

Geography

■ Title: Geography

■ Introductory Statement and Rationale

This plan was formulated by the staff of Limerick School Project after a process of consultation in 2019. This plan will form the basis of each teacher's long and short term planning in Geography. It will inform new or temporary teachers of our approaches and methodologies in this subject.

Rationale

We recognise that geography is an integral part of the Social, Environmental and Scientific Education of our pupils. In our school SESE provides opportunities for the child to explore, investigate and develop an understanding of the natural, human, social and cultural environment in which s/he lives. The distinct role Geography plays in SESE is one of helping the child understand and appreciate the physical and human features of their immediate and wider environments.

The importance of teaching Geography in the Limerick School Project is:

- To benefit teaching and learning in our school
- To conform to the principles outlined in the Primary Curriculum
- To provide opportunities for the child to explore, investigate and develop an understanding of the natural, human, social and cultural dimensions of local and wider environments
- To learn and practise a wide range of skills
- To acquire open, critical and responsible attitudes
- To enable the child to live as an informed and caring member of local and wider community

■ Vision and Aims

Vision

To seek to assist the children in our school in achieving a sense of their surroundings and the wider world. By studying their local environment and other areas the children will learn about people and places and the inter-relationships between them. Through geography it is hoped to promote an understanding of and respect for the cultures and ways of life of peoples throughout the world and to foster an informed sense of individual and community responsibility for environmental care.

Aims

We endorse the aims of the SESE Geography curriculum as outlined in the Geography Curriculum P.14

- To develop an awareness and knowledge of our local environment.
- To develop knowledge and understanding of local, regional and wider environments and their inter-relationships

- 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 inter-dependence.
- To develop the ability to use a range of communicative methods, especially those concerned with 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 text.

■ Curriculum Planning

1. Strands and Strand Units

Each teacher is familiar with the strands and strand units, content objectives for his/her class level and for the other class levels. This is to ensure a coherent programme throughout the school. All strands and all strand units must be covered each year but not all the content objectives need be addressed within a strand unit. The three strands of the Geography curriculum are: Human Environments, Natural Environments and Environmental Awareness and Care.

➤ The content of the geography curriculum for infant classes is presented in two sections A skills and concepts section and a number of strands.

The geographical skills and concepts outlined at this level are arranged under the following headings –

- | | |
|-------------------------------------|--|
| • A sense of place and space | -A sense of place
-A sense of space |
| • Maps, globes and graphical skills | -Picturing places |
| • Geographical investigation skills | -Questioning
-Observing
-Predicting
-Investigating and experimenting
-Estimating and measuring
-Analysing
-Recording and communicating |

The strand units within the three strands will provide the context within which most of these skills and concepts will be developed.

The strands of the curriculum present the geographical topics which children will explore through the study of

- | | |
|------------------------|--|
| • Human environments | -Living in the local community
-People and places in other areas |
| • Natural environments | -The local natural environment
-Weather
-Planet Earth in space |

- Environmental awareness and care -Caring for my locality

➤ The content of the geography curriculum for first and second classes is presented in two sections:

A skills and concepts section and a number of strands.

The geographical skills and concepts outlined at this level are arranged under the following headings –

- A sense of place and space -A sense of place
-A sense of space
- Maps, globes and graphical skills – Using pictures, maps and globes
- Geographical investigation skills – Questioning, observing, predicting, investigating and experimenting, estimating and measuring, analysing, recording and communicating

The strand units within the three strands will provide the context within which these skills and concepts will be developed.

The strands of the curriculum present the geographical topics which children will explore through the study of

- Human environments – Living in local community
People and places in other areas
- Natural environments – The local natural environment
Weather
Planet Earth in Space
- Environmental awareness and care – Caring for my locality.

We are aware that one of the key messages in this geography Curriculum is that children start developing geographical concepts by exploring their local, immediate environment. In this way the children get a strong sense and appreciation of their own place. This will be reflected in our teaching at this and subsequent levels.

➤ The content of the geography curriculum for third and fourth classes is presented in two sections :

A skills and concepts section and a number of strands.

