



Pelletstown Educate Together National School

SESE: Geography Policy

January 2020

Introductory Statement

This whole school plan for *Geography* was formulated by the teaching staff of Pelletstown Educate Together National School in Term 1 of the 2019-2020 school year.

Rationale

This plan was developed to provide a coherent approach for staff in the teaching of *Geography*, and to guide teachers in their individual planning for *Geography*, with the ultimate goal of leading to improved learning outcomes for our children. It was also developed in order to provide guidelines for staff members in relation to the delivery of the *Geography* curriculum, and to inform the school community of same. This plan is a record of our decisions regarding the teaching of *Geography*, and it reflects the Primary Curriculum, 1999.

Vision

In Pelletstown 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 locally and expand from there to eventually encompass the whole world. For our students, studying geography in 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 locally in Pelletstown/Ashtown, we ultimately aspire to see them becoming agents for positive change in the wider world.

We endorse the aims of *Geography* Curriculum, 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 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.

Curriculum Planning

1. Strands and Strand Units

As a staff all teachers are familiar with the strands, strand units and content objectives for the relevant class levels as follows:

- Infant classes pp. 17-27
- First and Second classes pp. 29-43
- Third and Fourth classes pp. 45-61
- Fifth and Sixth classes pp. 63-84

The content for all class levels is set out at Appendix 1. The following tables indicate the skills development for class levels.

Junior Infants - Second Class (Overview)	
<i>All strands and strand units to be covered every year</i>	
<u>Strand:</u>	<u>Strand Units:</u>
Human Environments	Living in the local community People and Places in other areas
Natural Environments	Local natural environment Weather Planet Earth in space
Environmental Awareness and Care	Caring for my locality

Third Class - Sixth Class (Overview)	
<i>All strands and strand units to be covered every year</i>	
<u>Strand:</u>	<u>Strand Units:</u>
Human Environments	People living and working in local area People living and working in a contrasting part of Ireland People and other lands County, Regional and National Centres Trade and Development Issues (5th and 6th class only)
Natural Environments	The local natural environment Land, rivers and seas of my county Rocks and soils Weather, climate and atmosphere Planet Earth in space Physical features of Europe and the World (5th and 6 th class only)
Environmental Awareness and Care	Environmental awareness Caring for the environment

In addition to the above, every year 3rd - 6th class will have the opportunity to explore:

1. A contrasting part of Ireland
2. One European Country
3. One non-European Country

These area studies are outlined in Appendix 4

2. Skills Development

The key skills associated with the Geography curriculum will be developed as work is completed on the strand and strand units of the curriculum as a spiral approach from Junior Infants to Sixth Class, as follows:

Junior and Senior Infants	
A sense of place	<ul style="list-style-type: none"> • become aware of, explore and discuss some of the distinctive human and natural features of the locality <i>myself and my family, my friends</i> <i>members of the school community</i> <i>people who live and work in the local community</i> <i>his/her space, room, home, area around home</i> <i>homes of relatives and friends</i> <i>classroom, school and play spaces</i> • develop some awareness of people and places in other areas
A sense of space	<ul style="list-style-type: none"> • refer to or use simple locational terms <i>beside, near, far away, next door, on my road, on my landing or floor, upstairs, downstairs</i> • discuss and record in simple ways journeys to and from places in the immediate environment <i>home, play spaces, school and classroom, shops, other locations</i> • refer to or use simple directions within home, classroom and school settings <i>give directions to another room in the school.</i>
Maps globes and geographical skills	<p>Picturing places</p> <p>refer to or use simple drawings of areas <i>home and immediate surroundings</i> <i>classroom, school and playground</i> <i>other places and imagined areas</i></p> <p>make model buildings with bricks, Lego and other play materials</p> <p>become aware of globes as models of the Earth.</p>
Geographical investigation skills	<ul style="list-style-type: none"> • Questioning • Observing • Predicting • Investigating and experimenting • Estimating and measuring • Analysing • Recording and communicating

