 1 Junior and senior i
	Through appropr
People and places	explore traditions associated with a r of festivals and ritu in Ireland including ceremonies, storie poetry, music and/ dance. AL, C, CL

History

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

Identify one or more learning outcomes that could anchor this investigation.



Select Evidence



Explore the evidence pack and discuss your findings with your group.

Examine Evidence

Oide

Helps answer your inquiry question

Does not help answer your inquiry question



Critical Evaluation

Oide

Source?

Who created it?

What is the source ?

When was it created?

Why was it created?

Context?

What was happening at the time?

What events led up to this?

What do we know about the author?

Corroboration?

Do other sources say the same thing?

Which source seems most convincing and why?

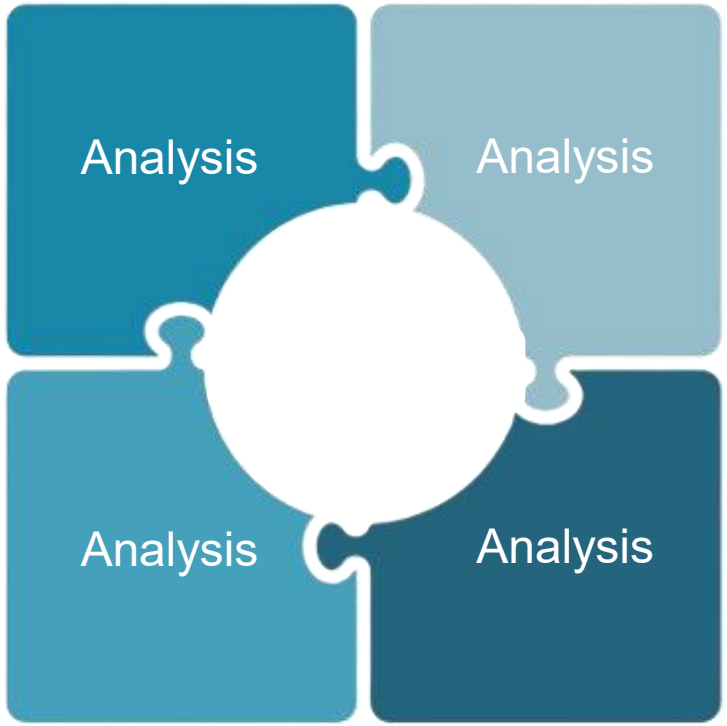
What evidence supports this?

(Wineburg, 1991)

Evidence-based Conclusions

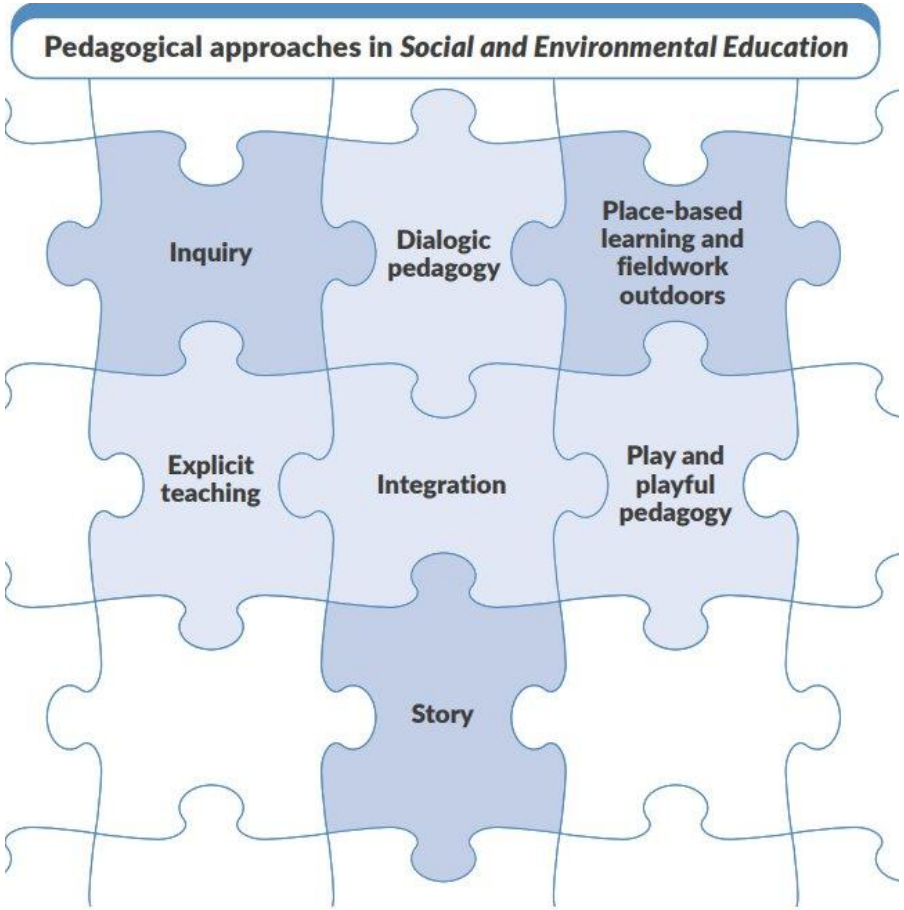
What have I learned about life in the 1920's and 1930's in Ireland?

