



Whole School Geography Plan

2024-2025

Introductory Statement

Lios Mór Mochuda National School's Geography Plan was drawn up in consultation and collaboration with staff members and its preparation involved review of current practice, research of Curriculum documents, PCSP materials and references to other materials and resources available in our school.

Rationale

Our plan has been designed to benefit the teaching and learning of Geography throughout our school. It provides an overview of the Geography curriculum and outlines our general aims and goals with regard to this subject. Our plan also provides frameworks for long term and short term classroom planning for teachers. This plan is also designed to inform teachers (full time and temporary), our Board of Management and our parents and guardians of the approaches and methodologies used in teaching Geography. Geography planning is based on a 3-year cycle.

Vision

We seek to assist the children in our school in achieving their potential. Our school hopes to promote a coordinated approach to the planning and teaching of Geography so as to ensure development and continuity and can facilitate the evaluation of learning, teaching resources and approaches and methodologies.

Aims

We endorse the aims of the Primary School Curriculum for Geography which are:

- 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 (mapping and other non-verbal, non-numerical forms of data presentation)
- 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

Infants to Second Classes

Strands	Strand Units
~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

Third to Sixth Classes

Strands	Strand Units	Sub-units
Human Environments	~People living and working in the local area ~People living and working in a contrasting part of Ireland ~People and other lands ~Country, regional and national centres ~Trade and development issues	Explored through a selection from the sub-units ~ <i>People and communities</i> ~ <i>Natural environmental features and people</i> ~ <i>Settlement: homes and other buildings</i> ~ <i>People at work</i> ~ <i>Transport and communication</i> ~ <i>An environment in another European country</i> ~ <i>An environment in a non- European country</i>
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	

Skills and Concepts Development

Infant to Second Classes

- **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

Predicting

Estimating and measuring

Observing

Investigating and experimenting

Analyzing

Recording and communicating

Third to Sixth Classes

- **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

Analyzing

Recording and communicating

Evaluating

Linkage and Integration

At each class level the teachers will seek to integrate Geography with other curricular areas. Teachers will make provision for this linkage in their short-term planning.

Equality of Participation and Access

This Geography programme aims to meet the needs of all the children in the school. This will be achieved by teachers varying the pace, content and methodologies to insure learning for all pupils. We view the Geography programme as playing a key role in ensuring equality of opportunity for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities

Approaches and Methodologies

- Active learning
- Problem solving
- Developing skills through content
- Talk and discussion
- Co-operative learning
- Project work
- Use of the environment
- Using a thematic approach

Assessment and Record Keeping

Children's progress in Geography is assessed through:

- Teacher observation
- Teacher designed tasks and tests
- Pupils self-assessment & Peer assessment
- Portfolios and projects

Resources, ICT and Community Links

This list is not exhaustive of the resources used in our school

- A variety of textbooks Local library
- Lismore Castle and Gardens
- Lismore Heritage Centre
- Photos, newspaper cuttings & other resources brought in by children/parents/teachers
- Relevant software
- Interactive Whiteboard
- Geography trails - local and further afield.
- Websites: e.g. www.pcp.ie; www.sdps.ie; www.enfo.ie; www.teachnet.ie; www.scoilnet.ie; www.geology.ie; www.earthscienceireland.org; www.iqqa.ie;
- 3rd – 6th Class use Folen's Explorers as a base programme
- JI – 2nd Class use Explore with Me as a base programme

Staff Development

- Teachers have access to reference books, resource materials, and websites dealing with Geography.
- Each teacher is responsible for keeping these resources up to date and to have these available to share.
- At times there may be appropriate SESE courses available. Teachers are encouraged to attend.
- Teachers are encouraged to share the expertise acquired at these courses as well as other aspects of the subject. This is organised at staff meetings and as part of our CPHs.
- Working with local people who have good geographical knowledge of the area benefits teachers and children alike.

Individual Teacher's Planning and Reporting

Teachers will base their yearly and short term plans on our whole school plan for Geography.

Teachers will consult this whole school plan and the curriculum documents for Geography when they are drawing up their long and short term plans, ensuring that the correct number of strand units under each strand are taught.

Each teacher's Cuntas míosúil will assist in recording work covered and in evaluating progress in Geography and informing future teaching and learning.

Parents are informed of children's progress in geography at parent teacher meetings and in end of year report cards.

Success Criteria

The success of this plan will be measured using the following criteria:

- Teacher observation.
- Teacher designed tasks and tests.
- Samples of children's work e.g. projects, portfolios, art displays.
- Feedback from pupils and parents.
- Inspectors' suggestions/feedback.
- Staff meetings/CPHs so that time is given to discuss, review and amend if necessary.

Roles and Responsibilities

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

Ratification:

This revised policy was ratified by the Board of Management on _____ (date)

Signed: _____

Date: _____

Ciara McGrath (School Principal)

Signed: _____

Date: _____

Dean Paul Draper (Chairperson B.O.M.)