

**Geography Policy
St. Joseph's N.S.
Kingscourt
Co Cavan**

Rational

The rational for the teaching of geography in our school is

- *To benefit teaching and learning in our school*
- *To conform to principles outlined in the primary curriculum*

Vision and Aims

(a) Vision

We seek to assist the children in our school in achieving a knowledge and appreciation for their own environment and the many different environments around the world, a respect for and a responsibility towards the world we live in and an understanding of the interdependence of all people within our community, country and the wider world.

(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 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*

Strands and strand units

The following are the strands and strand units that will be covered each year

Strand

Strand Unit

- | | |
|--|---|
| <ul style="list-style-type: none">• Human Environment
• Natural Environment | <ul style="list-style-type: none">- Living in the local community○ -People and places in other areas
-The local natural environment○ -Weather○ -Planet Earth in Space |
|--|---|

* **Environmental Awareness and care** -Caring for my locality

These geographical skills and concepts will be developed as work is completed on the strands and strand units of the curriculum outlined below.

A sense of place and space	• A sense of place
	• A sense of space
Maps, globes and graphical skills	• Picturing places
Geographical investigation	• Questioning
Skills	• Observing
	• Predicting
	• Investigating and experimenting
	• Estimating and measuring
	• Analysing
	• Recording and communicating

A spiral approach

A spiral approach will be adopted in which some geographical topics may be explored in increasing detail at a number of levels. For example, discussions and simple pictorial recording of weather phenomena in the infant classes will provide an excellent basis for more formal recording and analysis of weather patterns in subsequent classes.

Skills and concepts development

- The following strategies will be used to find out what children know already in all geography activities *talk and discussion; questioning; listening; problem-solving tasks; photographs of the locality, weather phenomena ,drawings; teacher designed tasks and tests, information from previous teacher. The recommended for geography – local, regional, national, European and global and then reflecting it back to their own location will be used in an age appropriate way. The key methodologies used will be*
 - Active learning
 - Problem solving
 - Developing skills through content
 - Talk and discussion -using photographs collected of local area- internet
 - Co-operative learning – Projects- Interviews with neighbours /grandparents/ international pupils
 - Use of the environment [Trail around town/ Field trip to Dún na Rí Forest Park/ Local History trip with Maudabawn]
 - Mapping skills – plan of classroom/ school /using local maps, photographs/ maps of Ireland/ Map of World/ globes

5. Linkage and integration

Environmental care is a cross-curricular strand common to the geography, science curricula. Integration Local History /Geography/Art/ Gaeilge/ Our local trails will incorporate local history, and Gaeilge -logainmeacha sa cheantair and creative writing- Time machines- Living in Kingscourt in a different era i.e.1900. Wind turbines in Bailieborough- Science Project. Visual arts: an awareness of colour and textures in the environment will complement work in visual arts. Artistic heritage on the doorstep of our school.

- Kingscourt Crest- Family Crests-
- The School- Statue of St. Joseph feeding the chickens on the wall of the school- designed by Garry Trimble architect from Dublin in 1953 -
- Sculpture on Plaque inside the porch of school depicting St. Joseph's Flight into Egypt-
- Model of the original two roomed thatched school of 1859 on the ground of the present Shrine in the Church grounds.
- Church of The Immaculate Conception- 3 stain-glass window over the High Altar designed by stain-glass artist Evie Hone-.
- Shrine to Our Lady of Fatima-Statue pure white silicon marble designed by sculptor Signor Bordese- Shrine constructed by Kingscourt Brick 1844 –

- Modern sculptor of hand in brick by Kingscourt Brick designed for the Millennium at entrance to cemetery –
- Industry around the town-Visit to Gypsum mines- using the gypsum plaster to make moulds- statues- Kingspan Internationally renowned supplier of Building Materials, O' Reilly Bros- Concrete and Brick suppliers, Frazers Hardware,
- Song Dun'a Ri- Visit ,observe and record through drawings and photographs. Then illustrations of song – Wishing Well, Chestnut tree, Sarah's bridge, Fleming's Castle, Waterfall, Cabra Castle
Local Artist Mary O' Reilly

