

Geography Plan

Kilbonane National School
Knocknahilan
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Introductory Statement

The staff of the school formulated this policy, conscious of the needs of the children, the expertise of the staff, the resources available, curriculum in-service training and research.

Vision

The Geography programme aims to develop the child's understanding and appreciation of the world in which he/she lives. This involves the child in exploring and learning about the natural and human environments which he/she encounters while simultaneously developing an awareness of spatial patterns and using a range of investigative and communicative skills.

Aims

The aims of social, environmental and scientific education are:

- to enable the child to acquire knowledge, skills and attitudes so as to develop an informed and critical understanding of social, environmental and scientific issues
- to reinforce and stimulate curiosity and imagination about local and wider environments
- to enable the child to play responsible roles as an individual, a family member and a member of local, regional, national, European and global communities
- to foster an understanding of, and concern for, the total interdependence of all humans, all living things and the Earth on which they live
- to foster a sense of responsibility for the long-term care of the environment and a commitment to promote the sustainable use of the Earth's resources through his/her personal lifestyle and participation
- in collective environmental decision-making
- to cultivate humane and responsible attitudes and an appreciation of the world in accordance with beliefs and values.

Curriculum Planning

Geography is planned so that the children receive a comprehensive programme over a two year cycle.

Strands and Strand Units

The content of the geography curriculum is presented in three strands:

- Human environments
- Natural environments
- Environmental awareness and care.

	Infants	1 st and 2 nd	3 rd and 4 th	5 th and 6 th
Human Environments	Living in the local community	Living in the local community	People living and working in the local area	People living and working in the local area
	People and places in other areas	People and places in other areas	People living and working in a contrasting part of Ireland	People living and working in a contrasting part of Ireland
			People and other lands	People and other lands
			County, regional and national centres	County, regional and national centres
				Trade and development issues
Natural Environments	The local natural environment	The local natural environment	The local natural environment	The local natural environment
	Weather	Weather	Weather, climate and atmosphere	Weather, climate and atmosphere
	Planet Earth in Space	Planet Earth in Space	Planet Earth in Space	Planet Earth in Space
			Land, rivers and seas of my county	Land, rivers and seas of my county
			Rocks and soils	Rocks and soils
				Physical features of Europe and the world
Environmental awareness and care	Caring for my locality	Caring for my locality	Environmental Awareness	Environmental Awareness
			Caring for the Environment	Caring for the Environment

Skills Development

- A sense of place and space which describes the development of the child's awareness of the distinctive characteristics of places, and his/her locational knowledge and cognitive mapping abilities in the immediate environment
- Maps, globes and graphical skills which describes how the child's drawings of familiar locations and the use of construction play materials may help in the development of early mapping skills
- Geographical investigation skills which outlines how simple scientific investigative skills may be developed through geographical work.
- Geographical investigation skills

Questioning

- ask questions about natural and human features and processes in the environment and their interrelationships
- How have humans changed this place and why?
- Why should a factory locate in this place?
- Observing
- observe natural and human elements and processes in the environment and their interrelationships colours and textures of natural materials building styles and materials in urban or rural areas
- varying farm and settlement patterns in rural landscapes
- 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 observations and experiments in the environment and classroom photographs, books, maps and other media information and communication technologies
- Estimating and measuring
- use appropriate simple instruments and techniques to collect data improvised rain gauge, thermometer, trundle wheel, compass, record sheet
- use appropriate standard units of measurement mm of rainfall, distances in m and km
- wind speed using Beaufort scale
- Analysing
- sort, group and/or classify data on people, events and natural phenomena using a range of appropriate criteria group buildings according to use in an urban area group fields according to crops grown on a farm
- look for and recognise patterns and relationships in the environment daily patterns in traffic flow on a road links between wind direction, temperature and rainfall
- interpret information and offer explanations
- draw conclusions from suitable aspects of the evidence collected
- 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
- Evaluating
- review the methods used in investigations and assess their usefulness.

Approaches and Methodologies

Our Geography teaching will allow for the key methodologies of the Primary Curriculum:

- Active learning
- Problem solving
- Developing skills through content
- Talk and discussion
- Co-operative learning
- Use of the environment
- Story
- Drama and role play
- Oral evidence
- Documentary evidence
- I.C.T.
- Artefacts
- Pictures and photographs

Linkage and Integration

At each class level the teachers will seek to integrate Geography with other curricular areas. Aspects of Geography will be dealt with in the context of English, Gaeilge, S.E.S.E., Visual Arts and Drama. Teachers will make provision for this linkage in their short-term planning.

Multi-Grade Teaching

Children will have the opportunity to work in small groups and individually. The children will work collaboratively and co-operatively.

Children will have easy access to materials that may be needed.

Children with different needs

Teachers will enable Children with different needs to develop knowledge, skills and attitudes in Geography by engaging in activities in a structured way. Material is approached in a variety of ways to present it to children and therefore flexibility in planning and preparation will be necessary. In most instances the child with SEN can participate in classroom Geography with some modification or adaptation to his/her needs. Where a child is experiencing difficulties plenty encouragement and repetition of instructions will be necessary.

Assessment and Record Keeping

Children are given opportunities to record their work in a variety of different ways using:

- Teacher observation.
 - The ability of the child to cooperate and work in groups or to work independently.
 - The interactions between the child and adults and between the children themselves.
 - The reaction of pupils to learning materials and learning tasks designed by the teacher.

- Teacher – designed tasks and tests
 - Telling and retelling of events and stories
 - Teacher designed revision test on a unit or units of work.
 - Role-Playing or dramatizing a conversation or event.
 - Work cards or activity sheets which guide and stimulate children in the examination of evidence or in researching a topic.
 - Drawing or completion of drawings
 - Children’s copybooks, workbooks, scrapbooks and work samples
 - Projects completed on Geographical themes.
 - Homework as appropriate
 - Tables Quizzes in class – Kahoot on iPads also
 - Drawing Maps

Organisational Planning

Timetable

Teachers will allocate time for geography and this will be indicated in the teacher’s timetable.

Note: From infant classes this will be indicated as falling within the confines of the SESE curriculum.

As per curriculum guidelines:

- SESE Infants 2 hours 15 minutes
- 1st – 6th Classes 3 hours

Resources and ICT

- School and Local Library
- Maps
- Globes
- Atlas
- Laptops/I Pads
- Local environment
- Artefacts brought in by children/parents/teachers

The following books are used for Geography:

- Junior & Senior Infants – ‘Explore with Me – Junior & Senior Infants’, and a variety of worksheets supplied by class teacher.

- 1st and 2nd – ‘Explore with me 1st & 2nd Class’ and a variety of worksheets supplied by class teacher.
- 3rd and 4th – ‘Small World 3rd & 4th Class’ and a variety of worksheets
- 5th and 6th – Geography Quest 5 & 6

Health and Safety

Outdoor work should be based in areas that are accessible for children, teachers and helpers and that are safe.

Preliminary visits by teachers can be used to identify potential hazards. If there are apparent dangers then a more suitable habitat should be selected for study. Habitat studies involve children in working with plants and animals, and teachers should be aware that many children are allergic to some animals and plants.

Adequate supervision should be given to the children at all times. As most outdoor investigations will involve children working in small groups, it will be necessary for a number of adults to accompany each class. These adults should be aware of the hazards that; may be encountered and the procedures to be adopted in the event of emergencies.

Individual Teachers’ Planning and Reporting

Teachers should base their long term and short term plans on the approaches set out in this whole school plan for Geography.

Work covered will be outlined in the Cuntas Míósúil which will be submitted to the principal.

Staff Development

Teachers are made aware of any opportunities for further professional Development through participation in courses available in education centres or other venues. Skills and expertises within the school are shared and developed through inputs at staff meetings.

Parental Involvement

Parents are encouraged to support the schools programme for Geography. Parents with particular expertise may be invited to address classes. Parents are kept informed of developments through the Schools Website/Facebook/Email.

Local and National experts are invited to contribute to the school’s geography programme throughout the year.

Success Criteria

Teachers' preparation based on this plan
Procedures outlined in this plan consistently followed
Implementation

Roles and Responsibilities

Class teachers are responsible for the implementation of the Geography programme in their own classes.

Implementation & Review

This plan was reviewed and drawn up by Eva O'Driscoll in collaboration with other teachers in April 2021. Teachers will review the plan every 3 years following this. The next review will take place in April 2024.

Ratification

The plan was ratified by the Board of Management of Kilbonane National School on 28 April 2021.

Signed: _____

Chairperson B.O.M Denis Healy

Review

March 2024