

- **Geography Whole School Plan Canal Way ETNS**

- **Introductory Statement and Rationale**

(a) Introductory Statement

Geography is about people and places. As a new school community in a new area we have chosen to develop our whole school approach to Geography. The process has involved consultation with the school community and Dr. Susan Pike Geography lecturer St. Patricks College of Education.

(b) Rationale

It was decided to focus on this area for development

- .To benefit teaching and learning
- .To conform to principles outlined in the primary curriculum
- .To facilitate the long and short term planning of individual teachers.
- To scaffold links within the new school community and surrounding areas.

- **Vision and Aims**

(a) Vision

This plan supports the ethos of our school in actively promoting daily environmental awareness and care. Teachers will use this plan to promote hands on learning experiences that are learner centred. Classes will be facilitated to engage in outdoor learning as much as possible and will also exploit the immediate school environs as an extension of Geographical learning within the classroom.

(b) Aims

We endorse the aims of the Primary School Curriculum for geography p.14-15

- *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*

- **Curriculum Planning**

1. Strands and Strand Units

Infant Classes pp.17-27 .

First and second classes pp.29-43

Third and Fourth classes pp.45-61

Fifth and Sixth classes pp 63-84.

Teachers will familiarise themselves with the strands and strand units relevant to the class they are teaching. Schemes will be organised in such a way as to ensure the balance between each of the

strands, human environment, natural environment and environmental awareness and care. The skills and concepts outlined in the Geography curriculum will be reflected in the schemes, as will the teaching methodologies.

2. Skills Development

Each of the topics chosen within the strands will incorporate at least one of the following skills and concepts:

A sense of place and space

- A sense of place
- A sense of space

Maps, globes and graphical skills

- Using pictures, maps and models
- Maps and globes

Geographical investigation skills

- Questioning skills
- Observing
- Predicting
- Investigating and experimenting
- Estimating and measuring
- Analysing
- Recording and communicating
- Evaluating

3. Children's ideas

We use the children's ideas of place and space as a starting point for all geography activities.

How do we find out what children know already?

Some of the strategies we use to find out these ideas are talk and discussion; questioning; listening; problem-solving tasks; drawings; teacher designed tasks and tests; photo displays and assessment

4. Approaches and Methodologies

Key methodologies of the Primary Curriculum are used to plan each geography lesson

- Active learning
 - Problem solving
 - Developing skills through content
 - Talk and discussion
 - Co-operative learning
 - Use of the environment.
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- Teachers are following the recommended sequence for geography – local, regional, national, European and global and then reflecting it back to their own location

- We will use photographs, internet, google earth and websites when learning about space
- We will use fieldwork, exploratory trails, photographs when learning about the environment (See pp. 68-73 Teacher Guidelines)
- Fieldwork is incorporated into the geography programme (See pp. 74-80 Teacher Guidelines)
- Fieldwork, surveys, photographs, artefacts, interviews, environmental audit are used as methodologies to investigate human environments. (See pp. 81-96 Teacher Guidelines)
- Fieldwork, trails, photographs (See pp. 97-115 Teacher Guidelines) are used to investigate natural environments.
- Approaches and methodologies used in learning about other places are; artefacts, atlases, globes, interviews, photographs, school twinning (See pp. 116-126 Teacher Guidelines)
- Mapping skills and mapping concepts are developed as part of the geography programme e.g. local maps, plans, photographs, internet, models (See pp. 127-144 Teacher Guidelines)
- There are certain methodologies that the teachers will prioritise year on year

The list includes; fieldwork surveys, photographs, artefacts, interviews, environmental audit, artefacts, atlases, globes, photographs – based on assessment, teachers will annually choose a new focus in staff meeting- see individual teachers plans for this.