Children with different needs

Work will be organised and activities adapted to meet the different abilities in the class. International children will be encouraged to contribute to the geography programme and an opportunity to celebrate their different cultures and for other pupils to learn about their home country. Our school geography programme will celebrate difference in our pupils as well as promoting cultural awareness

Time

- The allocation of times to be spent on the teaching of SESE is 3 hours a week and 2 hours 15 minutes a week for Infant classes. Time may be blocked *using a cross curricular approach, using three hours for history one week, three hours for geography the following week and three hours for science the week after.*

Resources and ICT

- *Photographs of town*
- *Maps of Ireland/ Europe/ World,, atlases, globes, wall charts, posters- Parent Association funding more maps and globes*
- *Weather photographs.*
- Future planning- Interactive White Boards connected to the internet
- Maudabawn Cultural Centre- Trails
- Parental Involvement – Visits to local factories and industries
- Eathlinks/ Map books/

ICT

ICT 's role in the geography programme, -. use of school digital camera, Internet,- CD-ROMs, -Encarta- Interactive Geography programme on Physical Geography of Ireland. National Geographic sites

DVDs/videos,-

programmes for word processing for projects

- E-mail can be used to contact other schools, interpretative centres, industries, meteorological agencies, embassies, charities and NGOs that focus on development work. Code of practice for safe usage of internet and e-mail

Assessment and record keeping

Assessment will be undertaken in order to gather information about a child's knowledge and understanding of environmental matters, the acquisition of geographical skills and their progress

- Assessment tools
 - Teacher observation
 - Teacher-designed tasks and tests
 - Work samples, portfolios and projects , *drawings, photographs of children's work*
 - Curriculum profiles.
- This information will be shared with parents at parent teacher meetings and with teachers.

Success criteria

- Teacher/parent feedback
- Children's feedback
- Inspectors' suggestions/reports
- Second level feedback

Review :It will be necessary to review this plan on a regular basis to ensure optimum implementation of the geography curriculum.

○ Infant classes

Strand: Human environments

Strand unit :Living in the local community

The child should be enabled to

My family and community

- explore and discuss his/her membership of the family, school and local community
- identify and discuss the roles of people who serve the local community
postal worker, garda, shop worker, doctor, nurse, refuse worker, road worker, lorry driver, bus driver, teacher

Homes

- recognise that people live in homes
- describe areas within the home
- associate activities with areas within the home and outside the home
- acquire some awareness of different types of homes in the locality
flat, cottage, house, caravan, trailer
- make simple drawings of home, immediate surroundings and journeys to and from home
- begin to appreciate the need for shelter for a family

School

- become aware of, discuss and appreciate the people in the school community
classmates, other pupils, teachers, caretaker, secretary
- describe areas within the school
- associate activities with areas within the school and outside the school
- make simple drawings of school, immediate surroundings and journeys to and from school

People at work

- discuss the work of people in the home, at school, in the local community, in towns or countryside nearby and in wider environments
- become aware of some buildings and places where people work, especially those in the locality
home, school and immediate environs shops, farms, offices, parks

People at play

- become aware of and discuss play spaces at home/at school /in the locality/in other places
- suggest ways in which these places may be kept clean and safe
- make simple drawings of these places, immediate surroundings and journeys to and from these places.

Strand unit

Living in the local community

The child should be enabled to

- develop some awareness of people living in other areas
people encountered in stories, pictures, on television
- acquire some awareness of different types of homes in places outside the locality
- become aware of some links between the school or local community and people in other places
relatives and friends living in other places
food grown by farmers in other parts of Ireland
places and people I visit on holiday.

Strand: Natural environments

Strand unit :The local natural environment

The child should be enabled to

- become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school
hill, seashore, hedgerow, forest, bog, waste ground
- observe, discuss and investigate water in the local environment
rainfall, puddles and streams water, sand and stones in streams, ponds, lakes or at the seashore
- observe, collect and investigate a variety of natural materials in the local environment
mud, sand, pebbles, stones and rocks
group these materials according to a number of criteria (e.g. colour, texture, hardness)
- record and communicate experiences and observations using oral language and pictures.

Integration

Science: Living things; Materials

Strand unit Weather

The child should be enabled to

- observe and discuss a variety of weather conditions using simple vocabulary
rainy days, sunny days, foggy days
- record weather observations using a weather chart or diary
- become aware of some of the effects of different weather conditions on human, animal and plant life in the local environment
- discuss the suitability of different kinds of clothes for different weather conditions
- recognise that some weather patterns are associated with seasonal change and distinguish between summer and winter.

Integration

Science: Living things—Processes of life; Energy and forces—Heat

Strand unit -Planet Earth in space

The child should be enabled to

- identify and discuss the sun, the moon and stars
- recognise the difference between day and night.

Strand: Environmental Awareness and Care

Strand unit -Caring for my locality

The child should be enabled to

- observe, discuss and appreciate the attributes of the local environment
beauty and diversity of plants and animals in a variety of habitats
attractive elements of natural and human environments
- appreciate that people share the environment with plant and animal life
- develop a sense of responsibility for taking care of and enhancing the environment
- identify, discuss and implement simple strategies for improving and caring for the environment

Things I can do

- *caring for clothes, toys and other possessions*
- *keeping home and surroundings clean and tidy*
- *caring for living and non-living things in the locality*

Things we can do together

- *keeping classroom, school and play spaces clean, tidy and safe*
- *disposing of litter appropriately*
- *collecting paper, cans and other materials for recycling*
- *caring for living and non-living things in the locality*

Strand: Human environments

Strand unit -Living in the local community

The child should be enabled to

- explore and discuss his/her role and that of others in the family, school and local community
- become aware of and learn to value the diversity of people who live in the local community and the contribution they make
- begin to recognise the interdependence of individuals and groups in the local community
people we rely on to bring us food and other things
ways in which we can help others in the community

Homes and shelter

- recognise that people live in a variety of homes
- describe his/her home, its location and surroundings
- record some of these features using simple drawings, plans, displays, models and sketches
- investigate materials used to construct homes and identify materials of local origin
- discuss and record simply journeys to and from homes
- develop an awareness and appreciation of different types of homes in the locality and in other areas
houses, farmhouses, cottages, apartments,
flats, caravans, trailers, mobile homes, homes in shanty towns
- develop an awareness of homelessness

Integration

SPHE: Myself and the wider world

Science: Materials; Designing and making

People at work

- investigate the work of people in a range of locations in the locality
home, schools and youth clubs, shops, offices, factories, farms, garda station, hospital, health centre
hotels, restaurants, centres for visitors
- investigate the work of people involved in transport and communications
- discuss and record simply the buildings and places where people work, especially those in the locality
- discuss and record simply journeys to workplaces
- become aware of the work of people in other areas who supply food and other products to us

People at play

- appreciate the roles of people who help at play
family and friends, dance teachers and drama teachers, park-keepers, attendants, youth leaders and sports coaches
- describe location and features of play spaces
at home, at school, in the locality and in other places
- discuss, and record simply, journeys to and from play spaces.

Integration

SPHE: Myself and the wider world

Strand: Natural environments

Strand unit -The local natural environment

The child should be enabled to

- identify, explore and discuss aspects of some major natural features in the local environment
aspects such as
names, location, appearance, flora and fauna
of features such as

hill, mountain, bog, moor, river, lake, bay, beach or headland

- observe, discuss and investigate water in the locality

observe and record relationship between rainfall, puddles, drains and streams

investigate how water can move materials of different sizes and weights in simple experiments, in streams and at the sea

learn about water and its uses

- observe, collect and investigate a variety of natural materials in the local environment

collect and examine soil, mud, sand, pebbles, stones and rocks

compare and contrast samples and group them into broad sets (e.g. sand, stones, plant material)

investigate qualities of materials (e.g. hard or soft, colour, texture, wet or dry)

recognise that soils and rocks are habitats for living things such as worms, lichens, barnacles

- record and communicate experiences and observations using simple drawings, plans, displays, models and sketches.

Strand unit -Weather

The child should be enabled to

- observe and record varying weather conditions using appropriate vocabulary and simple equipment

- begin to associate cloud cover and other conditions with different types of weather

- begin to make and test simple weather predictions

- identify ways in which weather influences the lives of people

clothes, homes, games, farming and other work, 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.

Strand unit -Planet Earth in space

The child should be enabled to

- recognise the sun as a source of heat and light

- identify the sun, the moon, stars, day and night

- develop familiarity with the spherical nature of the Earth.

Strand: Environmental awareness and care

Strand unit

Caring for my locality

The child should be enabled to

- identify, discuss and appreciate the natural and human features of the local environment

- observe and develop an awareness of living things in a range of habitats in local and wider environments

- observe similarities and differences among plants and animals in different local habitats

- develop an awareness that air, water, soil, living and non-living things are essential to the environment

- begin to realise that people, animals and plants depend on each other

- realise that there is both an individual and a community responsibility for taking care of the environment

- identify, discuss and implement simple strategies for improving and caring for the environment

caring for clothes, toys and other possessions, caring for living things in the locality, keeping home, classroom, school and playspaces clean, tidy and safe

- identify and help to implement simple strategies for protecting, conserving and enhancing the environment

planting trees and flowers, developing school garden, engaging in anti-litter campaigns

- become aware of ways in which the environment can be polluted or harmed

litter, pollution, vandalism.

Third/ Fourth Class

Strand: Human environments

Strand units: People living and working in the local area *and*

People living and working in a contrasting part of Ireland

These units will be completed using appropriate aspects of the following sub-units.

The child should be enabled to

People and communities

• learn about and come to appreciate and respect the people and communities who live and work in the locality and in a contrasting part of Ireland

members of the school and local community

how people help each other and depend on one another

the various people and groups in the community

local clubs and other organisations

links with people in other parts of Ireland and the world

Natural environmental features and people

• become aware of the natural features in the locality and in a contrasting part of Ireland and their relationship to the lives of people living in these places

prominent natural features (e.g. river, hill, sea)

flora and fauna

interrelationships of natural features and the lives of people

place-names and their origins in natural features

Settlement: homes and other buildings

• explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland

his/her home, its location and surroundings

the variety of homes in the area, other buildings and human features, their location and uses (e.g. shops, offices, other work-places, farmhouses, farmyards and fields)

instances of conservation and change

materials used to construct homes and other buildings

colours, patterns and textures in buildings, streetscapes, and path, road and street surfaces

services to homes and other buildings (e.g. water supply, sewerage, heating system, electricity, cable television, telephone service)

simple plans, maps and models (e.g. interior and surrounding areas of homes and other buildings)

People at work

• explore and investigate, especially through practical studies, **a small number** of the common economic activities of people in

the locality and in a contrasting part of Ireland

Food and farming, fishing, forestry

environment and work of primary producers, products, markets

Industry

work of factory, work force, raw materials and products, markets, need for transport and communications

Services

services available in the locality (e.g. shops, health care, water, sewerage, power supply)

work of people involved in the supply of services

Tourism, leisure and recreation

local attractions and facilities (including people, places and landscapes)

work of people involved caring for and enhancing local attractions and facilities

General themes

importance of the employment created

effect of environmental factors on these activities (e.g. on work of farmers, on location of tourist facilities)

effects of these activities on the environment (e.g. traffic on roads, noise, need for new buildings)

interdependence of people in locality,

Ireland and other countries

Transport and communications

- become aware of forms of transport and transport routes in the locality and in a contrasting part of Ireland
- become familiar with the communication methods available
- investigate work of people involved in transport and communications.

Strand unit

People and other lands

The child should be enabled to

- study some aspects of the environments and lives of people in *one* location in Europe and *one* location in another part of the world
location of these areas /peoples and communities that live there /language(s)/myths and stories, art and culture/clothes/play and pastimes/features of the natural environment/interrelationships of the lives of people and these features/settlements: homes and other buildings/common building materials and features foods and farming/work and work-places/similarities to and contrasts with Ireland
- develop an awareness of the interdependence of these people and people in Ireland
- begin to develop a sense of belonging to local, county, national, European and global communities.

Strand unit

People and other lands

The child should be enabled to

- become familiar with the location and names of urban areas in the county, some of their important buildings, factories and other features
- develop some knowledge of the relative location of the county and neighbouring counties
- become familiar with the location and names of a few of the larger towns and cities in the region and in Ireland.

Strand: Human environments

Strand units

The local natural environment

The child should be enabled to

- investigate and become familiar with some natural features in the local environment
aspects such as names, locations relative to other features shape and appearance, flora and fauna of features such as stream, river, hill, valley, mountain, lowland, beach, bay, headland
- estimate distances and establish cardinal directions during the exploration of these features
- observe and explore ways in which these features have affected the lives of plants, animals and humans
influence of hill, bog or stream on transport, roads and bridges, towns and cities, stream, mountain, beach etc. as a habitat for plants and animals
- investigate the ways in which these features have been used by humans and the changes which have occurred as a result
beach and bay used for leisure and recreation
supply, treatment and distribution of water from rivers and lakes to homes in the area.

Strand units

Land, rivers and seas of my county

The child should be enabled to

- become familiar with the names and locations of some major natural features in the county
mountains, lowlands, bogs, rivers, lakes, bays, estuaries, headlands and islands
- develop some familiarity with the relationship of these features with each other and with elements of the built environment such as roads, bridges, towns and cities
sources of rivers in mountains or lakes
roads, railways and bridges over rivers
towns built near bays or rivers, mines in mountains.

Strand units -Rocks and soils

The child should be enabled to

- observe, collect and examine different soil samples in the immediate and other environments
- sort and group constituent materials in samples-*rocks, pebbles, sand, plant material*
- compare and contrast materials, focusing on certain criteria-*colour, texture, use, strength, hardness, size and weight*
- begin to explore influence of soils and rocks on animal and plant life -*physical conditions, soil, water and food supply influencing range of plants and animals.*

Strand units -Weather, climate and atmosphere

The child should be enabled to

Weather observations

- use simple equipment to observe and record weather phenomena -*simple cloud types, temperature, rainfall, wind direction*
examine satellite photographs on newspaper, television or internet
- record and display simple weather observations in systematic way using graphs, charts and common meteorological symbols
- use analysis of weather recordings to begin to associate simple descriptions of clouds, amount of cloud cover, wind direction and other conditions with particular types of weather; make and test weather predictions
- compare temperatures indoors and outdoors, in shade and sunlight, on different sides of the same building, and explore reasons for differences

Weather and climate

- study weather variations during the year and their influence on plants, animals and humans
- begin to appreciate the importance of solar energy for the Earth
- develop some awareness of weather and climate patterns and their relationship with plant, animal and human life in some environments in other parts of the world
- collect and record weather lore from the locality.

Strand units -Planet Earth in space

The child should be enabled to

- observe, describe and record the positions of the sun when rising and setting and the changing lengths of day and night during the seasons
- investigate shadows, directions and sunlight
- understand the importance of sunlight for plants and animals
- begin to understand the influence of the sun on weather and atmospheric conditions
- become aware of the dangers of sunlight for skin and eyesight.

Strand: Environmental awareness and care

Strand units -Environmental awareness

The child should be enabled to

- identify, discuss and record aspects of local natural and human environments which are considered attractive or unattractive -*colours, textures and shapes in rural or urban areas/range of materials beauty of plant and animal life /buildings, walls and other features /places which people enjoy or do not like reasons for these preferences*
- identify the interrelationships of living and non-living elements of local and other environments
plants, animals, water, air and soil in habitats
- develop some awareness of the types of environment which exist in Ireland and other parts of the world
mountains, boglands, seas, desert, forest, grassland, ice landscape, tundra
- become aware of the Earth's renewable and non-renewable resources
- recognise how the actions of people may have an impact on environments
planting or felling trees, removing hedgerows, draining marshes, overgrazing of mountains, new buildings, roads, fields, dumps, bridges
- recognise and investigate human activities which may have positive or adverse effects on local and wider environments -*activities which produce biodegradable and non-biodegradable waste (e.g. food waste in*

*contrast to some plastic packaging) ,activities which affect the quality of air or water ,activities which affect flora and fauna
role of recycling*

- come to appreciate the need to conserve the Earth's resources.

Strand units -Caring for the environment

The child should be enabled to

- examine a number of ways in which local and other environments could be improved or enhanced
- identify and discuss a local, national or global environmental issue

*litter in an area /an incident of pollution/ need for safe cycleways near school/ changes in flora or fauna
need to protect a habitat and its flora and fauna/ need to conserve a natural or human environment
need for new roads or buildings /investigate the causes of the issue/ appreciate the role and views of
people involved/ suggest and discuss possible actions or solutions and the effect of these on people and
environment /participate in the resolution of the issue if possible/an anti-litter campaign/collect items for
recycling/help to design the route of a cycleway/write letters about the issue or problem/design posters*

- realise that there is a personal and community responsibility for taking care of and conserving environments.

Strand: Human environments

Strand units -People living and working in the local area and People living and working in a contrasting part of Ireland

*These units will be completed using appropriate aspects of the following sub-units.
The child should be enabled to*

People and communities

• learn about and come to appreciate the peoples and communities who live and work in the locality and in a contrasting part of Ireland

people who live and work in these areas, how people in these areas depend on each other, respecting and valuing diversity in the community, role of community groups and organisations, interdependence of local people and people in other parts of Ireland and the world

Natural environmental features and people

• become aware of the natural features in the locality and in a contrasting part of Ireland and their interrelationship with the lives of people living in these places

*major natural features, flora and fauna, interrelationship of these features and the lives and work of people (e.g. lakes used as tourism attraction, river supplying power, mountains influencing farming)
changes to natural environments and their causes*

Settlement: homes and other buildings

• explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland

origins of the settlement

place-names, street names: their origins and meaning

shape or layout of features in the area in dispersed /different types of homes in the area, including houses, cottages, flats, caravans, trailers, mobile homes/causes and effects of homelessness/location and uses of buildings

change, reconstruction and re-use of buildings

common building materials and patterns and their relationship to the environment

effect of weathering, pollution and other processes on appearance of buildings

• explore and investigate, especially through practical studies, **one or more** of the important economic activities of people in the locality and in a contrasting part of Ireland

○ **Food and farming**

Investigate location, buildings and layout of a local farm/influence of soils and other factors on farming work of the farmer through the year/awareness of different types of farming (e.g. tillage, livestock, dairy or mixed farming, horticulture, fish farming, organic farming)/changes in Irish agriculture (e.g. mechanisation, new technologies, environmental issues, markets, land use)/sale and distribution of farm produce/factors and activities affecting the life of farmers and farm families in Ireland (e.g. farm tourism and diversification, influence of EU)

○ **Forestry**

Location factors for forests/work of forester during the seasons/work over the lifetime of the forest, the forestry cycle/types of trees grown and their uses/effect of forests on landscape and the environment forestry and industry/

Fishing

Location of fishing areas, types of fish caught/workers on fishing boats and on shore development of fishing industry/people and work involved in associated activities /fishing and the environment/

○ **Industry**

site and location factors of a factory or industry/raw materials, process and products/distribution and sales work of people involved/benefits and possible disadvantages for people and the environment in the area changing patterns of industry)/importance of local enterprise/role of industrial agencies

○ **Services**

a service or services available in the area (e.g. postal service, banking, local authority, library services, health services, retailing, power and energy supply)/work of people involved/importance of service to the lives of people/suggestions for the improvement of service/role of county, national and rural service agencies and companies

○ **Tourism, leisure and recreation**

what makes place attractive to tourists types of tourism, people who visit the area/local interests, pastimes and customs/tourism, leisure and recreation/infrastructure/work of people employed/caring for facilities,

ideas for improving facilities /role of cultural, sporting and other voluntary associations/benefits and disadvantages of tourism/promotion of tourism, leisure and recreation industry in Ireland and abroad

- Transport and communications
- learn about the methods of transport and transport routes in the locality and in a contrasting part of Ireland
road, rail, air, water, pipelines (e.g. gas)
- become aware of the advantages, disadvantages and roles of these methods
- learn about the available methods of communication -*postal and telecommunications, electronic media (e.g. satellites, internet)*
- become familiar with the work of people in these activities.

Strand unit
People and other lands

The child should be enabled to

- study some aspects of the environments and lives of people in *one* location in Europe and **one** location in another part of the world
location of these areas/peoples and communities that live there/language(s)/art and culture, customs and traditions/clothes/play and pastimes, leisure interests/population growth or decline/some major features of the natural environment/interrelationships of the lives of people and these features/homes and settlements settled and nomadic lifestyles/major cities (e.g. cities in European or other countries)/shanty towns/work and work-places (e.g. farming or other primary producers, industry, services, tourism)/transport and communications/similarities and differences between these places and Ireland/trade, historic and other links these peoples have with Ireland
- develop an increasing awareness of the interdependence of people in these places and people in Ireland
- learn to value and respect the diversity of peoples and their lifestyles in these areas and other parts of the world
- become aware of various ethnic, religious and linguistic groups of peoples in Ireland, Europe and the wider world
- develop a sense of belonging to local, county, national, European and international communities.