The geographical skills and concepts outlined at this level are arranged under the following headings –

- A sense of place and space -A sense of place
-A sense of space
- Maps, globes and graphical skills -Using pictures, maps and globes
- Geographical investigation skills -Questioning
-Observing
-Predicting
-Investigating and experimenting

- Estimating and measuring
- Analysing
- Recording

The strand units within the three strands will provide the context within which these skills and concepts will be developed.

The strands of the curriculum present the geographical topics which children will explore through the study of:

- **Human environments**
 - People living and working in the local area
 - People living and working in a contrasting part of Ireland
 - People and communities
 - Natural environmental features and people
 - Settlement homes and other buildings
 - People at work
 - Transport and communication
- **People and other lands**
 - An environment in another European country
 - An environment in a non-European country
 - County, regional and national centres
- **Natural environments**
 - The local natural environment
 - Land, rivers and seas of my county
 - Rocks and soils
 - Weather, climate and atmosphere
 - Planet Earth in space
- **Environmental awareness and care**
 - Environmental awareness
 - Caring for the environment

We are aware that the children's knowledge and sense of awareness is extending to wider environments at county, regional national and international level. This then is reflected back to our own locality. When choosing countries to study under the "Human Environments" strand we will consider:

- a. Children from other countries in our school
- b. Places of interest to teachers
- c. A suitable country of interest for a class when preparing for One World Day
- d. Consideration of the History curriculum with possibilities of integration in mind.

- The content of the geography curriculum for fifth and sixth classes is presented in two sections:

A skills and concepts section and a number of strands.

The geographical skills and concepts outlined at this level are arranged under the following headings –

- **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

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

The strand units within the three strands will provide the context within which these skills and concepts will be developed.

The strands of the curriculum present the geographical topics which children will explore through the study of

- **Human environments**
 - People living and working in the local area
 - People living and working in a contrasting part of Ireland
 - People and communities
 - Natural environmental features and people
 - Settlement: homes and other buildings
 - People at work
 - Transport and communications

- **People and other lands**
 - An environment in another European country
 - An environment in a non-European country
 - County, regional and national centres
 - Trade and development issues

- **Natural environments**
 - The local natural environment
 - Land, rivers and seas of Ireland
 - Physical features of Europe and the world
 - Rocks and soils
 - Weather, climate and atmosphere
 - Planet Earth in space

- **Environmental awareness and care**
 - Environmental awareness
 - Caring for the environment

In the senior end of the school the following countries are to be studied:

Class	European	Non-European
Third class	Is opting to study a countries to gain a global number of different perspectives (includes Australia)	
Fourth class	Ireland	China
Fifth class	European country of choice (in consultation with 6th class teacher) & UK	
Sixth class	Countries of Europe (in consultation with 5th class teacher), Eastern Europe	Non-European country of choice (not to include China or Australia) Africa

2. Skills Development

We are aware that the development of geographical skills is of equal importance to strand content in this curriculum. The skills of geographical investigation, a sense of space and place and mapping and geographical skills will be developed through the content of the strand and strand units. Strategies for the development of these skills will involve the children being actively involved in field work, outdoor investigations as suggested in Teacher Guidelines starting on page 68. The use of maps, globes and atlas will be used in an age appropriate way from infants to sixth class. By following the content of this curriculum and developing the geographical skills the children in our school are given opportunities to work as geographers at every class level.

3. Children's ideas

We plan to use the children's ideas of places and spaces as a starting point for all geographical activity. We find out what the children already know by:

Talk and discussion

Questioning and listening

Annotated drawings

Brain storming

Concept maps

Problem solving

Teacher designed tasks and tests

4. Approaches and Methodologies

We plan to use the key methodologies in the primary curriculum in the teaching of geography.

- Active learning,
- problem solving,
- developing skills through content, talk and discussion,
- co-operative learning,
- use of the environment.

All teachers are following the recommended sequence for geography – local, regional, national. European and global and then reflecting it back to our own location.