First and Second Class	
A Sense of place	<ul style="list-style-type: none"> • explore and come to know some of the distinctive human and natural features of the locality <i>people living and working in the area</i> <i>homes and other buildings, natural features</i> • develop an awareness of people and places in other areas
A sense of space	<ul style="list-style-type: none"> • discuss and record the relative location of familiar human and natural features in the locality <i>in simple language (e.g. near, in front of, at the corner)</i> <i>in simple drawings, plans, maps and models</i> • discuss and record simply journeys to and from places in the immediate environment and beyond <i>home, homes of relatives and friends</i> <i>play spaces, shops and other significant buildings</i> <i>major urban area, sports ground, holiday locations</i> • give and follow simple directions to places in the immediate environment <i>places in the school building and playground.</i>
Maps, plans and geographical skills	<ul style="list-style-type: none"> • Using pictures, maps and globes • record areas in the immediate environment and places in stories using simple picture maps, models and other methods <i>my room, my home, its surroundings</i> <i>my way to school and shops</i> <i>imagined areas (e.g. a route in a story such as 'Little Red Riding Hood')</i> • explore the outlines and plans of small everyday items <i>small objects such as pencil case or box</i> <i>model buildings from toy farm or train set</i> • develop some awareness of maps and if 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.
Geographical investigation skills	<ul style="list-style-type: none"> • Questioning • Observing • Predicting • Investigating and experimenting • Estimating and measuring • Analysing • Recording and communicating

Third and Fourth Class	
<i>A sense of place</i>	<ul style="list-style-type: none"> • Explore and become familiar with some of the distinctive human and natural features of the locality and county <i>peoples and communities living and working in the area</i> <p><i>Major natural features</i></p> <p><i>Settlement: homes, other buildings, open spaces</i></p> <p><i>Economic and leisure activities, work places</i></p> <p><i>Transport and other links between these features</i></p> <ul style="list-style-type: none"> • Develop some awareness of the distinctive human and natural features of some places in Ireland and other parts of the world
<i>A sense of space</i>	<ul style="list-style-type: none"> • Develop an understanding of the relative location and size of major natural and human features <i>The major features of the locality and county</i> <p><i>A few major features in other parts of Ireland</i></p> <ul style="list-style-type: none"> • Develop some awareness of the names and relative location of some European countries • Establish and use cardinal compass points in the locality • Use maps to record routes and directions in the locality
<i>Maps lobes and geographical skills</i>	<p><u>Using pictures, maps and globes</u></p> <ul style="list-style-type: none"> • develop some familiarity with, and engage in practical use of, maps and photographs of different scales and purposes <i>plans of a room or building</i> <i>maps from models and toy houses</i> <i>maps and aerial photographs of familiar areas</i> <i>maps of locality, Ireland, Europe and the world</i> <i>maps from CD-ROM and other electronic sources</i> • make simple maps of home, classroom, school and immediate environment • identify major geographical features and find places on the globe.
<i>Geographical investigation skills</i>	<ul style="list-style-type: none"> • Questioning • Observing • Predicting • Investigating and experimenting • Estimating and measuring • Analysing • Recording and communicating

Fifth and Sixth Class

<p><i>A sense of space</i></p>	<ul style="list-style-type: none"> • Explore and become familiar with the distinctive natural and human features of the locality, county and Ireland <p><i>People and communities living and working in these areas</i> <i>How literature, culture, language and customs reflect the nature of places</i> <i>Major natural features</i> <i>Settlement: homes, other buildings, open spaces</i> <i>Economic and leisure activities</i> <i>Townland, parish and county boundaries</i> <i>Major regions</i> <i>Transport and other links between these features</i></p> <ul style="list-style-type: none"> • Become familiar with the distinctive natural and human features of some places in Europe and other parts of the world
<p><i>A sense of place</i></p>	<ul style="list-style-type: none"> • Acquire an understanding of the relative location and size of the major natural and human features <p><i>The major features of the locality and county</i> <i>Some of the major features of Ireland</i> <i>County, provincial and other boundaries in Ireland</i></p> <ul style="list-style-type: none"> • Begin to develop an understanding of the names and relative location of some natural and human features of Europe and the world <p><i>A small number of major natural features</i> <i>Some countries, capitals and major cities</i> <i>Continental boundaries</i></p> <ul style="list-style-type: none"> • Estimate and measure distances and establish cardinal directions during exploration of the locality • Develop some awareness of directions in the wider environments • Use and record directions and routes on maps
<p><i>Maps globes and geographical skills</i></p>	<p><u>Using pictures, maps and models</u></p> <ul style="list-style-type: none"> • develop familiarity with, and engage in practical use of, maps and photographs of a variety of scales and purposes <p><i>maps of locality, Ireland, Europe and the world</i> <i>bus, train and other route maps, aerial photographs</i> <i>maps on CD-ROMs and other electronic sources</i></p> <ul style="list-style-type: none"> • develop an understanding of and use common map features and conventions <p><i>symbols (e.g. contour shading for mountains and lowland)</i> <i>key, index and simple grid-style references</i> <i>align (or set) a map of locality or region</i> <i>scale</i></p> <ul style="list-style-type: none"> • use maps to record routes and directions in the locality and wider environments <p><u>Maps and globes</u></p> <ul style="list-style-type: none"> • compare maps, globes, aerial photographs, satellite photographs and other remotely sensed images

<i>Geographical investigation skills</i>	<ul style="list-style-type: none"> • Questioning • Observing • Predicting • Investigating and experimenting • Estimating and measuring • Analysing • Recording and communicating • Evaluating
--	---

3. Children's Ideas

In Pelletstown ETNS, we recognised that the child's initial ideas must be explored if they are to form a starting point for learning Children's ideas of places and spaces are used as a starting point for all geographical activity. We find out what the children already know through the following:

- Talk and Discussion
- Play and Experimenting
- Enquiry Process and Questioning
- Think, Pair, Share
- KWL Charts
- Before and After drawings
- Brainstorming
- Concept Maps

Children's ideas regarding Geography can be brought to the Student Council or the Green Schools committee where relevant. The Green Schools committee gives voice to the children, as well as responsibility in relation to the Environmental Awareness strand of the Geography curriculum.

4. Approaches and Methodologies

A combination of the following approaches are used in the delivery of the Geography Curriculum at Pelletstown ETNS:

- Guided discovery approach/Active learning
- Annotated drawing, sketches, photographs, maps and mapping
- Field Work and Artefacts
- Use of news/topical affairs - Using stimulus and modeals
- Use of the environment
- Talk, discussion and Problem Solving
- Individual work and Collaborative learning i.e. pair work and group work
- Skills development through content
- Use of ICT, Video, DVD

The school endeavours to participate in the Blue Star Programme when we are up to 5th Class (i.e. 2021-2022) in order to enhance the overall SESE programme through linkage and integration.

5. Linkage and Integration

At each class level the teachers will integrate Geography with other curricular areas where possible. Some aspects of Geography will be dealt with in the context of English, Gaeilge, S.E.S.E., Visual Arts, Aistear, Ethical Education. Teachers will make provision for this linkage and integration in their short-term planning.

6. Assessment and Record Keeping

Assessment is a natural part of teaching and learning. It enables teachers to clarify the learning achieved by pupils, thus assisting with future planning and learning. We assess children's knowledge of the past and their development of skills and attitudes through:

- Teacher Observation
- Teacher designed tasks and tests
- Work Samples, portfolios and projects - Individual research
- Pupil Self-Assessment
- Worksheets/copybook/scrapbook work
- Individual/Pair/Group Quiz
- Formal assessment such as end-of-term test at the end of a topic (Senior Classes)

Pupils engagement with, and achievement in, Geography will be reported in the end-of-year school report for each pupil.

7. Children with Different Needs

We acknowledge that each individual child has particular needs and all are at different stages of their personal development. Support will be given to children with special educational needs such as dyslexia during literacy driven geography tasks. Support will be given to children with special educational needs such as dyscalculia during geographical tasks with numeracy reasoning such as graphicacy, scale etc.

