

Geography Whole School Plan

BOM Approved: 29 November 2017; next review 2020/21

<p><u>Ethos</u> The world and everyone in it are interconnected and interdependent. We are responsible for caring for the world.</p>	<p><u>Principles</u> Environment based learning; outside, onsite, visits, fieldwork Active learning: hands-on, investigative Custodian role: consider ... what is my relationship with this world?; taking care of the world Wonder & awe Spiral Lead the children on a journey towards an understanding of the unity of creation</p>										
<p><u>Aims</u></p> <ul style="list-style-type: none"> ● Present the glory of the creation: <ul style="list-style-type: none"> ○ Introduce the children to the many physical worlds ○ Make the children aware “of the preciousness of the earth” (Postman) ● Consider the questions: What is the purpose of this creation? ● Lead the children on a journey towards an understanding of the unity of creation: <ul style="list-style-type: none"> ○ Introduce the awe & wonder of creation ○ Enable the children to investigate the many physical worlds ○ Encourage the children to discover their true relationship with the earth and all living things ○ Present the children with opportunities to practice this true relationship 	<p><u>Curriculum Content</u></p>										
	<p>Strands:</p>	<p>Strand Units:</p>									
		<table border="1"> <tr> <td data-bbox="884 534 1612 574"><u>3rd Class to 6th Class</u></td> <td data-bbox="1612 534 2172 574"><u>Infants to 2nd Class</u></td> </tr> </table>		<u>3rd Class to 6th Class</u>	<u>Infants to 2nd Class</u>						
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<p>Methodologies</p> <ul style="list-style-type: none"> ● <u>The ones we emphasise:</u> ● 'Flow learning' (Cornell) <ul style="list-style-type: none"> ○ awaken enthusiasm ○ focus attention ○ provide direct experience ○ share inspiration ● Active learning; hands-on, investigative ● Environment based learning; outside, onsite, visits, fieldwork ● Considering the key questions about space and places; talk & discussion; <u>Geography specific</u> <ul style="list-style-type: none"> ○ Modelling space: picture making, mapping, graphicacy skills, models ○ Use of maps, surveys, globes & atlases ○ Use of photographs ○ Artifacts? Story: explorers, anthropological ○ ICT ● <u>General methodologies</u> <ul style="list-style-type: none"> ○ Skills through content ○ Collaborative learning ○ Problem solving 	<p>Active learning; hands-on, investigative</p> <p>For example ...</p> <ul style="list-style-type: none"> Make octus - for cloud cover Make rain gauge Make a tornado Make a rainbow Make frost Make thermometer Make weather vane Make rain Make barometer Make an anemometer 1 Make an anemometer 2 Make a cloud in a bottle Make a thunderstorm Make thunder Make lightening Make lightening in your mouth Make a blue sky Make fog <p>Whole-school themes & activities;</p>	<p>Environment based learning; outside, onsite, visits, fieldwork</p> <ul style="list-style-type: none"> ● Secret Garden, Local walks, Herbert Park, River Dodder, Canal, Sandymount Beach, Bull Wall, Animal Farm, Airfield, Townley Hall, Beggars Bush Barracks, Landsdowne Stadium, Pembroke Library, Baggot Street [Donnybrook]y, Glendalough, Zoo, ● <p>Caring for the world</p> <p><u>3 Rs:</u></p> <ul style="list-style-type: none"> Reduce – lights out, Re-use – photocopier paper, Recycle – all food leftovers,
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Skills Development

Objectives developing the following geographic investigative skills are set for all lessons and their attainment assessed:

- Questioning
- Observing
- Predicting
- Investigating
- Experimenting
- Estimating
- Measuring
- Analysing
- Recording
- Communicating

Concepts Development: Similarly, objectives are set for developing skills in the following concepts: a sense of place, a sense of space & graphicacy and their attainment assessed

	<u>1I & 1J</u>	<u>2C & 2D</u>	<u>3C & 4C</u>	<u>5C & 6C</u>
Place	become aware of, explore and discuss some of the distinctive human and natural features of the locality	explore and come to know some of the distinctive human and natural features of the locality	explore and become familiar with some of the distinctive human and natural features of the locality and county	explore and become familiar with the distinctive natural and human features of the locality, the county and Ireland
	develop some awareness of people and places in other areas	develop an awareness of people and places in other areas	develop some awareness of the distinctive human and natural features of some places in Ireland and other parts of the world	become familiar with the distinctive natural and human features of some places in Europe and other parts of the world
Space	refer to or use simple locational terms	discuss and record the relative location of familiar human and natural features in the locality	develop an understanding of the relative location and size of major natural and human features	acquire an understanding of the relative location and size of major natural and human features
	discuss and record in simple ways journeys to and from places in the immediate environment	discuss and record in simple ways journeys to and from places in the immediate environment	develop some awareness of the names and relative location of some European countries	begin to develop an understanding of the names and relative location of some natural and human features of Europe and the world
	refer to or use simple directions within home, classroom and school settings	give and follow simple directions to places in the immediate environment	establish and use cardinal compass points in the locality	estimate and measure distances and establish cardinal directions during exploration of the locality
			use maps to record routes and directions in the locality	develop some awareness of directions in wider environments
			use and record directions and routes on maps.	
Graphicacy	refer to or use simple drawings of areas	record areas in the immediate environment and places in stories using simple picture maps, models and other methods	develop some familiarity with, and engage in practical use of, maps and photographs of different scales and purposes	develop familiarity with, and engage in practical use of, maps and photographs of a variety of scales and purposes
	make model buildings with bricks, Lego and other play materials	explore the outlines and plans of small everyday items	develop an understanding of and use some common map features and conventions	develop an understanding of and use common map features and conventions
	become aware of globes as models of the Earth.	develop some awareness of maps and if possible aerial photographs of limited areas in the locality	make simple maps of home, classroom, school and immediate environment	use maps to record routes and directions in the locality and wider environments
		explore directions in the classroom using simple signpost maps	identify major geographical features and find places on the globe.	construct some simple maps and models of natural and human features in the local environment
		identify land and sea on maps and globes		compare maps, globes, aerial photographs, satellite photographs and other remotely sensed images
		use maps of Ireland and the globe to develop an awareness of other places		recognise key lines of latitude and longitude on the globe
			develop some awareness of problems of map construction	

Spiral:	
Linkage & Integration:	
Assessment:	
Resources:	
Staff Development:	
Parents & Wider Community:	
Equality of Participation and Access: To ensure that all children get access to the regular access to the Geography curriculum, the Learning Support and Resource department make sure that the timetable of children attending allows for this.	
Implementation: appoint geography champion; environmental audits of the SecretGarden & Herbert Park, WS Geography week, appoint post holder	
Responsibility:	Timeframe: