

Tír Eolas.

Introductory Statement:

This plan was originally created by the principal and staff of Scoil Naofa Peadar 's Pól following attendance at Geography in-service training in addition to in school planning days. This reviewed plan was drafted after a recommendation in The W.S.E. 2009 "that the whole-school documentation be revisited and one coherent policy document formulated." This plan forms the basis of each teacher's long and short term planning in Geography. It informs new or temporary teachers of our approaches and methodologies in this subject area.

Rationale:

Geography is an integral part of the Social, Environmental and Scientific Education of our pupils. SESE provides opportunities for our pupils to explore, investigate and develop an understanding of the natural, human, social, and cultural environment in which they live. Geography helps the children to understand and appreciate the physical and human features of their immediate and wider environments. This whole-school plan will guide teachers to give the pupils an understanding of the world in which they live - focusing on the themes of place, space and environment.

Vision:

The Geography Curriculum enables children to make sense of the natural and human environments in which they live and in the wider world around them. Geography plays a very important role in the holistic education of our pupils.

- ❖ Pupils will develop skills that will help them to play a role in their communities.
- ❖ Pupils will appreciate the interdependence of people.
- ❖ Pupils will develop an appreciation of other cultures.
- ❖ Pupils will develop a sense of their own place in a much wider world around them.

Aims:

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

- ❖ "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:

Strands and Strand Units :

Each teacher is familiar with the strands and strand units, content objectives for his/her class level.

The three strands of the Geography curriculum are:

- ❖ Human Environments,
- ❖ Natural Environments
- ❖ Environmental Awareness and Care.

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 all levels.

Junior and Senior Infants

Strands	Junior and Senior Infants
Skills and concepts development	<p>A sense of place and space</p> <ul style="list-style-type: none"> ❖ Myself, family, friends ❖ School ❖ Picturing places <p>Geographical Investigation skills</p> <ul style="list-style-type: none"> ❖ Questioning, observing, predicting, investigating and experimenting, estimating and measuring, analyzing, recording and communicating.
Human Environments	<p>Living in the local community</p> <ul style="list-style-type: none"> ❖ my family and community ❖ homes ❖ school ❖ people at work ❖ people at play <p>People and places in other areas</p> <ul style="list-style-type: none"> ❖ become more aware of people living in other areas ❖ differences in homes outside the locality ❖ develop knowledge of links between the school or local community and people in other places
Natural Environments	<p>Local and Natural environment</p> <ul style="list-style-type: none"> ❖ explore the school grounds through the seasons i.e. hedgerows, waste ground, garden and field. ❖ explore water in the locality i.e. rainfall, puddles, ❖ observe and collect natural materials in the local environment ❖ record through pictures and communicate orally their experiences of the local environments <p>Weather</p> <ul style="list-style-type: none"> ❖ observe and discuss a variety of weather conditions ❖ Record weather observation daily (Junior Infants) and weekly (Senior Infants) using a weather chart. ❖ Explore the effects of weather on humans, plants and

	<ul style="list-style-type: none"> ❖ Animals. ❖ Discuss the clothes used for different types of weather ❖ Recognize the change in seasons <p>Planet Earth in space</p> <ul style="list-style-type: none"> ❖ Identify and discuss the sun, moon and stars ❖ Recognize the differences between day and night
Environmental Awareness and Care	<p>Caring for my locality</p> <ul style="list-style-type: none"> ❖ Observe and develop a pride and appreciation for our school, town and locality ❖ Appreciate that people share the environment with plants and animals ❖ Develop a sense of responsibility for taking care and enhancing our environment ❖ Identify discuss and implement ways of improving and caring for the environment

First and Second Classes:

Strands	First and Second Classes:
Skills and concepts development	<p>A sense of place and space</p> <ul style="list-style-type: none"> ❖ People living and working in the area ❖ Local buildings ❖ Natural features <p>Maps, Globes and graphical skills</p> <ul style="list-style-type: none"> ❖ Allow the children to use simple picture maps, globes and aerial photographs <p>Geographical Investigation skills</p> <ul style="list-style-type: none"> ❖ Questioning, observing predicting investigating and experimenting, estimating and measuring, analyzing, recording and communicating
Human Environments	<p>Living in the local community</p> <ul style="list-style-type: none"> ❖ My family and community ❖ Homes and shelter ❖ School ❖ People at work ❖ People at play <p>People and places in other areas</p> <ul style="list-style-type: none"> ❖ Become more aware of people living in Ireland, Europe and other areas ❖ Differences in homes outside the locality

