

St Clare's P.S. SESE - Geography Plan

Introductory Statement and Rationale

This plan was reviewed and revised in line with current practice in January 2016.

Rationale

All teachers contributed to the school geography plan through discussing and sharing ideas and experiences and by amendments to the draft so as to ensure

- The skills and concepts of the geography curriculum are developed
- That all relevant strand and strand units of the geography curriculum are addressed every year.
- The uniformity of teachers approaches and attitudes to geography
- To update methodology

Visions and aims

A. Vision.

We seek to assist the children in our school in achieving to develop the skills and concepts of the geography curriculum. That every child will experience geography. That geographical investigation skills are used both in and out of the classroom and are extended to everyday situations, and into cross curricula situations (Maths, English SPHE, etc. That geography will be integrated with the science and history curriculum

B. Aims.

We endorse the aims of the Primary School Curriculum for geography

- 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 concerned with the development of graphicacy

- To encourage the development of a sense of space and spatial awareness
- To encourage the development of caring attitudes and responsible behaviour towards the environment, and involvement in identification, discussion and resolution and avoidance of environmental problems
- To develop an understanding of appropriate geographical concepts

This Geography plan will be addressed under the following headings

Curriculum planning

1. Strands and strand units
2. Skills Development
3. Children's ideas
4. Approaches and methodologies
5. Linkage and integration
6. Multi-grade teaching
7. Assessment and record keeping
8. Children with different needs
9. Equality of participation and access

Organisational planning

1. Timetable
2. Resources and ICT
3. Health and safety
4. Individual teachers planning and reporting
5. Staff development
6. Parental involvement
7. Community links

Strands and Strand Units

Infant Classes

Strand

Human Environment

Natural Environment

Environmental awareness

Strand Unit

Living in local community, people and places in other areas.

Local, weather, Planet Earth, In Space.

Caring for my locality

1st/2nd classes

Strand

Human Environment

Natural Environment

Environmental awareness

Strand Unit

Living in local community, people and places in other areas.

Local, weather, Planet Earth, In Space.

Caring for my locality

3rd/4th classes

Strand

Human Environment

Natural Environment

Environmental awareness

Strand Unit

People living and working in the local area,

People living and working in contrasting parts of Ireland.

County, regional and national centres.

Local – natural features, land, rivers and seas of my country, rocks and soil.

Weather –

Planet Earth In Space.

Land, rivers and seas of my county

Rocks and soils

Environmental awareness, caring for the environment.

5th/6th classes

Strand

Human Environment

Strand Unit

People living and working in the local area,

People living and working in contrasting parts of Ireland.

County, regional and national centres.

People in other lands.

Trade and Development Issues.

Trade, famine or Developmental Aid.

Local – natural features, land, rivers and seas of Ireland.

Physical features of Europe and the world. rocks and soil.

Weather observations, climate.

Planet Earth in space

Environmental awareness, caring for the environment.

Natural Environment

Environmental awareness

All of the plans ensure that there is

- Continuity and progression in the geography programme from class to class
- There is no undue repetition between classes
- From 3rd – 6th classes locations are agreed for the strand unit People living and working in a contrasting part of Ireland.
- In the strand unit people in other lands there is one location in Europe and one location in another part of the world agreed per year from 3rd to 6th classes.

Skills & Concepts Development

Geographical skills and concepts will be developed as work is completed on the above strands and strand units of the curriculum

The following strategies will be used by each class to develop the child's skills and concepts development under these three headings

- A sense of space and place
- Maps, Globes & graphical skills
- Geographical investigation skills

A sense of Space and place

Junior and Senior Infants

- ❖ Become aware of explore and discuss some of the distinctive human and natural features of the locality
 - Myself, my family and my friends
 - Members of the school community
 - People who live and work in the local community
 - His/her space, room, home area around the home
 - Homes of relatives and friends
 - Classroom, school and play spaces
- ❖ Develop some awareness of people and places in other areas
- ❖ Refer to the use of locational terms
 - Beside, near, far away, next door, on my road, on my landing/floor, upstairs, downstairs.
- ❖ Discuss and record in simple ways journeys to and from the immediate environment.
 - Home, play spaces, school, classrooms, shops, other locations
- ❖ Refer to or use simple directions within the home, classroom, school settings
 - Give directions to another room in the school.

1st and 2nd class

- ❖ Explore and come to know some of the distinctive and natural
 - Features of the locality
 - People living and working in the area
 - Homes and other buildings, natural features
- ❖ Develop an awareness of people and places in other areas
- ❖ Discuss and record the relative location of familiar human and natural
 - Features in the locality
 - In simple language (e.g. near, in front of, at the corner)
 - In simple drawings, plans, maps, models.

