

SESE: Geography

2018

Introductory Statement

This Whole-School plan for Geography is the successor to our previous geography plan which was formulated in 2010. The process of updating our plan was begun in 2017, when inputs were sought from all teachers in deciding new priorities for the teaching of Geography.

Rationale

This plan was developed to provide a more coherent approach for staff in the teaching of Geography, with the ultimate goal of leading to improved learning outcomes for our children.

Vision

In Donabate Portrane ETNS, we afford the children enriched learning experiences through creative, progressive & innovative approaches in implementing the Primary Curriculum.

In planning for Geography, we want to develop our children's knowledge, skills and positive attitudes about places, people and issues. We start local and expand from there to eventually encompass the whole world. For our students, studying geography in D.P.E.T.N.S. should be an enjoyable, creative and stimulating experience.

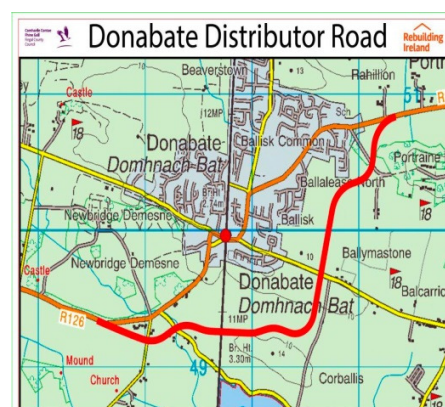
Aims

Our primary aim in teaching Geography is to cultivate appreciation and respect in our children for the diversity and interdependence of living and non-living things. We believe that developing this respect will breed an interest and curiosity about the world, and a desire to understand and contribute positively to it through a variety of means.

By encouraging our children to behave responsibly to protect, improve and cherish the environment at home here in Donabate/Portrane, we ultimately aspire to see them becoming agents for positive change in the broader world.

The Aims of Geography Education 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 communication 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 behavior towards the environment, and the involvement in the identification, discussion, resolution and avoidance of environmental problems
- To develop an understanding of appropriate geographical concepts.





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Layout of the Geography Policy

Section1: CurriculumPlanning

- 1.1: Strands/ Strand Units
- 1.2: Skills Development
- 1.3: Teacher Planning/ Preparation + Reporting
- 1.4: Children's Ideas
- 1.5: Fieldwork & Practical Investigations
- 1.6: Classroom Management
- 1.7: Key Methodologies
- 1.8: Linkage/ Integration
- 1.9: ICT
- 2.0: Assessment
- 3.0: Children with Different Needs
- 4.0: Equality of Participation

Organisational Planning

- 5. Timetabling
- 6. Resources + Equipment
- 7. Safety
- 8. Homework
- 9. Staff Development
- 10. Parental Involvement
- 11. Community Links

Apendix

- 12. Country Menu, Class Topics & SESE Linkage

SuccessCriteria

- Implementation
- Ratification + Communication



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Section 1: Curriculum Planning

1.1 Strands/ Strand Units

Each year group has developed a unique SESE Plan that outlines in detail which strands, strand units and content objectives will be studied

- Content objectives have been allocated to each year group in such a way that appropriate development from class to class has been ensured.