Strand unit
County, regional and national centres

The child should be enabled to

- become aware of the location of the counties of Ireland, some of their towns and cities; the origins and geographical significance of their place-names
- identify some of their important buildings, features, facilities, parks, work-places
- learn of the movement of people to and/or from these centres
- become familiar with the names, locations and some well-known features of the capital cities of the European Union.

Strand unit
Trade and development issues

The child should be enabled to

Trade

- explore, through the study of some major world commodities, trade issues
commodities used by people in Ireland (e.g. sugar, tea, coffee, bananas, rubber, oil)/where and how they are produced/environment where they are produced/work of people who produce these products/trading of these products/manufacturing, sale and distribution in Ireland/terms of trade, fair or unfair trade conditions or Famine
- become aware of the causes and effects of famine
causes/environmental factors/natural disasters/social and economic factors/unequal distribution of land, resources or food/effects on families and communities, on land and environment, on population movements
- examine the work of relief agencies and become aware of Irish involvement in them
- discuss possible short and long-term solutions to famine
- compare the experience of famine in Ireland with that of other countries

or Development and aid

- come to appreciate the inequalities between the developed and the developing world
- explore some of the issues and problems associated with aid

effect on recipients, appropriate technology

- acquire some knowledge of the origins, work and Irish involvement in some major international organisations - *United Nations High Commission for Refugees (UNHCR) major non-governmental organisations (NGOs) (e.g. Trócaire, Red Cross).*

Strand: Natural environments

Strand unit -The local natural environment

The child should be enabled to

- investigate and learn about the main natural features in the locality and county *aspects such as names and their origins /location relative to other features/ relationship to major features of Ireland /size, shape and appearance /effect of weather and seasonal changes physical processes which have shaped or altered the feature (e.g. erosion by water or ice) of features such as streams, rivers, lakes, hills, drumlins, valleys, mountains, lowlands, beaches, shorelines, cliffs, bays, headlands*
- observe and develop simple understanding of the links between these features *marsh or bog between drumlins/erosion of coastline and resulting beaches/run-off and drainage patterns in the locality (e.g. drains in the school yard, street or farmland linked to tributaries, rivers and flood plains)*
- investigate the influence of these features on plants and on the lives of animals and people *range of flora and fauna/homes, economic activities, transport,communications*
- become aware of the ways in which people, animals and plants have exploited and/or altered these features *water collection and supply, power generation mining, removal of peat, farming, tourism.*

Strand unit

Land, rivers and seas of Ireland

The child should be enabled to

- become familiar with the names and locations of some major natural features in Ireland *mountain ranges, rivers, lakes, bays, headlands, islands*
- become familiar with the relationship of these features with each other, with elements of the built environment and with significant natural features of Ireland *towns built near rivers, harbours in bays /links between local stream and major river*
- understand some of the interrelationships between these natural features and the lives of plants, animals and humans.

Strand unit

Physical features of Europe and the world

The child should be enabled to

- learn about a **small** number of the major natural features of Europe *Alps, Rhine, Mediterranean Sea*
- become familiar with the names and approximate location of a **small** number of major world physical features -*major mountain ranges (e.g. Rockies, Himalayas), major rivers (e.g. Nile, Amazon), deserts (e.g. Sahara, Great Australian),continents, oceans.*

Strand unit

Rocks and soil

The child should be enabled to

- collect and identify some common rocks in the locality
- identify and explore the use of stone in building and other human activities, especially in the locality

- develop simple understanding of the structure of the Earth, using terms such as core, mantle, crust, plates of the crust, lava flow, volcano, earthquake
- learn about the characteristics of some common rock types and where they may be found in Ireland and in other parts of the world-*become aware of major rock groups (i.e. igneous, sedimentary and metamorphic) and some common rock types (e.g. granite, limestone, marble)*

Soils

- collect and examine soil samples and their constituents
- compare soil samples from different parts of the locality-*compare constituent parts, colour, water retention*
- learn of the relationship of plants and farming to soil types
- be familiar with some ways of changing and/or improving soil structure.

