

## **Integration**

### **Introductory Statement and Rationale:**

Our staff recognizes the value and sees the purpose of integration:

It makes connections between areas of learning and provides linkage between curriculum subjects. With the breadth of the revised curriculum and the consequent demands on time, integration provides effective use of time by connecting overlapping areas of subjects.

We acknowledge that integrated learning, both within subjects and between curricular areas, is an important principle of the curriculum.

We realize that integration is best utilized with bias to one subject.

### **Key Messages :**

Integration –

gives learning a broader and richer perspective,

caters for the needs and interests of the child,

allows for the transfer of learning and the inter-connectedness of learning,

caters for different learning styles,

allows for a variety of approaches and methodologies.

### **Aims:**

Integration should be realistic, natural, unforced, holistic, and enjoyable.

We will use the suggestions for integration given in the Curriculum Teacher Guidelines for the various subjects, as follows.

### **Curriculum Planning:**

#### **Examples of integration from curriculum books Teacher Guidelines:**

A number of possible themes through which different aspects of the **SESE** curriculum might be addressed in an integrated, cross-curricular approach are shown on pages 44-49 of **Science** TG. Further suggestions may be found in TG for **History** (pages 56-61).

Aspects of **Geography** can be integrated into --

Science: Energy and forces—Heat.

SPHE: Myself and the wider world, Citizenship.

History: Local Studies; Language awareness and European dimension.

PE: foreign games and dance.

Music: foreign music.

Arts education: Visual Arts.

For ideas on how **Drama** activity can integrate with other subject areas, see Drama Teacher Guidelines page 30.

For integration of **SPHE**, see pages 31-32 of SPHE TG.

An exemplar of an integrated theme in **Visual Arts** is illustrated on page 50 of TG.

The integration, linkage and cross-strand planning for **Mathematics** is discussed on pages 46-59 of TG.

Integration of **PE** is discussed on pages 45-49 of TG.

I **nGaeilge**, féachann na múinteoirí ar l. 44 de Treoirlínte do Mhúinteoirí mar shampla do comhtháthú leis na hábhair eile.

In **English**, our teachers take the advice on integration of the subject on pages 24-27.

Information on integration of **Music** is given on TG pages 19-24.

Teachers also utilize their own knowledge, skills and experience in considering how curriculum objectives can be achieved through integration.

Teachers recognize that our school grounds are a rich source for subject integration. The school building itself can be used for Maths (shape, length, height), Art (design), Science (building materials), SESE (insects, shrubs, plants, trees, etc.), SPHE (Bus Safety), Science (sun and shadow), Geography (compass painting, flags and wind direction).



## Criteria for Selecting a Theme

- Meaningful connections
- Important – worth finding out about
- Relevant
- Of interest to the children
- Challenging
- Globally transferable
- Locally applicable
- Age & ability appropriate
- Easily resourced
- Builds on existing knowledge

## Possible Steps in building an Integrated Unit

1. Select a Theme & Brainstorm

2. Label ideas with subject headings

3. Identify Main Idea for each subject

4. Link to strands, content objectives & skills

5. Select Approaches & Methodologies

6. Establish Children's ideas & Design Lessons

7. Assessment

**A Possible SESE Unit of Work Template**

Theme:

History:

Geography:

Science:

Strands:

Strands:

Strands:

Objectives:

Objectives:

Objectives:

Select approaches and methodologies:

Establish children's ideas and design lessons:

Assessment:

**Methodologies for SESE Integration:**

On the whole, teachers will consider their own class planning for History, Geography and Science and look for possibilities for integration.

<b>Teaching methodologies of the curriculum</b>		
Talk and discussion Problem solving Skills through content Active learning Environment based learning Collaborative/Co-operative learning		
<b>History methodologies</b>	<b>Geography methodologies</b>	<b>Science methodologies</b>
Using the environment Pictures and photographs Using artefacts Story Using evidence Documentary evidence Drama and role play ICT	Fieldwork Use of photographs Artefacts Story Interview Use of maps Use of surveys Globes and atlases ICT	Use of the environment Investigative approach Starting with children's ideas Practical work Guided discovery Free exploration ICT

