



Geography

Introductory Statement:

This policy was formulated following a consultation process which took place between staff, parents and the Board of Management of Lumcloon National School. The class teachers, resource and learning support teachers were involved in drafting this policy in spring 2012.

Rationale:

This policy was devised:

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

Relationship to characteristic spirit of the school

We endeavour to make Lumcloon National School a place of learning and development, where each child is cherished and encouraged to reach his/her full potential and to provide a well ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed.

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

Broad objectives

When due account is taken of intrinsic abilities and varying circumstances the geography curriculum should enable the child to

- develop knowledge and understanding of natural and human environments in the locality, region, Ireland, Europe and the world
- understand some of the natural, social or economic processes which create, sustain or change environments



- study the impact of environmental conditions on the lives of people in the locality and in other areas, and come to appreciate some of the ways in which humans use, modify or influence their environments
- engage in active exploration of local and other environments as an intrinsic element of learning
- acquire the ability to use and understand appropriate investigative methods in the study of natural and human features and phenomena in local and other environments
- develop a sense of place: an understanding and appreciation of the major characteristics of different places
- develop a sense of space: an understanding of how natural and human features are located and distributed in local and other environments and how and why they relate to each other
- develop an appropriate cognitive map of the local area and extend the process to wider geographical settings
- acquire an ability to understand, develop and use a growing range of plans, maps and globes
- develop an ability to acquire, analyse and communicate geographical knowledge using a wide variety of sources, including oral, written and graphical forms, models and globes, information technology and other media
- extend, refine and apply artistic, linguistic and mathematical skills
- learn that the sharing, responsible use and conservation of the Earth's natural and human resources are necessary for the continued existence of life
- develop aesthetic sensitivity to the natural and human elements of the environment and to the repercussions of human actions
- learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the world, acquire an awareness of human interdependence and develop empathy with others
- use and value creative, innovative thinking in the exploration and/or resolution of human and environmental issues.



Skills Development

Skills and concepts development

Infant Classes, First and Second Classes

A sense of place And space	A sense of place A sense of space
Maps, globes and Graphical skills	Picturing places Using pictures, maps and globes
Geographical investigation Skills	Questioning Observing Predicting Investigating and experimenting Estimating and measuring Analyzing Recording and communicating

Third to Sixth Classes

A sense of place And space	A sense of place A sense of space
Maps, globes and Graphical skills	Using pictures, maps and globes
Geographical investigation Skills	Questioning Observing Predicting Investigating and experimenting Estimating and measuring Analyzing Recording and communicating Evaluating



Human environments: Content for Junior & Senior Infants

Living in the local community	People and places in other areas
<p>My family and community</p> <ul style="list-style-type: none"> • 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 <p>Homes</p> <ul style="list-style-type: none"> • 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 • make simple drawings of home, immediate surroundings and journeys to and from home • begin to appreciate the need for shelter for a family <p>School</p> <ul style="list-style-type: none"> • become aware of, discuss and appreciate the people in the school community • 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 <p>People at work</p> <ul style="list-style-type: none"> • 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 <p>People at play</p> <ul style="list-style-type: none"> • become aware of and discuss play spaces • 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. 	<ul style="list-style-type: none"> • develop some awareness of people living in other areas • 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



Human environments: Methodologies for Junior & Senior Infants

My family and community

- postal worker, garda, shop worker, doctor, nurse, refuse worker, road worker, lorry driver, bus driver, teacher

Homes

- flat, cottage, house, caravan, trailer

School

- classmates, other pupils, teachers, caretaker, secretary

People at work

- home, school and immediate environs
- shops, farms, offices, parks

People at play

- at home
- at school
- in the locality
- in other places

- people encountered in stories, pictures, on television
- relatives and friends living in other places
- food grown by farmers in other parts of Ireland
- places and people I visit on holiday.



Human environments: Content for 1st & 2nd Classes

Living in the local community	People and places in other areas
<p>My family and community</p> <ul style="list-style-type: none"> • 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 • develop some awareness of people living in other areas and of the links between them and the local community <p>Homes and shelter</p> <ul style="list-style-type: none"> • 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 simple journeys to and from homes • develop an awareness and appreciation of different types of homes in the locality and in other areas • develop an awareness of homelessness <p>People at work</p> <ul style="list-style-type: none"> • investigate the work of people in a range of locations in the locality • 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 simple journeys to workplaces • become aware of the work of people in other areas who supply food and other products to us <p>People at play</p> <ul style="list-style-type: none"> • appreciate the roles of people who help at play • describe location and features of play spaces • discuss, and record simply, journeys to and from play spaces. 	<ul style="list-style-type: none"> • become familiar with some aspects of the lives of people and especially of children in Ireland, Europe and other areas • appreciate ways in which people in different areas depend on one another and on people living in other parts of the world.



Human environments: Methodologies for 1st & 2nd Classes

My family and community

- people we rely on to bring us food and other things
- ways in which we can help others in the community
- people encountered in stories, pictures, on television

Homes and shelter

- houses, farmhouses, cottages, apartments, flats, caravans, trailers, mobile homes, homes in shanty towns

People at work

- home, schools and youth clubs
- shops, offices, factories, farms
- garda station, hospital, health centre
- hotels, restaurants, centres for visitors

People at play

- family and friends
- dance teachers and drama teachers
- park-keepers, attendants
- youth leaders and sports coaches
- at home, at school, in the locality and in other places

- peoples and communities
- needs of people for food, shelter and clothes
- school, play and work
- games, songs and customs, festivals and feasts
- environments in which people live
- adapting to environments
- use of local building materials (e.g. thatch, slate, stone in walls, road surfaces, etc.)



Human environments: Content for 3rd & 4th Classes

People living and working in the local area	People living and working in a contrasting part of Ireland	People and other lands	County, regional and national centres
<p>People and communities</p> <ul style="list-style-type: none"> 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 <p>Natural environmental features and people</p> <ul style="list-style-type: none"> 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 <p>Settlement: homes and other buildings</p> <ul style="list-style-type: none"> explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland <p>People at work</p> <ul style="list-style-type: none"> 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 <p>Transport and communications</p> <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world 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. 	<ul style="list-style-type: none"> 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.



Human environments: Methodologies for 3rd & 4th Classes

People and communities

- 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

- 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

- his/her home, its location and surroundings
- the variety of homes in the area (e.g. houses, farmhouses, cottages, flats, caravans, mobile homes, trailers)
- homelessness
- 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

- 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
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- 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

People and other lands

- 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



Human environments: Content for 5th & 6th Classes

People living and working in the 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
<p>People and communities</p> <ul style="list-style-type: none"> learn about and come to appreciate the peoples and communities who live and work in the locality and in a contrasting part of Ireland <p>Natural environmental features and people</p> <ul style="list-style-type: none"> 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 <p>Settlement: homes and other buildings</p> <ul style="list-style-type: none"> explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland and other processes on appearance of buildings <p>People at work</p> <ul style="list-style-type: none"> 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 <p>Transport and communications</p> <ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world 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. 	<ul style="list-style-type: none"> 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. 	<p>Trade</p> <ul style="list-style-type: none"> explore, through the study of some major world commodities, trade issues <p>or Famine</p> <ul style="list-style-type: none"> become aware of the causes and effects of famine 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 <p>or Development and aid</p> <ul style="list-style-type: none"> come to appreciate the inequalities between the developed and the developing world explore some of the issues and problems associated with aid acquire some knowledge of the origins, work and Irish involvement in some major international organisations



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| <ul style="list-style-type: none"> • electronic media (e.g. satellites, internet) • become familiar with the work of people in these activities. | | | |
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Human environments: Methodologies for 5th & 6th Classes

<p>People and communities</p> <ul style="list-style-type: none"> • 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 <p>Natural environmental features and people</p> <ul style="list-style-type: none"> • 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 <p>Settlement: homes and other buildings</p> <ul style="list-style-type: none"> • origins of the settlement • place-names, street names: their origins and meaning • shape or layout of features in the area in dispersed (e.g. single farmhouse) and/or collective settlements (e.g. groups of homes or buildings) • 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 <p>Food and farming</p> <ul style="list-style-type: none"> • 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) 	<p>Tourism, leisure and recreation</p> <ul style="list-style-type: none"> • 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 <p>People and other lands</p> <ul style="list-style-type: none"> • 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
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<p>farming, horticulture, fish farming, organic farming)</p> <ul style="list-style-type: none"> • 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) <p>Forestry</p> <ul style="list-style-type: none"> • 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 <p>Fishing</p> <ul style="list-style-type: none"> • 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 <p>Industry</p> <ul style="list-style-type: none"> • 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 (e.g. closure of older factories, growth of new industry) • importance of local enterprise • role of industrial agencies <p>Services</p> <ul style="list-style-type: none"> • 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 	<p>Trade</p> <ul style="list-style-type: none"> • 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 <p>Famine</p> <ul style="list-style-type: none"> • causes <ul style="list-style-type: none"> ○ environmental factors ○ natural disasters ○ social and economic factors ○ unequal distribution of land, resources or food • effects <ul style="list-style-type: none"> ○ on families and communities ○ on land and environment ○ on population movements <p>Development Aid</p> <ul style="list-style-type: none"> • effect on recipients, appropriate technology • United Nations High Commission for Refugees (UNHCR) • major non-governmental organisations (NGOs) (e.g. Trócaire, Red Cross).
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| <ul style="list-style-type: none">• suggestions for the improvement of service• role of county, national and rural service agencies and companies | |
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Natural environments: Content for Junior & Senior Infants

The local natural environment	Weather	Planet Earth in space
<ul style="list-style-type: none"> • become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school • observe, discuss and investigate water in the local environment • observe, collect and investigate a variety of natural materials in the local environment • record and communicate experiences and observations using oral language and pictures. 	<ul style="list-style-type: none"> • observe and discuss a variety of weather conditions using simple vocabulary • 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. 	<ul style="list-style-type: none"> • identify and discuss the sun, the moon and stars • recognise the difference between day and night.