8. Equality of Participation and Access

Geography is taught to all children regardless of gender, ability or age. All pupils must participate in Geography lessons, as it is a subject in the Primary Curriculum, 1999, as laid out by the Department of Education and Skills. Geography lessons offer the opportunity for children to learn about each other's countries and cultures. Geography offers the opportunity to explore development education, which deals with many class and gender issues.

Organisational Planning

1. Timetable

The NCCA time allocation for primary schools outlines that 3 hours in Senior classes, and 2 hours 15 minutes in Junior classes should be spent on SESE per week. Therefore, classes in Pelletstown ETNS will spend a minimum of the following time on the Geography aspect of SESE per week:

Class:	Time Allocation :
Junior Infants and Senior Infants	45 minutes
First Class - Sixth Class	1 hour

This time allocation may be broken down at the discretion of the individual teacher. Teachers may also choose to block times for SESE subjects at particular times of the year. Timetables will record the time allocation for Geography.

In order to facilitate the time allocations for the Numeracy and Literacy Strategy, it is at the discretion of the teacher to use some of the time from SESE subjects on occasion. Discretionary time may be given to local field study/trips and outdoor activities such as traffic surveys, map work of the local here, interviewing people who work in the area etc. Geography, along with other SESE subjects, may be incorporated with Aistear activities in Infant classes.

2. Resources and ICT

As a developing school we are continuously gathering resources for use in implementing the Geography curriculum.

We have chosen to follow the CJ Fallon SESE Programme "Small World", and we operate a rental scheme across all classes from 1st class upwards for the History, Geography and Science aspects of this programme.

All teachers have a copy of the Teacher's Guidelines for the Small World Programme, as well as access to the relevant online resources. ICT is used on a regular basis in the classroom for teaching Geography.

Additional resources can be found at Appendix 2.

A list of useful Geography websites can be found at Appendix 3.

3. Health and Safety

Care and attention will be given to the storage of resources, access to and transportation of Geography resources around the school. School rules and procedures will be followed when participating in Geographical activities both inside and outside of the school grounds. Teachers must inform the Principal when the pupils are embarking upon Field Trips, and the Health and Safety Statement of the school should be consulted.

Green schools committee use gloves, hi-vis jackets and litter pickers as safety precautions when engaging in litter picking activities.

4. Individual Teachers' Planning and Reporting

Teachers' long and short term planning will be informed by this Whole School Plan for Geography, the curriculum documents for Geography and the long-term plans linked to the chosen Geography Programme (Small World).

Work carried out will be recorded in the Cúntas Míosúil of each teacher. These monthly reports must be reflective of this plan and will also serve to inform future teaching, assist teachers and evaluate progress.

5. Staff development

Pelletstown ETNS places a great emphasis on the importance of professional development. Skills, resources and ideas are shared within the school informally through teacher interaction and observation of school displays and formally through input at staff meetings. Teachers are informed of courses that are run through Dublin West Education Centre throughout the school year and other appropriate/relevant summer courses.

6. Parental Involvement

Parents, carers and other relatives are very much encouraged to become involved in activities at Pelletstown ETNS. Parents with an interest in Geography or parents who would like to be involved in related activities in the school will always be welcomed by the staff. Parents are encouraged to support their children's interest and curiosity in Geography and the world around them.

7. Community Links

At Pelletstown ETNS, community links are an important part of school life. Where possible, members of local societies or groups, and individuals from the community are invited to support the implementation of the Geography curriculum where relevant.

Success Criteria

We will measure the success of our plan by monitoring the following:

- Pupils' participation in lessons and activities
- Class and corridor displays
- Teachers' Cúntas Míosúil
- Feedback from teachers, children and parents
- Suggestions and reports from inspectors

Implementation

a. Roles and Responsibilities

The Principal (overseen by the BOM) is responsible for overseeing and supporting the implementation of this Geography policy. Class teachers are responsible for the implementation of this Geography policy in their classes. Class teachers are responsible for the storage and upkeep of all relevant resources, including maps, globes etc.

b. Timeframe

This whole-school plan will be implemented from 2019-2020 school year.