| SESE Planner - Junior Infants | | |
|--|--|--|
| January - March | | |
| History | Geography | Science |
| 1.1.1.1 Know the names of the continents and oceans. 1.1.1.2 Know the names of the countries and continents. 1.1.1.3 Know the names of the continents and oceans. 1.1.1.4 Know the names of the countries and continents. 1.1.1.5 Know the names of the continents and oceans. 1.1.1.6 Know the names of the countries and continents. 1.1.1.7 Know the names of the continents and oceans. 1.1.1.8 Know the names of the countries and continents. 1.1.1.9 Know the names of the continents and oceans. 1.1.1.10 Know the names of the countries and continents. | 1.1.2.1 Know the names of the continents and oceans. 1.1.2.2 Know the names of the countries and continents. 1.1.2.3 Know the names of the continents and oceans. 1.1.2.4 Know the names of the countries and continents. 1.1.2.5 Know the names of the continents and oceans. 1.1.2.6 Know the names of the countries and continents. 1.1.2.7 Know the names of the continents and oceans. 1.1.2.8 Know the names of the countries and continents. 1.1.2.9 Know the names of the continents and oceans. 1.1.2.10 Know the names of the countries and continents. | 1.1.3.1 Know the names of the continents and oceans. 1.1.3.2 Know the names of the countries and continents. 1.1.3.3 Know the names of the continents and oceans. 1.1.3.4 Know the names of the countries and continents. 1.1.3.5 Know the names of the continents and oceans. 1.1.3.6 Know the names of the countries and continents. 1.1.3.7 Know the names of the continents and oceans. 1.1.3.8 Know the names of the countries and continents. 1.1.3.9 Know the names of the continents and oceans. 1.1.3.10 Know the names of the countries and continents. |

- Thematic approaches are taken, with strong linkage between Geography, Science & History and integration with the school's literacy plan.

1.2 Skills Development

- Geographical skills development is treated with equal importance to content knowledge.

We teach the following:

| |
|--|
| A Sense of Place...what it looks like when you're teaching. |
| <p>The things that make Donabate/Portrane distinctive & special so that memories and emotions can be built up about it?</p> <p><i>Who lives here and what do they do? / Who works here and what do they do? / What facilities are there? / What is it like to be a child here? / What social strengths or problems does Donabate/Portrane have? / What events have happened here?</i></p> |
| A Sense of Space...what it looks like when you're teaching. |
| <p>Locational information about where & why things are situated in relation to each other.</p> <p><i>Knowing routes from place to place and visualizing what would be passed along the way. / Knowing that the Newbridge park is near the school and local housing estates so children can access it easily. / Realising that public bins are beside bus stops because of high need. / Knowing what types of homes are in an area etc</i></p> |
| Maps, Globes & Graphical Skills |
| <ul style="list-style-type: none"> • Understanding, Using & Creating • A resource pack of maps are available in the school supplies. |
| Geographical Investigation Skills |
| <p>Questioning Observing Predicting Investigating & Experimenting</p> <p>Estimating & Measuring Analysing Recording & Communicating</p> |



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1.3: Teacher Planning/ Preparation + Reporting

- Planning for Geography is done on a long & short term basis.
- Teachers plan in teams according to year group and share responsibilities amongst themselves in advance of lessons.
- Strands/ Strand Units/ Skills Development and Teaching Methodologies should be recorded on the monthly Cuntas Míósúil.

The following headings are necessary when planning for Geography:

Long Term

| |
|---------------------------|
| Strands |
| Strand Units |
| Content Objectives |
| Skills Development |
| Methodologies |
| Integrated/ Linked Themes |

Short Term

| |
|---------------------------------------|
| Strands + Strand Units |
| Content Objectives |
| • How they will be achieved |
| Skills Development |
| • How they will be achieved. |
| Resources |
| Differentiation |
| Assessment |
| • Teacher Observation/ Designed Tasks |
| • Student Self-Evaluation |

1.4 Children’s Ideas

In D.P.E.T.N.S., we recognise that the child’s initial ideas must be explored if they are to form a starting point for learning. This will help enormously to see what preconceived ideas the child may have. It is also useful as an assessment tool at the end of a unit to see if there has been any progression.