In learning about our natural and human environments we will use methodologies specific to geography:

Field work

Survey

Interview

Models

Maps/globes

Photographs

Artefacts

Trails

We have completed a geographical audit of our immediate locality and identified features that can be focused on when embarking on local environmental studies.

The park

O'Connell Ave/St

Walk around the block

Wolfe Tone St.

River Shannon

Peatlands

Pery Square

The Crescent

Old Limerick Westfields Forests

In learning about distant places we will use these approaches and methodologies,

- artefacts,
- atlases, maps and globes,
- interviews,

- ICT,
- photographs,
- school text books

5. Linkage and Integration

Linkage: When we are studying the local environment, we will study both the natural and human environments and the effect one has on the other. When we are studying distant places under the human environment strand we will also learn about the natural environments of these places. The strand Environmental Awareness and Care is by its nature, linked strongly with the other two strands.

Integration: Where relevant teachers will aim to integrate geography with other curricular areas e.g. SPHE, Myself and the Wider World, Visual Arts work on colour, patterns and textures in the environment and History. We will explore possibilities to integrate the SESE subjects at all class levels, teachers create their own integrated topics and/or referring to the teacher guidelines in geography, history and science.

All classes participate in One World Day which is held every 3 years.

6. Multi-Grade Teaching

N/A

7. Assessment and Record Keeping

Assessment in geography seeks to achieve a balanced picture of the children's progress in the acquisition of knowledge and skills and in the development of positive attitudes.

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

- teacher observation,
- teacher designed tasks and tests,
- work samples,
- portfolios and projects,
- Curriculum profiles.

The information gleaned from assessment will provide the basis for the planning of follow-up activities and future work in geography. Pupil's progress in geography is discussed with parents at Parent Teacher meetings and also referred to on end-of-year reports.

8. Children with Different Needs

All children with special needs are included and participate in geography in their own classes. Teachers will adapt and modify activities so that all children can participate. Where feasible the Special Needs Assistant (SNA) will support the child in taking part in group activities out of school activities and in the learning process. We will deal with specific sensitive issues such as bereavement or loss, disability and illness by supporting the pupil involved as much as possible. Opportunities are provided for children to communicate information in a variety of ways e.g. differentiating ways of presenting information learned.

9. Equality of Participation and Access

Equal opportunities will be given to boys and girls to participate in activities and experience all strands. Where necessary, class teachers will differentiate the curriculum to include disadvantaged and children from other countries. As an Educate Together school we celebrate difference and promote cultural awareness and integration throughout the curriculum.

■ Organisational Planning

10. Timetable

Infant SESE = 2 ¾ hours weekly

Rang I – Rang VI = 3 hours weekly.

There is one hour per week for geography. Time will be blocked as appropriate e.g. work on

an integrated project. Discretionary curriculum time may be used where required (2 hours)

11. Resources and ICT

Text books: 'All Around Me', 'What a Wonderful World', 'Geography Quest', 'Small World', 'Atlas Hunt'

Reference books on relevant topics, e.g. weather, seasons, countries, habitats, planet Earth, caring for the environment, etc.

Globes and maps

Atlas for all children from 3rd-6th

Teacher-made packs related to topics including Myself, My Home, Winter, Feasts and Festivals, Our World, Clothes, Ireland, Water, Summer, Travel and Transport

Fieldtrip booklets

Online resources including relevant websites, books and videos

12. Health and Safety

The teachers are familiar with the Limerick School Project's Health & Safety Policy and preparing for field work guidelines from page 74-78 of the geography teacher guidelines.

Child protection guidelines are followed on all fieldtrips.

13. Individual Teachers' Planning and Reporting

The Whole School Plan and curriculum documents for geography will provide a breakdown of strand and strand units covered at each class level; resource lists and appropriate methodologies but will also provide scope for an individual approach to the subject. The Cuntas míosúil will provide an ongoing record and reference to topics covered at each class level and will aid new teachers in planning. We will introduce SESE integrated topics in a planned way.

Records of the Cuntas míosúil will be kept in the office and access to same shall be available to all teachers. Geography is included under the SESE category in our school's Individual progress record booklets. Parents are informed of children's progress at geography at Parent Teacher meetings and end of year reports.