Review

This policy will be reviewed during the 2023-2024 school year, after we have completed a full school cycle of Junior Infants - Sixth Class. The policy will be reviewed before then, should a need arise.


Ratification and Communication

The attention of all newly appointed staff will be drawn to this whole-school plan upon their appointment to the school by the NQT mentor.

This policy will be published on the school website, and a copy of it will be provided to the Parent Teacher Association. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school upon request.

This policy was adopted by the Board of Management on 23rd January 2020.

Signed:  (Chairperson, BOM)

Signed:  (Principal)

Date: 23rd January 2020

Date of next review: January 2024

Appendix 1: Content of Geography Curriculum

Overview of content for Junior Infants and Senior Infants

	Junior Infants		Senior Infants	
	Strand	Strand Unit	Strand	Strand Unit
Sept.	Human Environments	Living in the local community <ul style="list-style-type: none"> School 	Human Environments Natural Environments	Living in the local community <ul style="list-style-type: none"> School name Others in class/teacher People in community Areas in school Simple school-related drawings The local natural environment <ul style="list-style-type: none"> Local natural environment Natural materials in env.
Oct.	Natural Environments	The local natural environment <ul style="list-style-type: none"> Follow early mapping instructions 	Natural Environments	The local natural environment <ul style="list-style-type: none"> Develop sense of space Vocab of spatial relations
Nov.	Human Environments	Living in the local community <ul style="list-style-type: none"> Work of people in the local community Awareness of buildings/workplaces in locality 	Natural Environments Human Environments	Weather <ul style="list-style-type: none"> Weather observation, conditions, patterns, effects Living in the local community <ul style="list-style-type: none"> Homes Need for shelter
Dec.	Natural Environments	Planet Earth in Space <ul style="list-style-type: none"> Day and night The local natural environment <ul style="list-style-type: none"> Practise early mapping skills 	Natural Environments	The local natural environment <ul style="list-style-type: none"> Uses of water Water in environment Other bodies of water in Ireland
Jan.	Natural Environments	Weather <ul style="list-style-type: none"> Weather observation Days of the Week The local natural environment <ul style="list-style-type: none"> Signs of winter Follow basic mapping instructions 	Human Environments	Living in the local community <ul style="list-style-type: none"> Work of people Equipment in workplaces Buildings/workplaces in locality
Feb.	Human Environments	Living in the local community <ul style="list-style-type: none"> Work/Workplace of Doctor 	Environmental Awareness and Care Human Environments	Caring for my locality <ul style="list-style-type: none"> Local environment Plant/Animal life Responsibility for locality Recyclable materials Living in the local community <ul style="list-style-type: none"> Work of people Buildings/workplaces in locality Follow a route
March	Environmental Awareness and care Human environments	Caring for my locality <ul style="list-style-type: none"> Natural environment in immediate locality Living in the local community <ul style="list-style-type: none"> Work of people in local community Hospital as place of work Ambulance as emergency vehicle 	Natural Environments	The local natural environment <ul style="list-style-type: none"> Aspects of natural environment Plant/animal life Improving local environment
April	Human Environments	Living in the local community <ul style="list-style-type: none"> Environmental sounds Local landmarks Transport 	Natural Environments	The local natural environment <ul style="list-style-type: none"> Positional language Classroom games with positional language

May	Natural Environments	The local natural environment <ul style="list-style-type: none"> • Water in locality • Water uses/need for water • Water wastage 		
June	Human Environments Natural Environments	Living in the local community <ul style="list-style-type: none"> • Play spaces • Indoor and Outdoor spaces The local natural environment <ul style="list-style-type: none"> • Living and non-living things • Signs of summer 	Human Environments Natural Environments	People and Places in other areas <ul style="list-style-type: none"> • Awareness of people/animals in other areas • Key features of Irish landscape The local natural environment <ul style="list-style-type: none"> • Seasons • Plants, animals and seasonal change

Appendix 1: Content of Geography Curriculum (cntd.)