Natural environments: Methodologies for Junior & Senior Infants

<ul style="list-style-type: none"> • hill, seashore, hedgerow, forest, bog, waste ground • rainfall, puddles and streams • water, sand and stones in streams, ponds, lakes or at the seashore • mud, sand, pebbles, stones and rocks • group these materials according to a number of criteria (e.g. colour, texture, hardness) • rainy days, sunny days, foggy days
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Natural environments: Content for 1st & 2nd Classes

The local natural environment	Weather	Planet Earth in space
<ul style="list-style-type: none"> • identify, explore and discuss aspects of some major natural features in the local environment • observe, discuss and investigate water in the locality • learn about water and its uses • observe, collect and investigate a variety of natural materials in the local environment • record and communicate experiences and observations using simple drawings, plans, displays, models and sketches. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Natural environments: Methodologies for 1st & 2nd Classes

<ul style="list-style-type: none"> • aspects such as <ul style="list-style-type: none"> ○ names, location, appearance, flora and fauna • of features such as <ul style="list-style-type: none"> ○ hill, mountain, bog, moor, river, lake, bay, beach or headland • 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 • 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
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Natural environments: Content for 3rd & 4th Classes

The local natural environment	<ul style="list-style-type: none"> • investigate and become familiar with some natural features in the local environment • 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 • investigate the ways in which these features have been used by humans and the changes which have occurred as a result
Land, rivers and seas of my county	<ul style="list-style-type: none"> • become familiar with the names and locations of some major natural features in the county • 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.
Rocks and soils	<ul style="list-style-type: none"> • observe, collect and examine different soil samples in the immediate and other environments • sort and group constituent materials in samples • compare and contrast materials, focusing on certain criteria • begin to explore influence of soils and rocks on animal and plant life
Weather, climate and atmosphere	<p>Weather observations</p> <ul style="list-style-type: none"> • use simple equipment to observe and record weather phenomena • 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 <p>Weather and climate</p> <ul style="list-style-type: none"> • 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.
Planet Earth in space	<ul style="list-style-type: none"> • 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.

Natural environments: Methodologies for 3rd & 4th Classes

The local natural 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
- influence of hill, bog or stream on transport, roads and bridges, towns and cities
- the stream, mountain, beach etc. as a habitat for plants and animals
- beach and bay used for leisure and recreation
- supply, treatment and distribution of water from rivers and lakes to homes in the area.

Land, rivers and seas of my county

- mountains, lowlands, bogs, rivers, lakes, bays, estuaries, headlands and islands
- sources of rivers in mountains or lakes
- roads, railways and bridges over rivers
- towns built near bays or rivers, mines in mountains.

Rocks and soils

- rocks, pebbles, sand, plant material
- colour, texture, use, strength, hardness, size and weight
- physical conditions, soil, water and food
- supply influencing range of plants and animals.

Weather observations

- simple cloud types, temperature, rainfall, wind direction
- examine satellite photographs on newspaper, television or Internet
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Natural environments: Content for 5th & 6th Classes

Exploration, creation and performance of dance	Understanding and appreciation of dance
<ul style="list-style-type: none"> • create and perform a more complex range of movements • enhancing movement phrases with an appropriate range of dynamics • experimenting with creating movement with a partner and in small groups • communicate through movement a range of moods or feelings • create, practise and perform longer and more complex dances with clear dance forms • choose and respond with increasing sensitivity to a broader range of stimuli • develop work with a group • explore and experiment with the use of costume and props (e.g. masks) to enhance creation and performance of dance • learn and perform a range of steps and movements to rhythms and musical phrases • perform a variety of selected Irish and folk dances that use frequent changes of formation • perform to music showing increasing sensitivity to rhythms, phrasing, style (music of different cultures, different times), dynamics (getting louder or softer) and form (binary, ternary) • show increased poise, balance, control and co-ordination while moving and stopping • perform dances showing concentration and awareness of others. 	<ul style="list-style-type: none"> • observe, describe and discuss own dance and dance of others (including professional dancers, live or video recordings) • identify the techniques used in a dance and the form of the dance • interpret a mood or emotion seen in dance • become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance.