	<ul style="list-style-type: none"> ❖ Develop knowledge of links between the school or local community and people in other places
<p>Natural Environments</p>	<p>Local and Natural environment</p> <ul style="list-style-type: none"> ❖ Explore natural features in the local environment such as bogs, river and mountain ❖ Explore water in the locality i.e. rainfall, puddles, streams ❖ Observe and collect natural materials in the local environment such as soil and stones ❖ Record through pictures and sketches and communicate orally their experiences of the local environments <p>Weather</p> <ul style="list-style-type: none"> ❖ Observe and discuss a variety of weather conditions using charts and suitable vocabulary ❖ Begin to associate cloud cover and other conditions with different types of weather ❖ Make weather predictions ❖ Explore the effects of weather on the lives of people (clothes, homes, farming and other work and travel) ❖ 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 <p>Planet Earth in space</p> <ul style="list-style-type: none"> ❖ Identify and discuss the sun, moon and stars, day and night ❖ Recognize the sun as a source of heat and light ❖ Develop familiarity with the spherical nature of the earth (through the use of the globe and pictures of the earth from space)
<p>Environmental Awareness and Care</p>	<p>Caring for my locality</p> <ul style="list-style-type: none"> ❖ Observe and develop an awareness of living things in a range of habitats in local and wider environments ❖ Begin to realise that people, animals and plants depend on each other ❖ Identify strategies for improving and caring for the environment (recycling in school and in the home, anti-litter campaigns, and the tidy towns competition in the broader community)

	<ul style="list-style-type: none"> ❖ Identify ways to protect and conserve our environment (pollution, vandalism, water and energy conservation)
--	---

Third and Fourth Classes:

Strand	Strand Units/ Topics
Human Environments	<ul style="list-style-type: none"> ❖ People living and working in the local area ❖ People living and working in a contrasting part of Ireland ❖ People and other lands ❖ County, regional and national centres
Natural Environments	<p>The local natural environment</p> <ul style="list-style-type: none"> ❖ Lands and rivers of my county ❖ Rocks and soils ❖ Weather, climate and atmosphere ❖ Planet Earth in space
Environmental Awareness and Care	<ul style="list-style-type: none"> ❖ Environmental awareness ❖ Caring for the environment
Skills and concepts development	<ul style="list-style-type: none"> ❖ A sense of place and space. A sense of place. A sense of space. ❖ Maps, globes and graphical skills. Using pictures, maps and globes, google earth etc. ❖ Geographical investigation skills. <p style="text-align: center;">Questioning, Observing, Predicting, Investigating and Experimenting, Estimating and Measuring, Analyzing, Recording and Communicating.</p>

Fifth and Sixth Classes

Strands	Strand Units/Topics
Human Environments	<ul style="list-style-type: none"> ❖ People living and working in the local area ❖ People living and working in a contrasting part of Ireland ❖ People and other lands ❖ County, regional and national centres ❖ Trade and development issues
Natural Environments	<ul style="list-style-type: none"> ❖ The local natural environment ❖ Lands and rivers of my county ❖ Rocks and soils ❖ Weather, climate and atmosphere ❖ Planet Earth in space
Environmental Awareness and Care	<ul style="list-style-type: none"> ❖ Environmental awareness ❖ Caring for the environment
Skills and concepts development	<ul style="list-style-type: none"> ❖ A sense of place and space. A sense of place. A sense of space. ❖ Maps, globes and graphical skills. Using pictures, maps and globes, google earth etc. ❖ Geographical investigation skills. Questioning, Observing, Predicting, Investigating and Experimenting, Estimating and Measuring, Analyzing, Recording and Communicating.

SKILLS DEVELOPMENT.

The skills of Geographical Investigation—a sense of space and place, mapping and graphical skills—will be developed through the content of the strands and strand units.

Children will be actively involved in fieldwork and outdoor investigations. Maps, globes, and atlases will be used in age-appropriate ways from Infants to 6thclass.

CHILDREN'S IDEAS.

Teachers use the children's ideas of place and space as a starting point for all geographical activity.

We find out what the children already know by

- Talk and discussion
- Questioning and Problem solving
- Listening
- Brainstorming
- Drawings
- Teacher designed tasks and tests

By knowing what the children know we can build further on their knowledge.

APPROACHES/METHODOLOGIES.

The key methodologies of the Primary Curriculum in the teaching of Geography will be utilised :

- ❖ Active Learning,
- ❖ Problem-solving,
- ❖ Developing skills through content,
- ❖ Talk and discussion,
- ❖ Co-operative learning,
- ❖ Use of the environment.

An Environmental Audit of our school grounds and immediate locality is appended to this plan. Features that can be focused on when embarking on local environmental studies, include studies of trees, rocks, flora and fauna.