Suggested approaches include:

- Brainstorming + Concept Mapping
- Questioning + Think, Pair, Share
- KWL Charts + Before/ After drawings
- Annotated drawings + Talk and discussion



Sample Geography Mind Map

1.5 Fieldwork & Practical Investigations

- We recognise that fieldwork is as a vital element of geographical education.
- **We continue to strive for improvement and have decided to prioritise the restructuring of our fieldwork programme for Geography in D.P.E.T.N.S. in 2018.**

The new fieldwork guidelines will follow the structure of the PDST Guidelines for Fieldwork in Schools and will include guidelines on the following activities:

Investigating human environments

- Observing and sketching features in the landscape.
- Conducting land use/ traffic surveys
- Effective use of Photographs Appropriate use of artifacts
- How to interview people living and working in the area
- How to conduct environmental appraisals
- Plotting routes on local maps.

Investigating Natural Environments

- Recognising and examining features in photographs
- Using simulations and models
- Observing and sketching features in the environment
- Conducting experiments and investigations
- Keeping a wildlife garden.
- Map skills and mapping concepts
- Local maps/ plans/ photographs & models

1.6 Classroom Management

A combined approach of whole-class work, small groups, paired work and individual work on chosen topics and projects will be used in each class.

- Children will be given opportunities to work together collaboratively and share their own ideas.
- We encourage both the investigative approach and the teacher-directed approach.

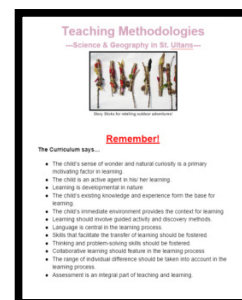
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1.7 Key Methodologies

The key methodologies of the Primary Curriculum are used as part of our Geography programme (*Use of the Environment/ Active learning/ Problem solving/ Developing skills through content/ Talk and discussion/ Co-operative learning*).

- A booklet of suggested guidelines for using these methodologies in Geography & Science lessons is available.
- Furthermore, we recognise the central role of imagery/ photography in teaching Geography and so guidelines and examples to teachers on the specific ways in which photographs may be used in the teaching of Geography in D.P.E.T.N.S.
- Project Based Learning is valued as a methodology in which children are supported in solving their own questions through an array of curricular subjects
- Learning through play is a valued methodology.



1.8 Linkage/ Integration

- A linked SESE approach can be taken to planning in which a topic may be developed through the skills list of two or more of the SESE group as is suggested in this policy.
- The strand "Environmental Awareness & Care" and all associated strand units are shared in both Geography & Science. This can be accounted for when planning as it covers both subjects.

1.9: ICT

We recognise the many benefits of incorporating ICT into the Geography classroom.

- Interactive whiteboards and screens are in every classroom and are ideal for the whole-class study of maps/ images, including route plotting, discovering change in areas over time and accessing new & dynamic materials (*documentaries, online tutorials*).
- Teachers are advised to also make use of in-class computers and visualisers when developing lessons.
- Specific websites we recommend for studying Geography include:
 - Google Maps/ Earth
 - Scoilnet.ie (which includes a free subscription to Britannica Online Encyclopedia)
 - Askaboutireland.ie
 - Youtube

2. Assessment

Geography Assessment is more than just a checklist of content-based facts. It's a way of thinking that can only be assessed by a teacher's observation of how the children react to different situations. Teachers should therefore employ a range of assessment techniques, including:

- Short, informal passages that put forward a teacher's observations on the child's development of Skills & Attitudes.
- Strategic collection of work samples and child self-assessment to support observations.

3. Children with different needs

Our Geography teaching aims to meet the needs of all the children in the school.

- This will be achieved by teachers varying their pace, content and teaching 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.
- The SNA supports particular children and groups as directed by the class teacher.

4. Equality of Participation & Access

D.P.E.T.N.S. recognises and values diversity and that no child should be an insider and therefore believes all children are entitled to access to the services, facilities, or amenities that are available in the school environment.

Organisational Planning

5. Timetable

- SESE = 3 hours per week in full day classes / 2hrs 15mins in short day classes.
- Teachers may decide to allocate any or all of this time to Geography in any given week depending on current workload and an awareness of the need for overall balance in the teaching of Science-History-Geography.