5. Linkage and Integration

- Linkage: (Refer to pp. 44-46 Teacher Guidelines)
 - There are opportunities to link one strand with another strand in the geography programme.
 - Strands are linked using a thematic approach
- Integration: (Opportunities for integration are referred to in the Curriculum at the end of each strand unit)
 - Geography may well be integrated with the other SESE subjects – history and science Experimentation- for example the water cycle, report writing, fieldwork, etc link geography with science while things like working as an archaeologist , soil stratification, volcanoes, etc link geography and history.
 - Geography and Maths are linked through co-ordinates, measures, area, etc. English through story, report writing and comprehension, Art through, mapping.
 - This integration is planned and organised by individual teachers.
 - Theme based activities are used to support integration.
 - There are whole school decisions made that overlap with aspects of the geography programme e.g. use of environmental trails. An integrated approach can be facilitated through school planning

The below listed themes as linked with both the Up and Away Program and the Aistear themes.

1. Myself
2. Our school
3. Food and clothes
4. Colours, shapes and opposites
5. People who help us
6. Weather
7. Transport and travel
8. Seasons, holidays and festivals
9. The local and wider community
10. Time
11. People and places in other areas
12. Animals and plants
13. Caring for my locality

6. Multi-Grade Teaching

We use a thematic approach to multi grade teaching of Geography, we also integrate with other curricular areas especially with in SESE. We also include integration with the Arts subjects and PE (orienteering).

7. Assessment and Record Keeping

Assessment tools will be used to gather information about a child's progress:

- Teacher observation
- Teacher questioning – see below
- Teacher-designed tasks and tests
- Work samples, portfolios and projects.

Thinking	Key terms	Examples of questions
Evaluation	Assess, judge, evaluate, compare and contrast	<i>What is the best way to care for Phoenix Park? How should space be managed in our school yard?</i>
Synthesis	Reflect, predict, speculate, design, create, combine, hypothesize	<i>What are the best ways to manage the Burren? What can you say about the Grand canal from what you have learnt?</i>
Analysis	Explain, infer, draw conclusions, prioritize	<i>Why did the Oxfam make the decisions they did? What is the purpose of Ballymun Regeneration Limited?</i>
Application	Use, interpret, use in a new context, relate	<i>Why does it rain so much in the rainforest? How is the pattern of land uses around Dublin like our town?</i>
Comprehension	Explain, summarize, describe, compare	<i>How do rivers shape the land? Why do people live on flat land?</i>
Knowledge	Define, recall, describe	<i>What is the capital of France? What is the name of a bend in a river?</i>

Parents/Guardians will be informed of their child's achievement in Geography at P/T meetings, through displays of work in the child's copy, wall displays, projects pupil led conferencing and end of year reports.

8. Children with Different Needs

Children with physical disabilities will be catered for with the help of Special Needs Assistants.

Children of different abilities are provided for by adopting a number of the following strategies:

- Following a whole group lesson, children may be set tasks of varying complexity.
- Teachers' Questions in oral discussion can use a range of skills from simple recall to more complex comparative and analytical skills based questions (Blooms taxonomy of questioning as a guideline).
- Opportunities will be provided for children to record and tell about their geographical findings in oral presentations, drawing and written accounts.
- Children will be provided with opportunities to work in small groups and produce work as a group.
- Children with physical needs will be facilitated to access field work through support by SNA and use of easy access facilities for example raised beds for planting. Routes will be checked in advance for accessibility. School garden will be developed with accessibility in mind.

Differentiation by...	Examples
Types of tasks set	Children are given different amounts of written work to do Children are expected to do different amounts of diagrams
Outcome of activities	Children are grouped and given different tasks to do Children are given different activities within groups
Support of other children and adults	The teacher / support staff target particular children at the first stages of a task A support teacher works with a child Certain children are given a writing frame to carry out a task
Scaffolding and sequencing of learning	Children are provided with an odd one out activity Children are helped and / or challenged by another adult Children use a writing frame to shape their ideas
Recording	Children draw (and label) instead of writing their answers Children do not record their ideas at all – they simple talk at their own level

9. Equality of Participation and Access

Boys and girls will be given equal opportunity to participate in all class activities. The geography class will be used as an opportunity to integrate the culture of all pupils e.g. International Pupils, pupils with international heritage, members of the traveling community. Geography lessons will endeavour to celebrate difference and promote cultural awareness in line with our school ethos. Where possible the background of class pupils will be taken into account when deciding on a particular country/topic.