- ❖ Discuss and record simply journeys to and from places in the immediate
 - Environment and beyond
 - Home, home of relatives and friends
 - Play spaces, shops and other significant buildings
 - Major urban area, sports grounds holiday locations
- ❖ Give and follow simple directions to places in the immediate environment
 - Places in the school building and playground.

3rd and 4th class

- ❖ Explore and become familiar with some of the distinctive human and natural features of the locality and county
 - People and communities living and working in the area
 - Major natural features
 - Settlement: homes, other buildings and open spaces
 - Economic and leisure activities, work-places
 - Transport and other links between these features
- ❖ Develop some awareness of distinctive human and natural features of some places in Ireland and other parts of the world.
- ❖ Develop an understanding of the relative locations and size of major natural and human features
 - The major features of the locality and county
 - A few major features in other parts of Ireland
- ❖ Develop some awareness of the names and relative locations of some European countries
- ❖ Establish and use cardinal compass points in the locality
- ❖ Use maps to record routes and directions in the locality

5th and 6th class

- ❖ Explore and become familiar with the distinctive natural and human features of the locality, the county and Ireland
 - People and communities living and working in these areas
 - How literature, culture, language and customs reflect the nature of places
 - Major natural features
 - Settlement: homes, other buildings and open spaces

- Economic and leisure activities
- Townland, parish and county boundaries
- Major regions (Burren, Golden Vale)
- Transport and other links between these features
- ❖ Become familiar with the distinctive natural and human features of some places in Europe and other parts of the World
- ❖ Acquire an understanding of the relative location and size of major natural and human features
 - The major features of the locality and county
 - Some of the major features of Ireland
 - County, provincial and other boundaries in Ireland
- ❖ Begin to develop an understanding of the names and relative locations of some natural and human features of Europe and the world.
 - A small number of major features
 - Some countries, capitals and major cities
 - Continental boundaries
- ❖ 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.

Maps, Globes and Graphical skills

Junior and Senior Infants

- ❖ Refer to and use simple drawings of areas
 - Home and immediate surroundings
 - Classroom, school and playground
 - Other places and imagined areas
- ❖ Make model buildings with bricks, Lego and other play materials
- ❖ Become aware of globes as models of earth

1st and 2nd class

- ❖ Record areas in the immediate environment and places in stories using simple picture maps, models and other methods
 - My room, my home, its surroundings

- My way to school and shops
- Imagined areas (e.g. the route of the story of Little Red Riding Hood)
- ❖ Explore the outlines and plans of small everyday items
 - Small objects such as a pencil case or box
 - Model buildings from toy farm to train set.
- ❖ Develop some awareness of maps and of 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.

3rd and 4th classes

- ❖ Develop some familiarity with and engage in practical uses of, maps, photographs of different scales and purposes.
 - Plans of rooms and buildings
 - Maps from models and toy houses
 - Maps and aerial photographs of familiar areas
 - Maps of locality, Ireland and the world
 - Maps from CD roms and other electronic sources
- ❖ Develop an understanding of use and some common map features and conventions
 - A sense of aerial perspective
 - Symbols (e.g. for objects, walls, land and water)
 - Key, index and simple grid style references
 - Align a map in a limited area.
- ❖ Make simple maps of home, classroom, school and immediate environment
- ❖ Identify major geographical features and find places on the globe.

5th and 6th class

- ❖ Develop familiarity with, and engage in practical use of, maps and photographs of a variety of scales and purposes
 - Maps of locality, Ireland, Europe and the world
 - Bus, train and other route maps, aerial photographs
 - Maps on CD rom and other electronic sources

- ❖ Develop an understanding of, and use of common map features and conventions
 - Symbols (contour shading for mountains/lowlands)
 - Key, index and simple grid style references
 - Align a map of locality and region
 - Scale
- ❖ 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 and aerial photographs, satellite photographs and other remotely sensed images
 - Recognise key lines of latitude and longitude on the globe
 - Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Greenwich meridian, International Date Line
 - Latitude and Longitude of Ireland
- ❖ Develop an awareness of problems in map construction
 - Effect of various map projections on relative size of countries
 - Importance of perspective and bias in map construction.

Geographical investigation skills

Junior and Senior Infants

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	Guess and suggest what will happen next in a situation
Investigating and experimenting	Carry out simple investigations set by teacher, make observations and collect data
Estimating and measuring	Estimate and compare distances in an informal way

Analysing	Sort and group objects according to observable features
Recording and Communication	Describe and discuss his/her observations orally using an expanding vocabulary Represent findings pictorially and in other media

1st – 2nd class

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 and experimenting	Carry out simple investigations make observations and collect data
Estimating and 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 observations.
Recording and Communication	Describe and discuss observations orally using an expanding vocabulary. Represent findings pictorially and in other media.