Teachers follow the recommended sequence for geography - local, regional, national, European and global and reflect it back to their own location. We believe the children's awareness of their local area is most important as is their awareness of the wider world.

In learning about places teachers may use the following methodologies:
Photos, Story, ICT, Maps, Globes and Atlases, Interview, Survey, Artefacts.

In learning about the environment teachers may use the following methodologies:
Photos, Story, ICT, Maps, Globes and Atlases, Fieldwork.

In learning about human environments teachers may use the following methodologies:
Photos, Story, ICT, Maps, globes and atlases - Google Earth, Interview, Survey, Models and Simulations.

In learning about natural environments teachers may use the following methodologies:
Photos, Story, ICT, Fieldwork, Maps, Globes and Atlases, Models and Simulations, Artefacts.

In learning about other places teachers may use the following methodologies:
Photos, Story, ICT, Maps, Globes and Atlases, Interview, Artefacts, Survey.

LINKAGE/INTEGRATION.

There are opportunities to link strands. Also there are opportunities to integrate geography with other S.E.S.E. subjects.

This integration and linkage is seen in the contents section of Earthlink:- example 4th class

Examples of Linkage & Integration

Page	Unit	Title	Strand/Skills	Subject	Link
8	2	Islands of Ireland	Natural Env.	Geography	Science
14	5	The Weather	Natural Env.	Geography	Science
22	9	Sunlight	Natural Env.	Geography	Science
28	12	Lakes of Ireland	Natural Env.	Geography	History
36	16	Aerial Photographs	Geog Investigating Skills	Geography	Science
40	18	Bjorn the Viking	Early People and Ancient Societies	History	Geography
46	21	Myself and the Wider World	Myself and the Wider World	SPHE	Geography
48	22	Viking Raids on Ireland	Early People and Ancient societies	History	Geography

50	23	We Depend on each other	Human Environment	Geography	SPHE
54	25	Feasts and Festivals	Local Studies	History	Geography
56	26	Norway (1)	Human Environment	Geography	Science

ASSESSMENT and RECORD KEEPING

Methods to assess children's development in geography will include:

- ❖ Teachers observations
- ❖ Teacher designed tasks
- ❖ Simple projects
- ❖ Responses the child makes to question and answer situations
- ❖ Child participation
- ❖ Interaction and reaction of the child

Teachers will decide on a method of recording for their own class and this information will be shared with parents at Parent/Teacher Meetings or at informal meetings.

CHILDREN WITH DIFFERENT NEEDS.

Children with emotional, behavioural or learning difficulties, physical disabilities or exceptional ability are catered for by organizing and adapting activities to include:

- ❖ A mixture of whole class teaching and focused group work.
- ❖ Use S.N.A. personnel.
- ❖ Setting a common lesson with various groups of children completing tasks at different levels.
- ❖ Planning topics so that opportunities are provided for alternative investigation for the more and/or less able.
- ❖ Use a range of questions that include questions and tasks at different levels and grades.
- ❖ Provide opportunities for children to record and tell about their work using other mediums as well as writing.
- ❖ Intervening to give individuals and groups the direction, stimulus and encouragement they need as they are engaged in activities using a multicultural approach.

TIMETABLE.

We will follow the recommendations in the Primary School Curriculum (page 70) for SESE, i.e. a minimum of two and a quarter hours in Infant classes, and three hours for classes from 1st – 6th per week.

On occasion, time will be blocked as appropriate. This might occur when working on a project or exploring the local environment.

RESOURCES AND IT.

An audit of all geography resources within the school has been made. A list of these resources and where they are available in the school has been appended to this plan. A list of reference books for geography which are available in the resource library is also appended. Textbooks are also used as a resource. Also appended are the following:

- ❖ A list of Videos available in the school,
- ❖ A list of geography websites
- ❖ A list of videos available from the Waterford Teacher's Center.

Maps and globes are available in the school.

Classrooms have interactive boards and the internet is available in all classrooms. Teachers have access to Google Earth, Google maps and Google Street Maps as well as many Teacher Resource Sites e.g. Scoilnet, Seomra Ranga, Primary Resources etc.

An audit of our school grounds and immediate locality has been made and is appended to this plan.

HEALTH AND SAFETY.

We have a Health and Safety policy in our school.

Appropriate care and attention will be afforded to all pupils when embarking on any trips.

Guidelines for fieldtrips are appended.

INDIVIDUAL TEACHERS PLANNING AND REPORTING.

The whole school plan and the curriculum documents for geography will seek to provide information and guidance to individual teachers for their long and short term planning.

Teachers will plan using the strand units and content objectives.

The Cuntas míosúil will serve to review and develop the whole school plan and individual teachers' preparation for the following year.

STAFF DEVELOPMENT

If there are members of staff who have particular expertise and are willing to share their expertise with colleagues this will, where possible, be facilitated.

If an individual teacher needs to be supported in developing the required knowledge and skills to facilitate pupil learning in some aspects of the geography curriculum, this support may be provided within the school where possible by the principal/other staff members etc.

Opportunities for peer coaching and/or team teaching in these areas will be provided if possible.

Teachers will be encouraged to attend courses relating to the teaching of geography.

Encouragement to share the expertise acquired at these courses will be given at formal staff meetings and informally.

PARENTAL INVOLVEMENT

Parents have an important role to play as they are a great source of local knowledge.

Parents and grandparents are encouraged to support the delivery of this programme by participating in surveys and interviews. Children and parents from other countries may be invited to share their culture/heritage with the children in the school e.g. Polish, Slovakian, African family etc. When the opportunity presents itself parents may be invited to accompany the school on outdoor pursuits. Parents and grandparents may be invited to speak with children in the junior classrooms about working in the local community e.g. nurse, doctor, guard, fireman, postman, dentist.

COMMUNITY LINKS

- ❖ People in the local community who have an interest and knowledge in the environment will be invited to speak to the children.

- ❖ Use of local organizations and individuals in support of school programme.
 - e.g. Farmers' market
 - Paddy O Keefe

- ❖ Museum and exhibitions. Photographs & Library visits. Shay Hurley (Local Environmentalist)
- ❖ Field studies & walks around the town and local countryside.
- ❖ Nature walks and observations of tree planting

SUCCESS CRITERIA

We shall review this whole-school plan in the future under the following headings:

- ❖ How the methodologies listed in this plan are working in the classroom
- ❖ Resources
- ❖ How procedures for fieldwork are working in the school
- ❖ How well geographical concepts are learnt by the children
- ❖ How well the children's geographical skills are progressing

IMPLEMENTATION

All class teachers are responsible for the implementation of the geography curriculum in their own classrooms.

A Geography coordinator may co-ordinate the progress of the plan, encourage and accept feedback on its implementation, and report to staff on findings. The plan will be monitored and evaluated by the principal and staff.

Timeframe

This plan will be reviewed every four years by teaching staff, Parent's Council and Board of Management.

Ratification:

This plan was ratified by the Board of Management on _____.

Environmental Audit

School Grounds:

- **Garden** – Boxes- What vegetables etc. are grown? Crop rotation. Soil and earthworms – aeration of soil. Other minibeasts found in soil. Trees in the garden and school grounds– Cypress of Lebanon, ash, oak, beech, chestnut, sycamore.
- **Field** – Trees, grass, metre grid –minibeasts found within and along wall.
- **Building**: Materials used, direction it is facing and why so, study map of building and find various points.
- **Overgrown area near** hall – minibeasts and wildlife, grasses and weeds, wildflowers.
- **School grounds** can be used for orienteering.
- **Old Wall** – minibeasts, plants.

Shopping Centre:

- Map of the centre, layout of shelves, parking, deliveries – transportation – goods from other countries etc. Delivery methods nowadays and many years ago.
- Shopping in the modern age in comparison to say the sixties.

Streetscape:

- Anne Street – Georgian architecture

Railway/Bus Station:

- Routes
- Transportation – Horse and cart –canals – railways - trucks

River Suir:

- Flora and Fauna – Shay Hurley’s pack on the River Suir is full of information.
- The Story of a river from its source to the sea.
- Activities on the River – boating and fishing
- Flooding and its impact on the town. Flood relief works.

Marlfield Lake:

- Flora and Fauna – an abundance of plant life and wildlife in and around the lake.
- Purpose of lake – man made – provided power to distillery from water powered wheel.
- Stream continues into Suir – tributary.

St. Patrick’s Well:

- Springs – how they are formed and work.
- Tributary to Suir via Marlfield Lake.
- Flora and Fauna

Comeragh Foothills:

- Aerial view of Clonmel
- View of three mountain ranges, namely, Comeragh, Knockmealdown and Galtee
- Flora and Fauna
- Type of Rock: mainly sandstone and conglomerate.

Glenary:

- Ruins of Cottage – type of stone used – no. of rooms – heating – services etc
- Ruin of Glenary village – as above
- Old road from Clonmel to the Nire – mode of transport
- Flora and Fauna
- Follow stream to its source.

Mulcahy Park:

- Flora and Fauna
- Amenity

Old St. Mary's Churchyard:

- Town walls – type of stone – sandstone – arches, wall towers and corner towers to give strength to structure.