- **Organisational Planning**

10. Timetable

Geography will be timetabled within the allocated time for S.E.S.E (2 and a half hours for Infant

classes, 3 hours for all other classes). The way in which this is done and the extent to which discretionary time is used for this subject will be left to the discretion of individual teachers. Teachers are encouraged to integrate curricular areas as much as possible to maximise exposure to geography. Teachers are also encouraged to particularly integrate Geography with Ethic and the Environment strand from the Learn Together Curriculum.

11. Resources and ICT

As much equipment as possible, such as maps, globes and atlases will be based in classrooms. Other equipment will be stored centrally.

The class library will as far as possible include books which will facilitate project work.

Internet access is available in all classrooms. Teachers will familiarise themselves with material on websites and C.D.s prior to use by the children.

Teachers will use the Geographical Association website to access current resources online.

The Primary Geography handbook, and the Early Years Handbook are available as reference for class teachers.

Geographical Association will be used for purchasing more resources as the school grows.

Teachers to use workbooks/Geography books as reference but there is no particular scheme of texts that are binding. Children to record Geography work as project work or in an SESE copy.

12. Health and Safety

See school policy on health and safety.

13. Individual Teachers' Planning and Reporting

Each class teacher will have long and short term planning which will be in line with the school plan and DES regulations.

Each class teacher will cover the set country that is relevant to their class year group using Appendix A.

Curriculum at a glance sheets are available to use to record topics/skills covered. Highlights for items covered and items touched on/glanced on will be coded. (See documents attached for each curriculum band)

Class teachers will refer to the local area study plan Appendix B

14. Staff Development

Staff will be encouraged to attend relevant CPD in Geography.

Teachers have access to reference books, resource materials and websites dealing with Geography. A Geography Curricular Team will meet to discuss changes and improvements that can be implemented with the co-operation of the staff.

15. Parental Involvement

Parents with particular expertise on certain topics may be invited to classes to give talks.

Parents will be informed of field trips outside the locality and may be asked to partake in same.

Parents may be invited in to observe children's projects.

Parents will link with the school's teaching and learning in Geography through the monthly homework menu.

16. Community Links

Geography will be used as a tool to access the local area, including people, places and local knowledge. This will be supported through the school garden in forging community links in the new school location in Dublin 8.

- **Success Criteria**

The success of this plan will be judged as follows:

Through feedback from teachers, parents and pupils also through the benefits it provides for individual teachers' planning.

- **Implementation**

- (a) **Roles and Responsibilities**

All teachers are responsible for implementation of the plan.

It will be monitored and discussed by the Geography Curricular Team, (Fiona Connelly and Simon Rouse) and where necessary addressed at staff meetings and planning days.

- (b) **Timeframe**

This plan will be reviewed in three years on completion of other whole school plans and can be reviewed in conjunction with the school's History and Science plans.

- **Review**

- (a) **Roles and Responsibilities**

Geography Curricular Team will be responsible for the review of this plan in consultation with the wider school community.

- (b) **Timeframe**

Plan to be reviewed in September 2020

- **Ratification and Communication**

Ratified on _____

To be reviewed _____

Chairperson _____

Principal _____

APPENDIX A

List of countries particular to each class level

	European	Non-European	Links with the learn together curriculum (non-European countries)
1 st	France	China	Buddhism/Chinese new year
2 nd	Spain	Australia	Aboriginal peoples nomadic heritage
3 RD	Greece	Brazil	Easter Christianity
4 th	Norway	Iran	Ramadan Islam
5 th	Switzerland	Ethiopia	Displaced peoples
6 th	Ukraine	India	Diwali Hinduism

Countries list particular to the multi-grade class group

	2016/2017	2017/2018	2018/2019	2019/2020
2 nd	Australia			
3 rd	India	Brazil		
4 th	India	Brazil	Iran	
5 th	India	Brazil	Iran	Ethiopia
6 th	India	Brazil	Iran	Ethiopia

APPENDIX B

Local Studies

Junior Infants	Homes in Dublin 8, Play
Senior Infants	People at work, schools
1 st	Transport, journeys to our home, homelessness
2 nd	Signage in the local area, people at play, names of local clubs
3 rd	Canal Studies, waterways Ireland
4 th	St. James hospital
5 th	Tourism in Dublin 8 Parks and recreation in Dublin 8
6 th	Transport in Dublin 8 Luas, bikes scheme, cycle lanes, bus, canal

The Revised Primary School Curriculum (1999) Geography - Curriculum Outline: Junior Infants / Senior Infants

<p>SCD: Skills & concepts development <i>The geographical skills & concepts below will be developed as work is completed on the strands & strand units of the curriculum.</i> The child should be enabled to:</p> <p>SCD 1: A sense of place</p> <ol style="list-style-type: none"> become aware of, explore & discuss some of the distinctive human & natural features of the locality develop some awareness of people & places in other areas <p>SCD 2:A sense of space</p> <ol style="list-style-type: none"> use simple locational terms discuss & record in simple ways journeys to & from places in the immediate environment refer to or use simple directions within home, classroom & school settings <p>SCD 3: Maps, globes & graphical skills / Picturing places</p> <ol style="list-style-type: none"> refer to or use simple drawings of areas make model buildings with bricks, Lego & other play materials become aware of globes as models of the Earth. <p>SCD 4:Geographical investigation skills</p> <ol style="list-style-type: none"> Questioning: Ask questions about natural & human features in the immediate environment Observing: Observe, compare & discuss natural & human features in the local environment Predicting: Guess & suggest what will happen next in a situation Investigating & experimenting: Carry out simple investigations set by the teacher, make observations & collect data Estimating & measuring: Estimate & compare distances in an informal way Analysing: Sort & group objects according to observable features Recording & communicating: Describe & discuss his/her observations orally using an expanding vocabulary; Represent findings pictorially & in other media, picture, weather charts, using ICT. 	<p>The child should be enabled to:</p> <p><u>Strand HE: Human environments</u></p> <p>SU1: Living in the local community Unit: My family & community</p> <ol style="list-style-type: none"> explore & discuss his/her membership of the family, school & local community identify & discuss the roles of people who serve the local community <p>Unit: Homes</p> <ol style="list-style-type: none"> recognise that people live in homes describe areas within the home associate activities with areas within the home & outside the home acquire some awareness of different types of homes in the locality make simple drawings of home, immediate surroundings & journeys to & from home begin to appreciate the need for shelter for a family <p>Unit: School</p> <ol style="list-style-type: none"> become aware of, discuss & appreciate the people in the school community describe areas within the school associate activities with areas within the school & outside the school make simple drawings of school, immediate surroundings & journeys to & from school <p>Unit: People at work</p> <ol style="list-style-type: none"> discuss the work of people in the home, at school, in the local community, nearby & in wider environments become aware of some buildings & places where people work, especially those in the locality <p>Unit: People at play</p> <ol style="list-style-type: none"> become aware of & discuss play spaces suggest ways in which these places may be kept clean & safe make simple drawings of these places, immediate surroundings & journeys to & from these places. <p>Unit: People & places in other areas</p> <ol style="list-style-type: none"> develop some awareness of people living in other areas acquire some awareness of different types of homes in places outside the locality become aware of some links between the school / local community & people in other places <p align="center"><u>Strand NE: Natural environments</u></p> <p>SU1: The local natural environment</p> <ol style="list-style-type: none"> become aware of, explore & discuss some aspects of natural environments in the immediate locality of the school observe, discuss & investigate water in the local environment observe, collect & investigate a variety of natural materials in the local environment record & communicate experiences & observations using oral language & pictures. <p>SU2: Weather</p> <ol style="list-style-type: none"> observe & discuss a variety of weather conditions using simple vocabulary record weather observations using a weather chart or diary become aware of some of the effects of different weather conditions on human, animal & plant life in the local environment discuss the suitability of different kinds of clothes for different weather conditions recognise that some weather patterns are associated with seasonal change & distinguish between summer & winter. <p align="center">SU3: Planet Earth in space</p> <ol style="list-style-type: none"> identify & discuss the sun, the moon & stars recognise the difference between day & night. <p><u>Strand EAC: Environmental awareness & care</u></p> <p>SU1: Caring for my locality</p> <ol style="list-style-type: none"> observe, discuss & appreciate the attributes of the local environment appreciate that people share the environment with plant & animal life develop a sense of responsibility for taking care of & enhancing the environment identify, discuss & implement simple strategies for improving & caring for the environment
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The Revised Primary School Curriculum (1999) Geography - Curriculum Outline: 1st and 2nd Class

SCD: Skills & concepts development
The geographical skills & concepts below will be developed as work is completed on the strands & strand units of the curriculum.