Overview of content for First Class and Second Class

	First Class		Second Class	
	Strand	Strand Unit	Strand	Strand Unit
Sept.	Human Environments	Living in the local community <ul style="list-style-type: none"> Transport - Different kinds of transport 	Natural Environments	The local natural environment <ul style="list-style-type: none"> School grounds -natural environment
Oct.	Human Environments Natural Environments	Living in the local community <ul style="list-style-type: none"> Mapping - Aerial views The playground Hobbies Weather <ul style="list-style-type: none"> Weather watch 	Human Environments	Living in the local community <ul style="list-style-type: none"> Plan of a castle People and Places in other areas <ul style="list-style-type: none"> Using a key on a map
Nov.	Human Environments Natural Environments	Living in the local community <ul style="list-style-type: none"> Dentist Cows and milk Houses and types of homes Weather <ul style="list-style-type: none"> Lighthouses 	Human Environments	Living in the local community <ul style="list-style-type: none"> Buildings Features of a house People at work Homelessness People and places in other areas <ul style="list-style-type: none"> Homes around the world
Dec.	Human Environments	People and places in other areas <ul style="list-style-type: none"> Toys around the world 	Human Environments	People and Places in other areas <ul style="list-style-type: none"> Festivals in other areas Country study: China
Jan.	Human Environments Natural Environments	Living in the local community <ul style="list-style-type: none"> Road signs Mapping: The zoo Mapping: Journey to school Weather <ul style="list-style-type: none"> Seasons/weather on the farm 	Environmental Awareness and Care Natural Environments	Caring for my locality <ul style="list-style-type: none"> Water conservation The local natural environment <ul style="list-style-type: none"> The water cycle
Feb.	Human Environments	People and places in other areas <ul style="list-style-type: none"> Country study: Mexico 	Environmental Awareness and Care	Caring for my locality <ul style="list-style-type: none"> Food in season Local and wider habitats
March	Human Environments	People and places in other areas <ul style="list-style-type: none"> Australia - Aboriginal Art Mapping: Aerial view of classroom 	Human Environments Natural Environments	Living in the local community <ul style="list-style-type: none"> Hospitals People and Places in other areas <ul style="list-style-type: none"> Tourist map of Ireland Weather <ul style="list-style-type: none"> Heat - Countries around the World The local natural environment <ul style="list-style-type: none"> Map of Ireland
April			Natural Environments Human Environments	The local natural environment <ul style="list-style-type: none"> Map of Ireland -features People and Places in other areas <ul style="list-style-type: none"> Country study: Ethopia

May	Human Environments, Environmental awareness and care	Living in the local community • People in our school Caring for my locality • Strategies for caring for the environment	Natural Environments	Planet Earth in space • Sun and light
June	Natural Environments	The local natural environment • The land around us - local, natural features	Natural Environments	Planet Earth in space • Space, Earth, moon, sun, astronauts

Appendix 1: Content of Geography Curriculum (cntd.)

Overview of content for Third Class and Fourth Class

	Third Class		Fourth Class	
	Strand	Strand Unit	Strand	Strand Unit
Sept.	Natural Environments	The local natural environment <ul style="list-style-type: none"> Animals and habitats 		TO BE UPDATED SEPTEMBER 2020
Oct.	Human Environments Natural Environments	People living and working in the local area <ul style="list-style-type: none"> Buildings all around me Living together The local natural environment <ul style="list-style-type: none"> Plants and habitats 		
Nov.	Human Environments	People living and working in a contrasting part of Ireland <ul style="list-style-type: none"> Life in Killaloe, Co. Clare People living and working in the local area <ul style="list-style-type: none"> Communication 		
Dec.	Human Environments Natural environments	People living and working in a contrasting part of Ireland <ul style="list-style-type: none"> Ireland - People and Places The local natural environment <ul style="list-style-type: none"> Natural features in Dublin - mountains 		
Jan.	Human Environments	People and other lands <ul style="list-style-type: none"> Britain 		
Feb. & March	Human Environments Environmental Awareness and care	People and other lands <ul style="list-style-type: none"> Egypt Environmental Awareness <ul style="list-style-type: none"> Rainforests 		
April	Human Environments Natural Environments	People living and working in the local area <ul style="list-style-type: none"> Electricity Planet Earth in Space <ul style="list-style-type: none"> The sun 		
May	Natural Environments Human Environments	Weather, Climate and Atmosphere <ul style="list-style-type: none"> Heat People living and working in the local area <ul style="list-style-type: none"> Materials 		
June	Natural Environments	Weather, Climate and Atmosphere <ul style="list-style-type: none"> Weather Rocks and Soils <ul style="list-style-type: none"> Soils 		

Appendix 1: Content of Geography Curriculum (cntd.)

Overview of content for Fifth Class and Sixth Class

	Fifth Class		Sixth Class	
	Strand	Strand Unit	Strand	Strand Unit
Sept.		TO BE UPDATED SEPTEMBER 2021		TO BE UPDATED SEPTEMBER 2022
Oct.				
Nov.				
Dec.				
Jan.				
Feb.				
March				
April				
May				
June				

Appendix 2: Geography resources

List of Geography resources at Pelletstown ETNS

- Small World Teacher's Guidelines
- Small World rental scheme books in 1st - 6th class
- Class sets of Atlases
- Maps of Ireland, Europe and the World in all classrooms
- Globes in all classrooms
- Field work resources: Clipboards, magnifying glasses, tape measures, metre sticks, trundle wheels, compasses, thermometers etc.

Appendix 3: Geography websites

List of websites that may be useful in implementing the Geography Plan

www.scoilnet.ie - World Book
www.pcsp.ie
www.sdps.ie
www.ncca.ie
www.kids.geo.com
www.kids.nationalgeographic.com
www.geography4kids.com
www.learninggamesforkids.com/geography_games.html
www.sheppardsoftware.com/Geography.htm
<http://library.thinkquest.org/10157/>
www.mrdonn.org/geography.html
www.geography-site.co.uk/
www.kidsastronomy.com
www.kids.nineplanets.org
www.weatherwizkids.com
www.bbc.co.uk/schools
www.chiddingstone.kent.sch.uk/homework/geography/index.html
www.bbc.co.uk/schools/ks2bitesize/science/materials/rocks_soils/play.shtml
<http://www.askaboutireland.ie/>
<http://www.barnabybear.net/index.htm>
<http://www.bbc.co.uk/schools/barnabybear/>
<http://www.sebastianswan.org.uk/>
<http://www.google.com/earth/index.html>
http://www.imagebank.networcs.net/gallery2/main.php?g2_itemId=3598
<http://www.ngfl-cymru.org.uk/vtc/location/eng/Introduction/default.htm>
<http://www.metoffice.gov.uk/education/>
<http://www.bbc.co.uk/schools/whatisweather/>
<http://www.jeron.je/anglia/learn/pri/geog/weathert/index.htm>
[http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/stevenseagull/att
he/Index.htm](http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/stevenseagull/att
he/Index.htm)
http://www.ngfl-cymru.org.uk/vtc/weather_symbols/eng/Introduction/default.htm
http://www.ngfl-cymru.org.uk/vtc/where_we_live/eng/Introduction/default.htm
http://www.ngfl-cymru.org.uk/vtc/balloon_journey/eng/Introduction/default.htm
<http://www.wirral-mbc.gov.uk/geography/DIRECTORY%20OF%20GEOG%20WEBS.pdf>
<http://www.ngfl-cymru.org.uk/eng/index-new.htm>

Websites with resources for Development Education:

www.developmenteducation.ie/
www.oxfam.org.uk/education/resources/
www.trocaire.org/schoolresources

Appendix 4: Area studies for 3rd - 6th Class

List of Area Studies for 3rd - 6th Class

Class:	Contrasting part of Ireland	European Country	Non-European Country
3 rd Class	Killaloe, Co. Clare	Britain	Egypt
4 th Class	TBC September 2020		
5 th Class	TBC September 2021		
6 th Class	TBC September 2022		