3-4th class

Questioning	Ask questions about natural and human features and processes in the environment and their interrelationships
-------------	--

Observing	Observe, discuss and describe natural and human features and processes in the environment and their interrelationships
Predicting	Offer suggestions (hypotheses) based on observations about likely results of an investigation
Investigating and experimenting	Carry out simple investigations and collect information from a variety of sources
Estimating and measuring	Use appropriate simple instruments and equipment to collect data. Use appropriate standard units of measurement.
Analysing	Sort, group and/or classify data on people, features, events, and natural phenomena using a range of appropriate criteria. Look for and recognise patterns and relationships in the environment. Interpret information and offer explanations. Draw conclusions from suitable aspects of the evidence collected.
Recording and Communication	Record and present findings and conclusions using a variety of methods, including oral, written, pictorial, photographic, diagrammatic and graphical forms using information and communication technologies.

5th – 6th class

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 interrelationships
Predicting	Offer suggestions (hypotheses) based on observations about likely results of an investigation. Make inferences based on suggestions and observations.

Investigating and experimenting	Propose ideas or simple theories which may be tested by experimentation. Carry out simple investigations and collect information from a variety of sources
Estimating and measuring	Use appropriate simple instruments and equipment to collect data.
Analysing	Use appropriate standard units of measurement. Sort, group and/or classify data on people, features, events, and natural phenomena using a range of appropriate criteria. Look for and recognise patterns and relationships in the environment. Interpret information and offer explanations. Draw conclusions from suitable aspects of the evidence collected.
Recording and Communication	Record and present findings and conclusions using a variety of methods, including oral, written, pictorial, photographic, diagrammatic and graphical forms using information and communication technologies.
Evaluation	Review the methods used in investigations and assess their usefulness.

Children's Ideas.

- The children's ideas of places and space will be used as a starting point for geographical activities.
- We will find out what children already know in the classroom previous to starting any new topic, and any misconceptions
- Strategies to find out what children know already
 - Talk & discussion
 - Questioning
 - Listening
 - Problem solving tasks
 - Drawing
 - Teacher designated tasks and tests

Approaches & Methodologies

The key methodologies of the Primary School Curriculum are used as part of the geography programme

- Active learning
- Observing
- Problem solving
- Developing skills through content
- Talk & discussion
- Co-operative learning
- Use of the environment

Teachers follow recommended sequence for geography, local, regional, national, European, global, and reflect it back to their own location.

When children are learning about a place the following key questions will be asked

1. What is this place
2. What is this place like
3. Why is this place as it is
4. How is this place changing
5. How is this place linked to other places
6. How is this place different from or similar to other places
7. What would it feel like to be in this place

The questions will be modified depending on the class, nevertheless these questions will be the focus when studying any place

The following will be used when learning about the environment

- Fieldwork
- Exploratory trails
- Photographs
- Conduct an environmental audit – looking at people and communities, natural environmental features, settlements, people at work, transport and travel, environmental issues
- Geographical equipment

- The teachers will use a checklist, and the pupils when investigating the environment

Working in the Environment Checklist for Teachers

Addendum A

Linkage and integration

Linkage;

- When planning the teachers will make every effort to link strands of Geography curriculum with each other. When a teacher is writing up their long term plans they will look at all strands of Geography and how they will link with each as they teach them in the classroom.

Integration;

- SESE integrates with all of the subjects in the Primary Curriculum, from data collecting integrating with Maths to designing and making integrating with Maths.

Multi-grade situations

In St Clare's PS we have no mixed class groupings throughout the school at present. All of the individual classes come together for SESE, therefore there will be no multi-grade teaching in any Geography class.

Assessment

a. Assessment

- The teachers will assess the child's knowledge and understanding of environmental matters, the acquisition of geographical skills and the development of attitudes.

Tools for assessment

- Teacher observation
- Teacher designed tasks and tests
- Work samples, portfolios and projects
- Curriculum profiles

The information gained from assessments will be used to determine and end of year mark for every child's class report. If there is an instance where a class is having difficulties with a certain strand unit then staff will discuss what action can be taken.

Information regarding assessments will be given to parents through dialogue at parent/teacher meetings and recorded in end of year reports.

b. Record keeping

- Projects displayed for the year , photographed and displayed on class blog as a record .
- Portfolios, copy work and projects go home for parents to see.
- Parents can get involved with project work and location information

Children with different needs

The following techniques will be used for individual differences

- A common lesson content would be used with all pupils, but different groups of children could be set tasks of various complexities.
- There will be alternative investigation work for the less, or more able.
- There would be a wide range of questions in oral discussion for the less and more able.
- Children will be able to record their work in different ways – written, drawing, computer aided, etc.