6. Resources & Equipment

In-class resources should be:

1. Appropriate to the topic being studied.
2. Effective in helping students to understand & remember what's being taught.

Such as:

- Annotated drawings
- Concept maps
- 3-Dimensional Objects
- Interactive displays

3. Presentation must be:

- Legible
- Tidy
- Cursive



Whole-School Resources

- Fieldwork resources available in school include: *Clipboards, tape measures, magnifying glasses, bug catchers/ viewers, metre sticks, compasses, thermometers, maps/ plans of the school & local area, weather testing equipment.*
- Materials + planning books are distributed to teachers in advance of each new term. Care of distributed materials is charged to the lead teacher in each year stream. Materials should be returned to the SESE store-room when they have been used.
- The SESE materials are stored at the end of the upstairs corridor and it holds a variety of consumable materials (*including foodstuffs/straws/ balloons/ card/ batteries etc*).

7. Safety

During fieldwork, teachers should be aware of the safety implications of any work being undertaken and children should be encouraged to observe safety procedures during all tasks.

The following is a summary of safety issues in the different strands of the curriculum:

- Outdoor work should be based in areas that are accessible and safe. A preliminary visit by teachers should be used to identify any possible hazards.
- When working with plants and animals, pupils should wear gloves to protect from allergic reactions.
- Children should wash their hands after handling animals, plants or soil.
- Cuts, grazes and skin infections should be covered.
- Prior to engaging in any outdoor work the children and teacher should discuss how they will care for the animals and plants they may collect.
- Children should draw up their own conservation code before working in the outdoor environment.

8. Homework

- Geography homework may be given, particularly when children are engaged in Project Based Learning.

9. Staff Development

- External agencies are engaged with to provide CPD training in SESE.
- Internal staff development is provided to teaching staff at staff meetings.

10. Parental Involvement

- Parents with special relevant knowledge may be invited into school to speak to children.
- Parents and other adult members of the school community may be invited to assist with certain activities, (*Field Work, School Gardening*).

11. Community Links

- DPETNS has built a strong working relationship with Donabate/Portrane Heritage group and summer festival relating to our mutual interest in local environmental awareness and care.
- DPETNS has a good relationship with the OWLS. To date they have shared resources & expertise.
- Groups/individuals in the community may be invited in to share their expertise about the location and environment.



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| Appendix | | | | |
|-----------------------|--|--|---|---|
| 12. | Country Study | Human Environments (Suggestions for integration with History) | Natural Environments | Environmental Awareness and Care |
| Junior Infants | <ul style="list-style-type: none"> ✓ My Locality | <ul style="list-style-type: none"> ✓ My Family and community ✓ <u>Homes</u> (in Donabate and elsewhere) ✓ Other buildings near the school (secondary school, community centre) | <ul style="list-style-type: none"> ✓ Weather ✓ The local natural environment: School grounds. ✓ Caring for my locality | <ul style="list-style-type: none"> ✓ Caring for my locality – caring for my classroom. |
| Senior Infants | <ul style="list-style-type: none"> ✓ Donabate | <ul style="list-style-type: none"> ✓ School (in Donabate and elsewhere) ✓ People at play ✓ Journeys – routes to school, transport in my community ✓ Pinpoint Dublin on a map of Ireland | <ul style="list-style-type: none"> ✓ Planet Earth in Space ✓ Caring for my locality | <ul style="list-style-type: none"> ✓ Caring for my locality – caring for my school. |
| 1 st Class | <ul style="list-style-type: none"> ✓ Ireland ✓ Asian Country / Countries (Afghanistan, Bangladesh, Cambodia, China, India, Japan, Thailand, Pakistan...) | <ul style="list-style-type: none"> ✓ <u>People at work</u> (jobs) ✓ My family and community: What amenities / activities are available locally (local clubs/attractions) ✓ Signposts in my locality | <ul style="list-style-type: none"> ✓ Trees in my community and in Newbridge ✓ Identifying leaves ✓ Night & Day and how their effects on plants and animals | <ul style="list-style-type: none"> ✓ Newbridge Park – Animals and Trees |