<p>Strand unit Weather, climate and atmosphere</p>
--

The child should be enabled to

- **Weather observations**

- use simple equipment to make detailed weather observations and recordings of phenomena *main cloud types, cloud cover, temperature, rainfall or other precipitation, wind strength and direction, atmospheric pressure (using domestic barometer)*
- record and display simple weather observations in systematic way using graphs, charts and common meteorological symbols
- use analysis of weather recordings to associate simple descriptions of clouds, amount of cloud cover, wind direction and other conditions with particular types of weather; make and test weather predictions
- collect weather lore, especially local traditions and knowledge

- **Weather and climate**

- explore weather patterns over the year in the locality using a variety of graphical and analytical skills
- begin to appreciate the difference between climate and weather
- develop some awareness of weather patterns in other parts of Ireland and factors influencing climate in the locality and in Ireland -*altitude, distance from sea, distance from Equator, prevailing winds, aspect*
- explore the relationships between climatic factors and aspects of building construction -*shelter, aspect, sunlight, insulation, weathering*
- become aware of the characteristics of some major climatic regions in different parts of the world
- explore the relationship of climate to plant, animal and human life

- **The atmosphere**

- develop simple understanding of some atmospheric features *nature of the atmosphere, properties of air global wind movements, storms and weather disasters the water cycle, atmospheric pollution.*

<p>Strand unit Planet Earth in Space</p>
--

The Earth and the sun

The Earth, moon and solar system

The child should be enabled to

- observe and record the positions of the sun when rising and setting and at different times of the day
- investigate the relative lengths and directions of shadows and the intensity of sunlight at different times of the year
- observe the changing lengths of day and night during the seasons
- understand the importance of sunlight as a source of energy for plants and animals
- become aware of the influence of the sun on atmospheric conditions
- become aware of the dangers of sunlight for eyesight and skin
- recognise that the Earth, its moon, the sun, other planets and their satellites are separate bodies and are parts of the solar system
- develop a simple understanding of the interrelationship of these bodies, including day and night and seasonal movements
- recognise a few of the major star constellations -*the Great Bear and Pole Star.*

<p>Strand: Environmental awareness and care</p>
--

Strand units -Environmental awareness

The child should be enabled to

- identify, discuss and appreciate attractive and unattractive elements of natural and human environments *buildings and elements of the human environment which use natural and other materials in an attractive way and are in keeping with the scale of immediate surroundings*
- explore some examples of the interrelationship of climate, natural features, flora, fauna and human life in different environments in Ireland and in some of the main climatic regions of the world
in locality -ecosystem of tree, hedgerow, stream
in Ireland-boglands, mountains, Burren, rivers
in other areas -rainforest, grasslands, desert, tundra
- recognise and investigate aspects of human activities which may have positive or adverse effects on environments *-enhancement of the beauty of built environments /protection of flora and fauna*
excess waste or non-biodegradable waste activities which affect the quality of air or water
deforestation or desertification /changes to buildings or streetscapes in towns /recycling and reuse of materials
- become aware of the importance of the Earth's renewable and non-renewable resources
- foster an appreciation of the ways in which people use the Earth's resources
mining, fishing, forestry, agriculture/ using wind, water, fossil fuels or nuclear energy to generate power
using the environment for leisure activities /-processing raw materials in manufacturing
- come to appreciate the need to conserve the Earth's resources.

Strand units-Caring for the environment

The child should be enabled to

- examine a number of ways in which local and other environments could be improved or enhanced
- identify and discuss a local, national or global environmental issue
-an incident of pollution/construction of a new building, factory or road/alterations to a building/changes in farming practices/ traffic congestion and road safety/suggestions for environmental enhancement
global warming/ozone depletion/deforestation, desertification/investigate the causes of the issue or problem
identify and use ways to assess or measure the extent of the problem
appreciate the roles and different views of people involved
suggest possible actions and consider the effect of these on people and the environment
participate in the resolution of the issue if possible
organise collection of paper, aluminium cans or other materials for recycling
compost waste in the school garden
become aware of the need to use energy wisely in school and at home
- come to appreciate individual, community and national responsibility for environmental care
explore concept of custodianship and its implications/become familiar with concept of sustainable development/appreciate the need to protect environments for present and future inhabitants.