Children with physical disabilities will be encouraged to partake in all geography classes' organised activities. They will be accompanied on trips etc., with their SNA. All Activity Centres will be assessed for their wheelchair accessibility.

Project Work will be used to help support and encourage children with exceptional ability/interest in Geography.

Children who were born or have lived in other countries would be encouraged to share their experiences within the geography programme.

Equality of Participation and Access

- Equal opportunities are given to boys and girls to participate in classes/activities.
- Boys and girls have equal opportunity to experience all strands

- Identify provision required, as and where necessary, for inclusion of the following
 - Children experiencing any form of disadvantage
 - Children whose first language is not English.

Organisational Planning

Timetable

All Infant Classes will meet for one hour per week for S.E.S.E on Wednesday afternoon.

All other classes will meet for two hours every Wednesday afternoon. The remainder of time allocated to S.E.S.E. will be taught at a time decided by individual teachers in the classroom.

Resources and ICT

Resources are stored in individual classrooms

ICT

The following ICT resources are used in the Geography programme

- Internet on Interactive Whiteboard – Google Earth, Met Eireann
- DVD/Video
- Digital Camera
- Android Apps.

There is a Code of Practice to ensure safe Internet use.

Health and Safety

The following provisions will be made before any Geographical Fieldwork takes place.

1. Risk Assessment
 - a. Teachers will visit suggested place beforehand

- b. Children will undertake their own assessment.
2. Ensure adequate supervision (as per H & S Policy)
3. Teachers are aware of any hazard that may take place and the procedures adopted in the event of accidents and emergencies
4. Reporting back locations and times should be clearly understood by all teachers and helpers
5. The teacher in charge of the group should have a list of the pupils on the fieldtrip
6. A consent form must be received from all parents with medical details and contact numbers of parents and guardians.
7. Each group will have a First Aid Kit.
8. Each group will have a mobile phone for emergencies.

Individual teachers planning and reporting

- All the staff have a copy of the whole school plan for reference when making their termly and fortnightly plans.
- All teachers will plan using the strands/strand units of the Geography curriculum.
- Every teacher will write up a Cuntas Miosuil to check that all of the strand units are covered. They will also use it to plan for the future.
- Planning is recorded using Gmail.

Staff Development

- All teachers will have access to reference books, ICT resource materials and websites dealing with Geography. The Post of Responsibility holder will be responsible for keeping resources up to date.
- All appropriate Geography courses will be made available to class teachers and they will be encouraged to attend.
- All teachers will be encouraged to share the expertise acquired at courses. This will be done through staff meetings.
- Time will be allocated at staff meetings to discuss how the implementation of the Geography curriculum is going.
- Teachers will have the opportunity to avail of internal and/or external expertise to inform and upskill the school community in all areas of the Geography curriculum.

Parental Involvement

- All parents are invited to accompany classes on field trips and outings with regard to Geography.
- The Geography school plan will be available for parents to read.
- Parents will be invited to special events to focus on the school's SESE curriculum, e.g. Green Schools projects etc.

Community

School tours may involve links with local areas of geographical interest e.g. Arigna Mines, Marble Arch caves , seaside , farms , windfarms etc...

Community links are fostered : Experts with geographical /SESE expertise are invited visit the school to give workshops each year.

Places of Historical interest

Tours are designed to include aspects of geographical interest.

Aim to organise visits to these as we are prioritising local geography

Success criteria

We will know that the plan has been implemented by

- Teachers preparations based on this plan, which will be assessed through the Cúntas Miosúil.
- Procedures outlined in the plan are consistently followed.
- Review and discussion of the plan at staff meetings.

Has the plan achieved its aims?

- Teacher/parent feedback
- Children feedback – preference reports
- Inspectors suggestions/reports
- Second Level feedback

Has the plan promoted the key considerations when implementing the Geography programme?

- That geography is about developing a sense of space and place
- Children ideas of place and space are used as a starting point.

- The Primary resource or geography is the environment starting with the local, then regional, national, European and global.

Implementation

a) Roles and Responsibilities

The Principal, Post Holder and class teachers will have responsibility to ensure the plan is implemented..

b) Time frame

This plan will be implemented from 8 December 2008. The plan will be reviewed regularly

c) Review.

The plan will be reviewed again in June 2018. The following people will be involved in the review. Teachers, Pupils, Parents, Post Holder, BOM/DES.

The Post Holder has responsibility for coordinating the review.

Ratification and Communication

This original plan was ratified by the Board of Management at its meeting on 8 December 2008.

The current review is brought to the attention of BOM , parents and staff for access on the school website or paper copy on request .