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| 2 nd Class | <ul style="list-style-type: none"> ✓ Mediterranean Country / Countries (Greece, Italy, Malta, Cyprus) ✓ Russia | <ul style="list-style-type: none"> ✓ <u>Donabate village</u> – focus on buildings, settlement, infrastructure, mapping, services. Photographs (past and present) ✓ People and places in other areas | <p>The local natural environment – Newbridge House (gardens / forest area)</p> <ul style="list-style-type: none"> ✓ Irish Provinces ✓ At the seaside in our community | <ul style="list-style-type: none"> ✓ Caring for Donabate – Litter ✓ Seaside safety and knowing the sea. ✓ Examining tides |
| 3 rd Class | <ul style="list-style-type: none"> ✓ Australasian Country / Countries (Australia, New Zealand, Papua New Guinea, Western Samoa, Fiji...) ✓ Scandinavian Country / Countries (Norway, Sweden, Finland) | <ul style="list-style-type: none"> ✓ People at work: Food and Farming. ✓ The food we eat – traceability. ✓ Transport | <ul style="list-style-type: none"> ✓ Local beaches ✓ Coast & Islands in our locality ✓ Irish counties ✓ Plans & Maps ✓ Directions | <ul style="list-style-type: none"> ✓ Re-using and recycling waste materials. (project) ✓ Water Usage |
| 4 th Class | <ul style="list-style-type: none"> ✓ North America / Canada ✓ Eastern European Country / Countries (Estonia, Latvia, Lithuania, Ukraine...) | <ul style="list-style-type: none"> ✓ My County – Origins & geographical changes (Norman Ireland & Medieval Ireland) ✓ Irish Tourism | <ul style="list-style-type: none"> ✓ Story of a river ✓ Rivers, Lakes in Ireland ✓ The Water Cycle | <ul style="list-style-type: none"> ✓ Tidy Towns ✓ Living in a community |
| 5 th Class | <ul style="list-style-type: none"> ✓ Great Britain ✓ South American Country / Countries (Cuba, Brazil, Chile, Argentina) | <ul style="list-style-type: none"> ✓ Transport and Communication ✓ People at work: Tourism (Airport / local factory/warehouse use) | <ul style="list-style-type: none"> ✓ Natural Disasters – Volcanoes, Earthquakes etc ✓ Longitude & Latitude, Coordinates ✓ Mountain ranges in Ireland ✓ Rocks & Soils | <ul style="list-style-type: none"> ✓ Farming in the local community and Ireland ✓ The Fishing Industry |



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| 6 th Class | <ul style="list-style-type: none"> ✓ African Country / Countries (Nigeria, Niger, Benin, Egypt, South Africa...) ✓ Western European Country / Countries (France, Spain, Germany, Portugal, Switzerland, Holland, Austria...) | <ul style="list-style-type: none"> ✓ Trade and development issues (famine) ✓ Modern industry in Ireland (Industrial Revolution) | <p>The structure of the earth</p> <p>Peatlands of Ireland (Bórd na Mona)</p> <p>Ordnance Survey Mapping</p> | <p>The Burren</p> <p>Energy (Renewable and Non-renewable)</p> <p>Storms, Weather and Disasters.</p> |
|--------------------------|--|---|---|---|

Success Criteria

Implementation

- Class teachers are responsible for implementing the Geography Plan in their own classes.
- The SESE Post Holder liaises with outside agencies/ develops policy/ coordinates resources and spearheads Geography events in the school.
- Members of the SESE committee collaborate in developing geography policy/managing resources and coordinating Geography events.

Ratification & Communication

Ratification will be completed at Board level.

- The ratified Whole-School Policy for Geography will be available to all teacher on school network.
- Teachers will be briefed about the policy.