SCD 1: A sense of place

explore and come to know some of the distinctive human and natural features of the locality
 develop an awareness of people and places in other areas

SCD 2: A sense of space

discuss and record the relative location of familiar human and natural features in the locality
 discuss and record simply journeys to and from places in the immediate environment and beyond
 give and follow simple directions to places in the immediate environment

SCD 3: Maps, globes & graphical skills / Picturing places

record areas in the immediate environment and places in stories using simple picture maps, models and other methods
 explore the outlines and plans of small everyday items
 develop some awareness of maps and if possible aerial photographs of limited areas in the locality
 explore directions in the classroom using simple signpost maps
 identify land and sea on maps and globes
 use maps of Ireland and the globe to develop an awareness of other places.

SCD 4: Geographical investigation skills

Questioning: ask questions about natural and human features in the immediate environment
Observing: observe, compare and discuss natural and human features in the local environment
Predicting: suggest outcomes of an investigation, based on observations
Investigating & experimenting: carry out simple investigations and collect information from a variety of sources
Estimating & measuring: begin to use simple methods to estimate, measure and compare observations
Analysing: sort and group people, features, events and natural phenomena; begin to look for and recognise patterns and relationships in the environment; draw conclusions from simple investigations
Recording & communicating: describe and discuss observations orally using an expanding vocabulary; represent findings pictorially or using other media

Strand HE: Human environments

SU1: Living in the local community

My family & community

explore and discuss his/her role and that of others in the family, school and local community
 become aware of and learn to value the diversity of people who live in the local community and the contribution they make
 begin to recognise the interdependence of individuals and groups in the local community
 develop some awareness of people living in other areas and of the links between them and the local community

Homes and Shelters

recognise that people live in a variety of homes
 describe his/her home, its location and surroundings
 record some of these features using simple drawings, plans, displays, models and sketches
 investigate materials used to construct homes and identify materials of local origin
 discuss and record simply journeys to and from homes
 develop an awareness and appreciation of different types of homes in the locality and in other areas
 develop an awareness of homelessness

People at work

investigate the work of people in a range of locations in the locality
 investigate the work of people involved in transport and communications
 discuss and record simply the buildings and places where people work, especially those in the locality
 discuss and record simply journeys to workplaces
 become aware of the work of people in other areas who supply food and other products to us

People at play

appreciate the roles of people who help at play
 describe location and features of play spaces
 discuss, and record simply, journeys to and from play spaces.

SU2: People & places in other areas

become familiar with some aspects of the lives of people and especially of children in Ireland, Europe and other areas
appreciate ways in which people in different areas depend on one another and on people living in other parts of the world.

Strand NE: Natural environments

SU1: The local natural environment

identify, explore and discuss aspects of some major natural features in the local environment

observe, discuss and investigate water in the locality

observe, collect and investigate a variety of natural materials in the local environment record and communicate experiences and observations using simple drawings, plans, displays, models and sketches.

SU2: Weather

observe and record varying weather conditions using appropriate vocabulary and simple equipment
 begin to associate cloud cover and other conditions with different types of weather
 begin to make and test simple weather predictions
 identify ways in which weather influences the lives of people
 observe and record the influences weather and seasonal changes have on people, animals and plants in the locality
 contrast weather in the locality with that in other areas.

SU3: Planet Earth in space

recognise the sun as a source of heat and light
 identify the sun, the moon, stars, day and night
 develop familiarity with the spherical nature of the Earth.