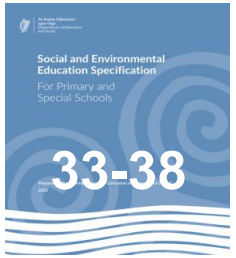




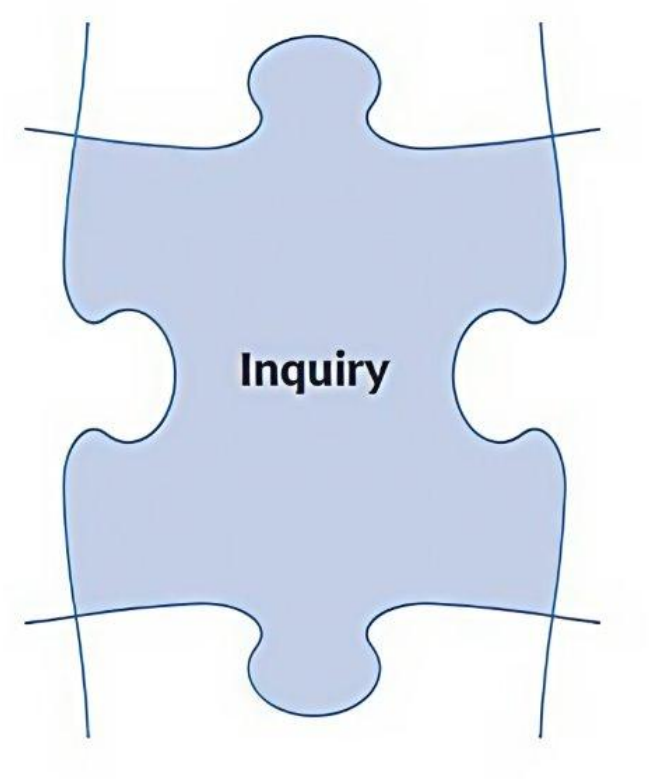
Teaching in SEE
Pedagogical Approaches

Which pedagogical approaches do you think were most evident in the learning experiences?

