

SLIEVEARDAGH NS
THE COMMONS, THURLES, CO. TIPPERARY
ROLL 11470B

Geography Policy

Introductory Statement:

This policy was formulated following a consultation process which took place between all 3 teachers. The Principal, class teacher and special education teacher were involved in drafting this policy.

Rationale:

This policy was devised:

- To provide clear guidelines for teachers
- To insure consistency throughout the school
- To comply with legislation

Vision and Aims:

1. Vision - We seek to assist the children in our school in achieving their potential.

2. Aims

- 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

Infant Classes, First and Second Classes

1. Strands and Strand Units

Strands

Human environments

Natural environments

Environmental awareness and care

Strand Units

- Living in the local community
- People and places in other area
- The local natural environment
- Weather
- Planet Earth in space
- Caring for my locality

Curriculum Planning

3rd – 6th Classes

Strands

Human environments

Strand units

- People living and working in the local area
 - People living and working in a contrasting part or Ireland
 - People and other lands
- Explored through a selection from the sub-units
- People and communities
 - Natural environmental features and people
 - Settlement: homes and other buildings
 - People at work
 - Transport and communication
 - An environment in another European country
 - An environment in a non-European country
- Country, regional and national centres
 - Trade and development issues

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
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Environmental awareness
And care

- Environmental awareness
- Caring for the environment

2. Skills Development

Infant Classes, First and Second Classes

Skills and concepts development

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

3rd to 6th Classes

Skills and concepts development

A sense of place
And space

Maps, globes and
graphical skills

Geographical
investigation
Skills

- Using pictures, maps and models
 - Maps and globes
 - Questioning
 - Observing
 - Predicting
 - Investigating and
- A sense of place
 - A sense of space

experimenting

- Estimating and measuring
- Analyzing
- Recording and communicating
- Evaluating

3. Approaches and Methodologies

- Active and discovery learning
- Problem solving
- Developing skills through content
- Talk and discussion
- Co-operative learning
- Use of the environment
- Collaborative learning
- Use of ICT – Ipads, interactive whiteboard and laptops

4. 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.

5. Multi-grade teaching

- A thematic approach is used in both classrooms
- Integration with other subjects: SESE – history and science; SPHE; Maths; Language programme; Visual Arts; PE
- Projector, Powerpoint and visualizer to present topics
- Differentiated activities

6. Assessment and Record Keeping

Children's progress in Geography is assessed through:

- Teacher observation
- Teacher designed tasks and tests
- Projects - Powerpoint projects in senior room

7. Children with Different Needs

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. This will be recorded in the teacher's yearly notes. The requirements of children with special needs will be taken into account when planning class lessons and related activities. Children who experience bereavement and loss, serious illness or other major personal and loss, serious illness or other major personal situations are supported and consideration is given to meeting their individual needs in the most appropriate manner.

8. Equality of Participation and Access

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.

Organisational Planning

9. Timetable

As per curriculum guidelines - SESE Infants 2 hours 15 minutes
1st – 6th Classes 3 hours

10.Resources and ICT

- School library
- Artefacts brought in by children/parents
- Globe
- Classroom Maps of Europe and Ireland
- Visitors
- Class Atlas
- Powerpoint presentations and video clips
- Useful Websites – google maps etc.

Primary Curriculum Support Programme	www.pcsp.ie
School Development Planning Support	www.sdps.ie
Irish National Teachers Organisation	www.into.ie
National Council for Curriculum and Assessment	

11.Health and Safety

As per School Tours/Excursions Policy and Safety Statement

12.Individual Teacher's Planning and Reporting

Teachers will base their yearly and short term plans on the approaches set out in the whole school plan for Geography.

13.Staff Development

Teachers will be made aware of any opportunities for further professional development through participation in courses available in education centres or other venues.

14. Parental Involvement

Parents with special relevant knowledge may be invited into school to speak to children.

15. Community Links

School will liaise with local library, local tidy towns, old school displays (mining display and model of our village in the past) and local people with geographical knowledge.

Success Criteria

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

- Implementation of the Geography curriculum will be evident in the teacher work
- Continuity of content and methodology will be evident in teachers preparation
- Ongoing assessment will show that pupils are acquiring concepts thought and a ability to engage with others in a manner appropriate to their age and personality
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Implementation

Roles and Responsibilities

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

Review

May 2023

Ratification and Communication

Ratified by the Board of Management April 2019

Having reviewed this plan in April 23 the following was decided upon as mandatory learning

2nd class – counties of Ireland

Year	Learning
22/23	Rivers and Mountains and lakes of Ireland County Towns of Ireland
23/24	European countries European capitals European mountains and rivers
24/25	World countries World capitals World mountains and rivers