14. Staff Development

Teachers have access to reference books & resource materials which will be kept in the staff room and updated frequently. Relevant class materials are stored in classrooms. Aspects of the geography curriculum are discussed at staff meetings. Staff will be facilitated in attending workshops or summer courses that may extend staff understanding of geography.

15. Parental Involvement

Parents are invited to share local knowledge with their children as they explore various aspects of the local environment. Parents are encouraged to come to the school to help out in the delivery of this programme by:

- a) participating in surveys and interviews**
- b) By helping out in supervision in field work when/if needed.**

Parents are invited to celebrate and view results of projects, surveys, investigations in the school or read about them in the school newsletter.

Parents from distant lands will be encouraged to share their heritage with the rest of the school if they so wish or if it is appropriate.

16. Community Links

People in the community with an interest and knowledge in the natural and human environment and environmentalists in the community are asked to visit the school, talk to children and where appropriate bring them on field trips e.g. (Geoff Hunt – Westfields)

■ Success Criteria

All teachers will plan their schemes based on this Geography plan. The procedures outlined in this plan will be followed by each teacher as much as possible. The plan will be assessed by parents, teachers, children's feedback and Inspector's reports. The following key considerations will be examined when assessing the plan.

- That geography is about developing a sense of space and place
- Children's ideas of place and space are used as the starting point
- Knowledge and skills are of equal importance
- The primary resource for Geography is the environment, starting with the local, then regional, national, European and global.

■ Implementation

Roles and Responsibilities:

The principal will have the responsibility to see that this plan is consistently followed at all levels. This plan is currently being implemented.

■ Review

Roles and Responsibilities:

This plan will be reviewed bi-annually. The principal will oversee same.

■ Ratification and Communication

This plan was ratified by the Board of Management. It will be available to the parents. Copies are available from the school office.

Signed _____ Date _____
Shane Curtin 20/05/2019

Geography Divisions 3rd-6th Classes

Strand	3rd	4th	5th	6th
Human Environments				

Strand	3rd	4th	5th	6th
People living and working in the local area and People living and working in a contrasting part of Ireland	Looking at our school Concept of Locality Immediate locality (around the block - 4 roads plus Quinlan street) Farming Food Bridges Transport	Our school to Crescent and park trails We live in a community Tourism	Pery Square Fishing	Old limerick - Walking trail Debenhams to Church, castle, Gaelscoil Peatlands
People and other lands* <small>(*does not apply when class choose country for One World day)</small>	Australia Continents of the world Plans and maps	China	Europe including Great Britain	Africa
County, regional and national centres	Provinces and counties of Munster and Limerick's position within Munster	Counties of Ireland My County (project)	Provinces, counties, towns	Europe - Countries of Europe Eastern Europe Rivers and seas in Europe
Trade and development issues			Fairtrade: Story of banana	Industry in our local area
Natural environments				
The local natural environment	Forests (e.g. Curraghchase, Cratloe) LEAF programme Directions - cardinal points Farming	River Shannon Tourism Ireland - Rivers, lakes and mountains	Westfields Fishing	Peatlands in Co Limerick

Strand	3rd	4th	5th	6th
Land, rivers and seas of my county	Mountains of Co Limerick	River Shannon and rivers in Limerick		
Land, rivers and seas of Ireland			Rivers and seas of Ireland	
Physical features of Europe and the world				Physical features of Europe and the world Bays and headlands
Rocks and soils		Rocks and soils Volcanoes Rocks Earthquakes	Rocks and Soil	Structure of the Earth
Weather, climate and atmosphere	Light The Sun Water cycle Weather	Water cycle Weather	The Sun	Seasons Weather, storms and weather disasters
Planet Earth in space	The Sun Light and shadows	Earth's place in space	The Sun	Seasons
Environmental awareness and care	This strand is integrated across other strand units, curricular areas, Green Flag and school etc			

5th and 6th Class only 3rd and 4th Class only 3rd-6th class