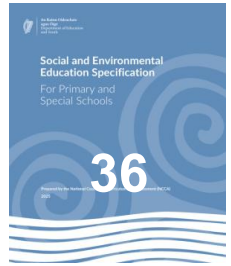




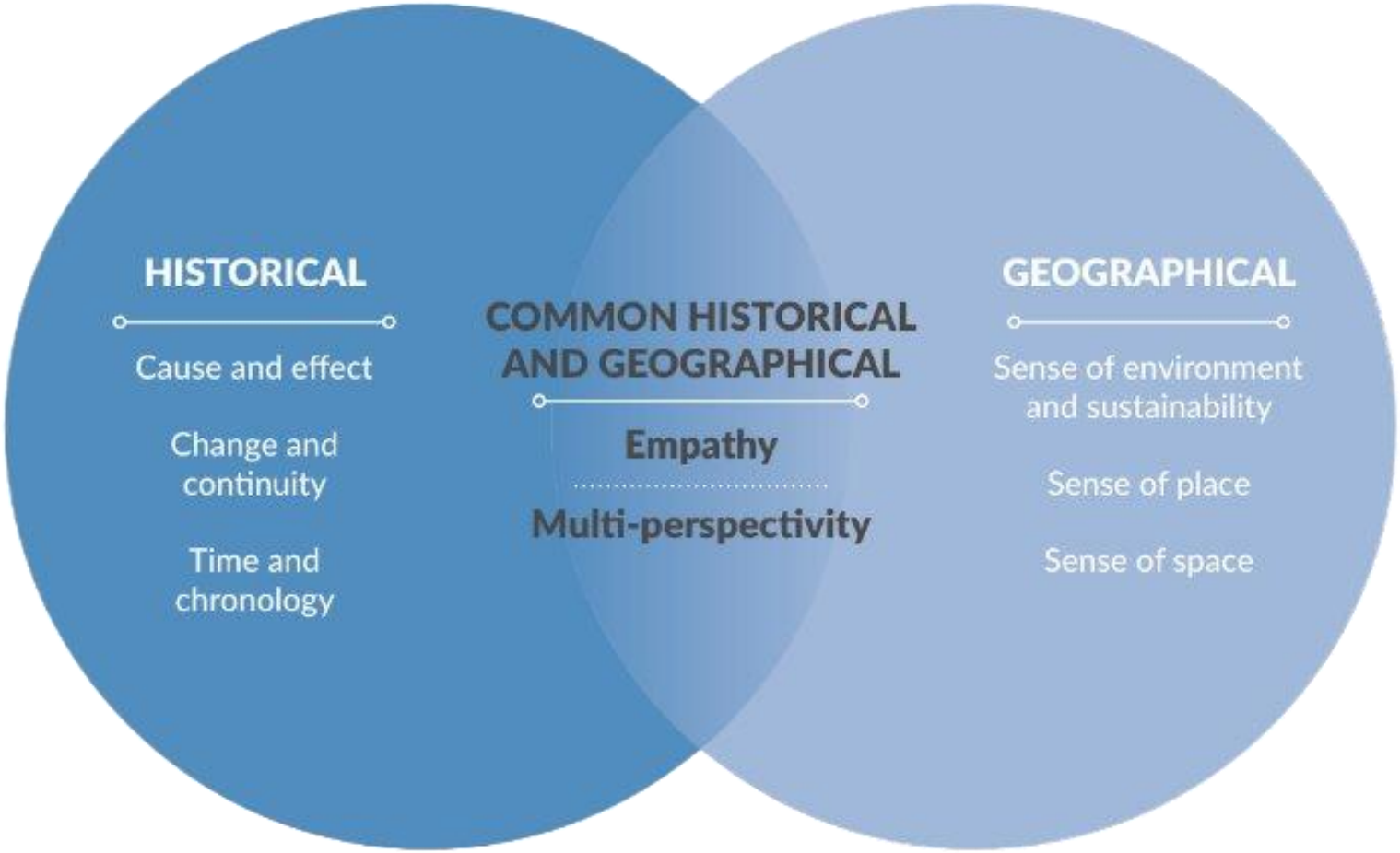
Inquiry as a Pedagogical Approach

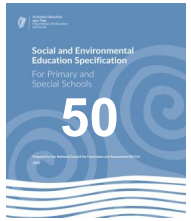


Read page 36.
What does this mean for you in your role?