Strand EAC: Environmental awareness & care

SU1: Caring for my locality

identify, discuss and appreciate the natural and human features of the local environment
 observe and develop an awareness of living things in a range of habitats in local and wider environments
 observe similarities and differences among plants and animals in different local habitats
 develop an awareness that air, water, soil, living and non-living things are essential to the environment
 begin to realise that people, animals and plants depend on each other
 realise that there is both an individual and a community responsibility for taking care of the environment
 identify, discuss and implement simple strategies for improving and caring for the environment
 identify and help to implement simple strategies for protecting, conserving and enhancing the environment
 become aware of ways in which the environment can be polluted or harmed

Revised Primary School Curriculum (1999) Geography - Curriculum Outline: 3rd and 4th Class
SCD: Skills & concepts development

The geographical skills & concepts below will be developed as work is completed on the strands & strand units of the curriculum.

SCD 1: A sense of place

explore and come to know some of the distinctive human and natural features of the locality develop an awareness of people and places in other areas

SCD 2: A sense of space

discuss and record the relative location of familiar human and natural

features in the locality discuss and record simple journeys to and from places in the immediate environment and beyond give and follow simple directions to places in the immediate environment

SCD 3: Pictures, maps, globes

record areas in the immediate environment and places in stories using simple picture maps, models and other methods explore the outlines and plans of small everyday items develop some awareness of maps and if possible aerial photographs of limited areas in the locality explore directions in the classroom using simple signpost maps identify land and sea on maps and globes use maps of Ireland and the globe to develop an awareness of other places.

SCD 4: Geographical investigation skills

Questioning: ask questions about natural and human features in the immediate environment

Observing: observe, compare and discuss natural and human features in the local environment

Predicting: suggest outcomes of an investigation, based on observations

Investigating & experimenting: carry out simple investigations and collect information from a variety of sources

Estimating & measuring: begin to use simple methods to estimate, measure and compare observations

Analysing: sort and group people, features, events and natural phenomena; begin to look for and recognise patterns and relationships in the environment; draw conclusions from simple investigations

Recording & communicating: describe and discuss observations orally using an expanding vocabulary; represent findings pictorially or using other media

Strand HE: Human environments

SU1: People living and working in the local area

SU2: People living and working in a contrasting part of Ireland

People and communities: learn about and come to appreciate and respect the people and communities who live and work in the locality and in a contrasting part of Ireland

Natural features and people: become aware of the natural features in the locality and in a contrasting part of Ireland and their relationship to the lives of people living in these places materials used to construct homes and other buildings

Settlement: homes and other buildings: explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland

People at work: explore and investigate, especially through practical studies, a small number of the common economic activities of people in the locality and in a contrasting part of Ireland

Transport and communications: become aware of forms of transport and transport routes in the locality and in a contrasting part of Ireland; become familiar with the communication methods available; investigate work of people involved in transport and communications.

SU3: People and other lands

study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world

develop an awareness of the interdependence of these people and people in Ireland

begin to develop a sense of belonging to local, county, national, European and global communities.

SU4: County, regional and national centres

become familiar with the location and names of urban areas in the county, some of their important features

develop some knowledge of the relative location of the county and neighbouring counties

become familiar with the location and names of a few of the larger towns and cities in the region and in Ireland.

Strand NE: Natural environments

SU1: The local natural environment

investigate and become familiar with some natural features in the local environment

estimate distances and establish cardinal directions during the exploration of these features

observe and explore ways in which these features have affected the lives of plants, animals and humans

investigate the ways in which these features have been used by humans and

SU2: Land, rivers and seas of my county

become familiar with the names and locations of some major natural features in the county

develop some familiarity with the relationship of these features with each

other and with elements of the built environment

SU3: Rocks and soil

observe, collect and examine different soil samples in the immediate and other environments

sort and group constituent materials in samples rocks, pebbles, sand, plant material

compare and contrast materials, focusing on certain criteria

begin to explore influence of soils and rocks on animal and plant life

SU4: Weather, climate and atmosphere

Weather observations

use simple equipment to observe and record weather phenomena

record and display simple weather observations in systematic way using graphs, charts and common symbols

use analysis of weather recordings to begin to associate simple descriptions of clouds, amount of cloud cover, wind direction and other conditions with particular types of weather; make and test weather predictions

compare temperatures indoors and outdoors

Weather and climate

study weather variations during the year and their influence on plants, animals and humans

begin to appreciate the importance of solar energy for the Earth

develop some awareness of weather and climate patterns and their relationship with plant, animal and human life in some environments in other parts of the world

collect and record weather lore from the locality.