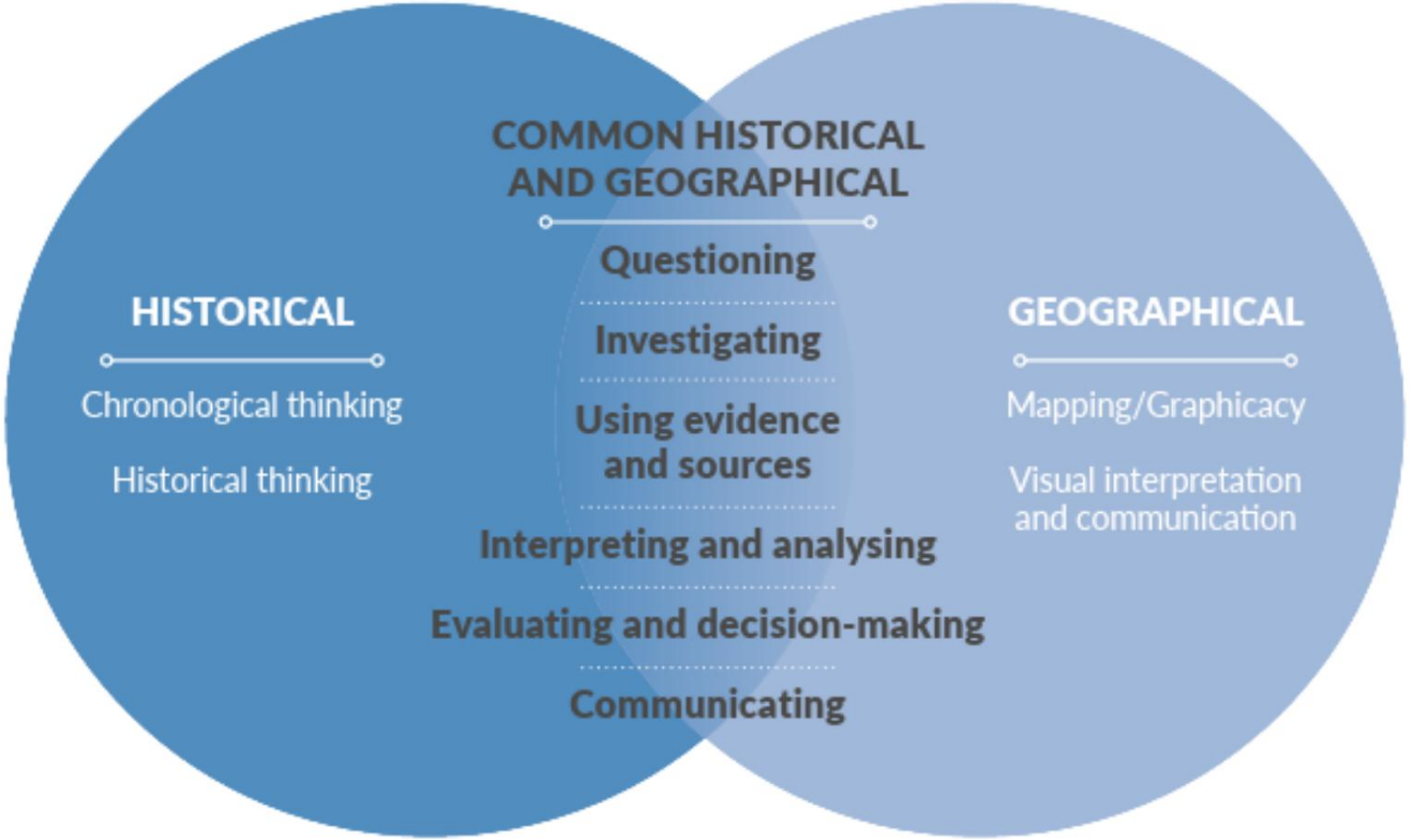


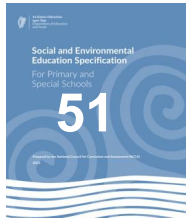
Concepts of Working as a Historian / Geographer





Skills of Working as a Historian / Geographer





Oide

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Supporting the Professional Learning of School Leaders and Teachers

Whole-School Action Planning



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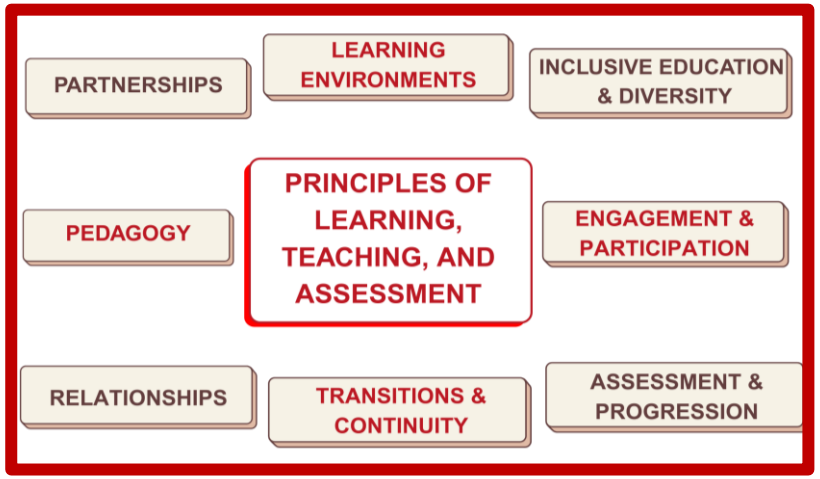
Whole- School Action Planning

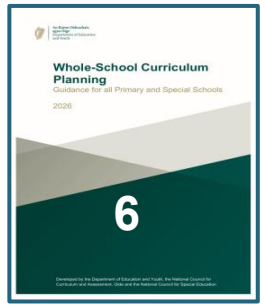
Reflect

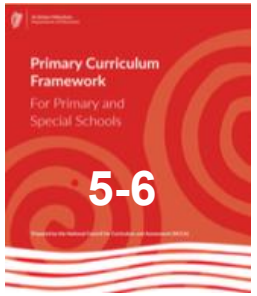


REFLECT

Thinking about today's learning, what are you noticing about your current practice in relation to SEE?







The Principles of Learning Teaching and Assessment provide the lens through which schools should reflect on their whole-school practice in enacting the redeveloped curriculum.

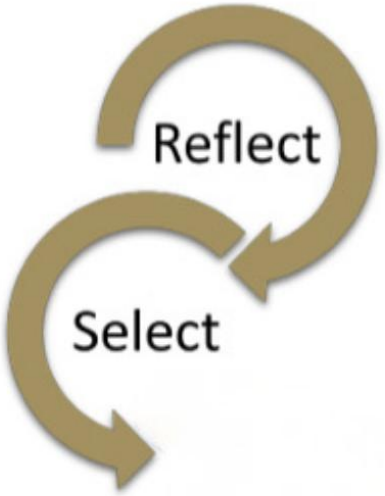
Whole- School Action Planning

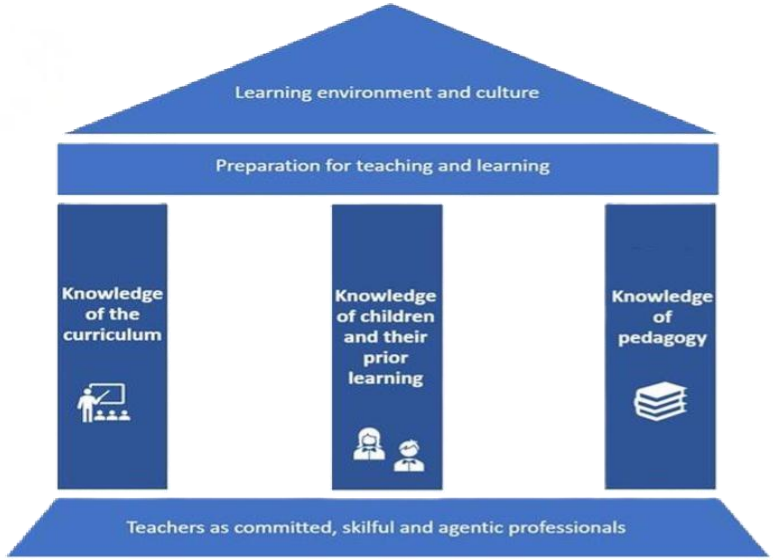
Select

Oide

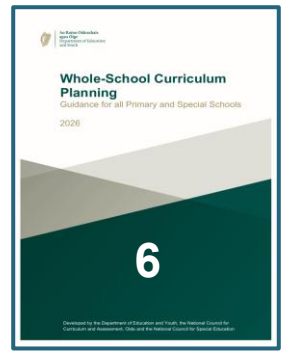
REFLECT
What changes arising from today could make a meaningful difference to children's learning in our school?

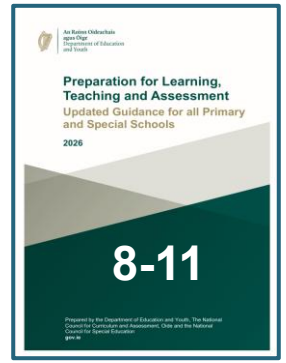
SELECT
What is the most important area for us to focus on now?





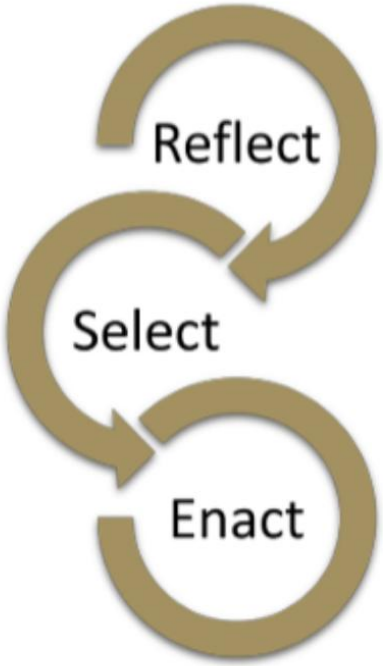
"Teachers make decisions every day about teaching learning and assessment in their school… these decisions are shaped by the three key pillars."