SU5: Planet Earth in space

observe, describe and record the positions of the sun when rising and setting and the changing lengths of day and night during the seasons

investigate shadows, directions and sunlight

understand the importance of sunlight for plants and animals

begin to understand the influence of the sun on weather and atmospheric conditions

become aware of the dangers of sunlight for skin and eyesight.

Strand EAC: Environmental awareness & care

SU1: Environmental Awareness

identify, discuss and record aspects of local natural and human environments which are considered attractive or unattractive

identify the interrelationships of living and non-living elements of local and other environments

develop some awareness of the types of environment which exist in Ireland and other parts of the world

become aware of the Earth's renewable and non-renewable resources

recognise how the actions of people may have an impact on environments

recognise and investigate human activities which may have positive or adverse effects

on local and wider environments

come to appreciate the need to conserve the Earth's resources.

SU2: Caring for the environment

examine a number of ways in which local and other environments could be improved or enhanced

identify and discuss a local, national or global environmental issue an issue

realise that there is a personal and community responsibility for taking care of and conserving environments.

SCD: Skills & concepts development
The geographical skills & concepts below will be developed as work is completed on the strands & strand units of the curriculum.

SCD 1: A sense of place

explore and become familiar with the distinctive natural and human features of the locality, the county and Ireland

become familiar with the distinctive natural and human features of some places in Europe and other parts of the world

SCD 2: A sense of space

acquire an understanding of the relative location and size of major natural and human features
 begin to develop an understanding of the names and relative location of some natural and human features of Europe and the world
 estimate and measure distances and establish cardinal directions during exploration of the locality
 develop some awareness of directions in wider environments
 use and record directions and routes on maps.

Using pictures, maps and models
 develop familiarity with, and engage in practical use of, maps and photographs of a variety of scales and purposes
 develop an understanding of and use common map features and conventions
 use maps to record routes and directions in the locality and wider environments
 construct some simple maps and models of natural and human features in the local environment

Maps and globes

compare maps, globes, aerial photographs, satellite photographs and other remotely sensed images

recognise key lines of latitude and longitude on the globe
develop some awareness of problems of map construction

Geographical Investigation

Questioning: ask questions about natural and human features and processes in the environment and their interrelationships

Observing: observe natural and human elements and processes in the environment and their

Predicting: offer suggestions (hypotheses) based on a number of observations as to the likely results of investigations
 make inferences based on suggestions and observations
 propose ideas or simple theories which may be tested by experimentation

Investigating and experimenting
 carry out simple investigations and collect information from a variety of sources

Estimating and measuring: use appropriate simple instruments and techniques to collect data
 use appropriate standard units of measurement

Analysing: sort, group and/or classify data on people, events and natural phenomena using a range of appropriate criteria

Strand HE: Human environments

SU1: People living and working in the local area

SU2: People living and working in a contrasting part of Ireland

People and communities: learn about and come to appreciate the peoples and communities who live and work in the locality and in a contrasting part of Ireland

Natural environmental features and people: become aware of the natural features in the locality and in a contrasting part of Ireland and their interrelationship with the lives of people living in these places

Settlement: homes and other buildings: explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland

People at work: explore and investigate, especially through practical studies, one or more of the important economic activities of people in the locality and in a contrasting part of Ireland

Transport and communications: learn about the methods of transport and transport routes in the locality and in a contrasting part of Ireland; become aware of the advantages, disadvantages and roles of these methods; learn about the available methods of communication; become familiar with the work of people in these activities.

SU3: People and other lands

study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world

develop an increasing awareness of the interdependence of people in these places and people in Ireland

learn to value and respect the diversity of peoples and their lifestyles in these areas and other parts of the world

become aware of various ethnic, religious and linguistic groups of peoples in Ireland, Europe and the wider world

develop a sense of belonging to local, county, national, European and international communities.

SU4: County, regional and national centres

become aware of the location of the counties of Ireland, some of their towns and cities; the origins and geographical significance of their place-names

identify some of their important buildings, features, facilities, parks, work-places

learn of the movement of people to and/or from these centres

become familiar with the names, locations and some well-known features of the capital cities of the European Union.