Whole- School Action Planning

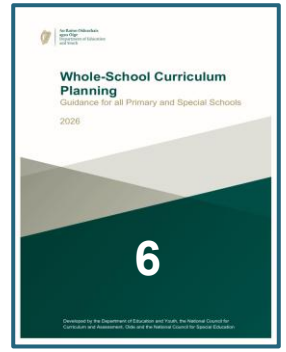
Enact

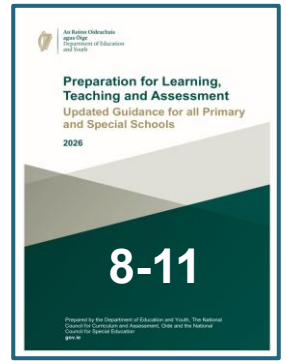


REFLECT
What changes arising from today could make a meaningful difference to children's learning in our school?

SELECT
What is the most important area for us to focus on now?

ENACT
What is the first step we could take to begin this work?





Whole- School Next Steps

From Reflection to Action

WHAT

What will we do before the next visit?

WHO

Who will coordinate it, and how will everyone contribute?

WHEN

When will it begin, and when will we check progress?

SUPPORT

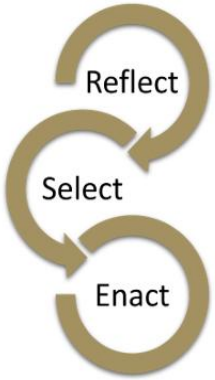
What resources, learning or collaboration will help?

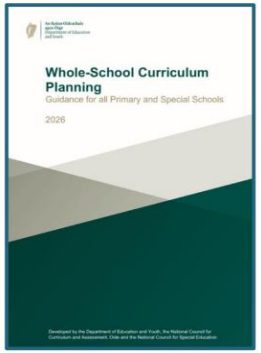
EVIDENCE

What will we notice or gather from children's learning?

REVIEW

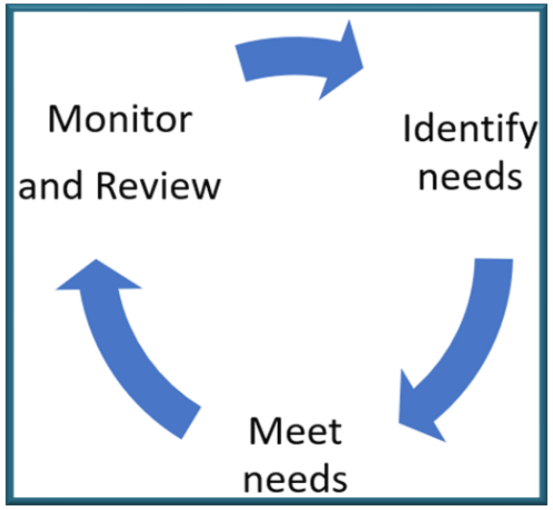
When will we discuss what worked and what needs to change?

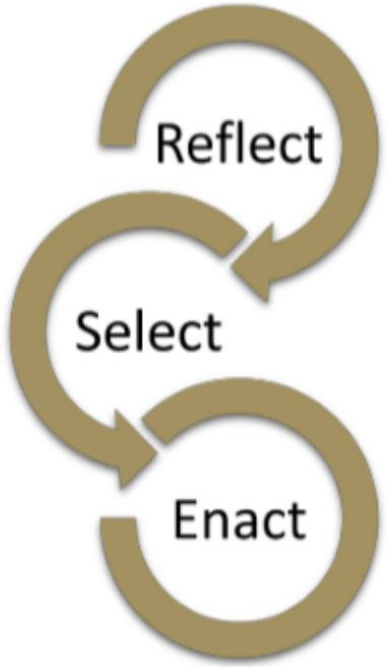




School Self- Evaluation
An Engine for Change







How are we using the SSE process to plan, monitor and evaluate curriculum enactment in our school?

Resources


Primary Curriculum Framework
Social & Environmental Education
Discover More


ABCDEFG
JKLMNO
QRSTUV

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

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Míle Buíochas

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