SU5: Trade and development issues

Trade: explore, through the study of some major world commodities, trade issues

Or Famine: become aware of the causes and effects of famine; examine the work of relief agencies and become aware of Irish involvement in them; discuss possible short and long-term solutions to famine; compare the experience of famine in Ireland with that of other countries

Or Development and aid: come to appreciate the inequalities between the developed and the developing world; explore some of the issues and problems associated with aid; acquire some knowledge of the origins, work and Irish involvement in some major international organisations

Strand NE: Natural environments

SU1: The local natural environment

investigate and learn about the main natural features in the locality and county

observe and develop simple understanding of the links between these features

investigate the influence of these features on plants and on the lives of animals and people

become aware of the ways in which people, animals and plants have exploited and/or altered these features

SU2: Land, rivers and seas of Ireland

become familiar with the names and locations of some major natural features in Ireland

become familiar with the relationship of these features with each other, with elements of the built environment and with significant natural features of Ireland

understand some of the interrelationships between these natural features and the lives of plants, animals and humans.

SU3: Physical features of Europe and the world

learn about a small number of the major natural features of Europe

become familiar with the names and approximate location of a small number of major world physical features

SU4: Rocks and soil

collect and identify some common rocks in the locality

identify and explore the use of stone in building and other human activities, especially in the locality

develop simple understanding of the structure of the Earth, using terms such as core, mantle, crust, plates of the crust, lava flow, volcano, earthquake

learn about the characteristics of some common rock types and where they may be found in Ireland and in other parts of the world

collect and examine soil samples and their constituents

compare soil samples from different parts of the locality

learn of the relationship of plants and farming to soil types

be familiar with some ways of changing and/or improving soil structure.

SU5: Weather, climate and atmosphere

Weather observations

use simple equipment to make detailed weather observations and recordings of phenomena

record and display simple weather observations in systematic way using graphs, charts and common meteorological symbols

use analysis of weather recordings to associate simple descriptions of clouds, amount of cloud cover, wind direction and other conditions with particular types of weather; make and test weather predictions; collect weather lore, especially local traditions and knowledge

Weather and climate

explore weather patterns over the year in the locality using a variety of graphical and analytical skills

begin to appreciate the difference between climate and weather

develop some awareness of weather patterns in other parts of Ireland and factors influencing climate in the locality and in Ireland

explore the relationships between climatic factors and aspects of building construction

become aware of the characteristics of some major climatic regions in different parts of the world

explore the relationship of climate to plant, animal and human life

The atmosphere: develop simple understanding of some atmospheric features

SU6: Planet Earth in space

observe and record the positions of the sun when rising and setting and at different times of the day

investigate the relative lengths and directions of shadows and the intensity of sunlight at different times of the year

observe the changing lengths of day and night during the seasons

understand the importance of sunlight as a source of energy for plants and animals

become aware of the influence of the sun on atmospheric conditions

become aware of the dangers of sunlight for eyesight and skin

recognise that the Earth, its moon, the sun, other planets and their satellites are separate bodies and are parts of the solar system

<p>look for and recognise patterns and relationships in the environment interpret information and offer explanations draw conclusions from suitable aspects of the evidence collected</p> <p>Recording and communicating: record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms and using information and communication technologies</p> <p>Evaluating: review the methods used in investigations and assess their usefulness.</p>	<p>develop a simple understanding of the interrelationship of these bodies, including day and night and seasonal movements recognise a few of the major star constellations</p> <p>Strand EAC: Environmental awareness & care</p> <p><i>SU1: Environmental awareness</i> identify, discuss and appreciate attractive and unattractive elements of natural and human environments explore some examples of the interrelationship of climate, natural features, flora, fauna and human life in different environments in Ireland and in some of the main climatic regions of the world recognise and investigate aspects of human activities which may have positive or adverse effects on environments become aware of the importance of the Earth's renewable and non-renewable resources foster an appreciation of the ways in which people use the Earth's resources and come to appreciate the need to conserve the Earth's resources.</p> <p>SU2: Caring for the environment examine a number of ways in which local and other environments could be improved or enhanced identify and discuss a local, national or global environmental issue come to appreciate individual, community and national responsibility for environmental care</p>
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