Natural environments: Methodologies for 5th & 6th Classes

- demonstrating originality and a greater variety of body actions, shapes, levels, directions and pathways when moving
- working with a partner, explore the use of body shape and eye contact to convey friendship or isolation
- narrative: unfolding a story or idea (March to Kinsale)
- AB (where A represents the first section and B a second, contrasting section but both have a 'common thread'): binary form
- ABA (as above but returning to A): ternary form
- aural (music, words), visual (painting, photographs, objects), tactile (scarves, leaves), ideas (emigration, colours)
- following and imitating, meeting and parting, copying and contrasting
- two-hand reel, Haymaker's Jig, Rakes of Mallow, Staicín Eorna, a local set dance
- (La Vinca) Italian folk dance, French peasant dance
- examining the use of movement to communicate meaning and mood
- commenting on the originality of the dance
- identifying the compositional techniques used
- identifying the structure and form of a dance
- examining the use of props or costumes
- selecting music or other forms of accompaniment
- examining the origins of folk dance and the role that dance plays in different cultures and traditions
- identifying moments when unison and canon occur
- identifying sections of a dance in binary form



Environmental awareness and care: Content for Junior & Senior Infants

Caring for my locality

- observe, discuss and appreciate the attributes of the local environment
- 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

Environmental awareness and care: Methodologies for Junior & Senior Infants

- beauty and diversity of plants and animals in a variety of habitats
- attractive elements of natural and human environments
- 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.



Environmental awareness and care: Content for 1st & 2nd Classes

Caring for my locality

- 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
- identify and help to implement simple strategies for protecting, conserving and enhancing the environment
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Environmental awareness and care: Methodologies for 1st & 2nd Classes

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



Environmental awareness and care: Content for 3rd & 4th Classes

Environmental awareness	Caring for the environment
<ul style="list-style-type: none"> • identify, discuss and record aspects of local natural and human environments which are considered attractive or unattractive • identify the interrelationships of living and non-living elements of local and other environments • develop some awareness of the types of environment which exist in Ireland and other parts of the world • become aware of the Earth's renewable and non-renewable resources • recognise how the actions of people may have an impact on environments • recognise and investigate human activities which may have positive or adverse effects on local and wider environments • come to appreciate the need to conserve the Earth's resources. 	<ul style="list-style-type: none"> • 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 issue such as • 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 • help in 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.



Environmental awareness and care: Methodologies for 3rd & 4th Classes

- 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
- plants, animals, water, air and soil in habitats
- mountains, boglands, seas, desert, forest, grassland, ice landscape, tundra
- planting or felling trees, removing hedgerows, draining marshes, overgrazing of mountains, new buildings, roads, fields, dumps, bridges
- 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
- discuss an issue such as
 - 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
 - help in 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



Environmental awareness and care: Content for 5th & 6th Classes

Environmental awareness	Caring for the environment
<ul style="list-style-type: none"> • identify, discuss and appreciate attractive and unattractive elements of natural and human environments • 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 • 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. 	<ul style="list-style-type: none"> • 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 • come to appreciate individual, community and national responsibility for environmental care



Environmental awareness and care: Methodologies for 5th & 6th Classes

<ul style="list-style-type: none"> • identify 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 • investigate in locality <ul style="list-style-type: none"> ○ ecosystem of tree, hedgerow, stream • in Ireland <ul style="list-style-type: none"> ○ boglands, mountains, Burren, rivers • in other areas <ul style="list-style-type: none"> ○ rainforest, grasslands, desert, tundra • recognize 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 • investigate 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 • 	<ul style="list-style-type: none"> • identify an issue such as <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 • 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.
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Approaches and Methodologies

- Active learning
- Problem solving
- Developing skills through content
- Talk and discussion
- Co-operative learning
- Use of the environment

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, S.E.S.E., Visual Arts and Drama. Teachers will aim to make provision for this linkage in their short-term planning.

Multi-grade teaching

- Using a thematic approach
- Integration with other subjects: SESE – history and science; SPHE; Maths; Language programme; Visual Arts; PE
- Selection of text books
- Classroom organization.

Assessment and Record Keeping

Children's progress in Geography is assessed through:

- Teacher observation
- Teacher designed tasks and tests
- Portfolios and projects

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 short-term notes. The requirements of children with special needs will be taken into account when planning class lessons and related activities.

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 aim to 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

Timetable

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

Resources and ICT

- Local libraries
- School library
- Artefacts brought in by children/parents
- Relevant software
- Visitors
- Useful Websites –

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	www.ncca.ie

Health and Safety

As per School Tours/Excursions Policy and Safety Statement

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.

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.



Parental Involvement

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

Community Links

School will liaise with local libraries and local people with good 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 teachers work
- Continuity of content and methodology will be evident in teachers preparation
- Ongoing assessment will show that pupils are acquiring concepts and an ability to engage with others in a manner appropriate to their age and personality

Implementation

Roles and Responsibilities

All mainstream teachers are responsible for the implementation of the Geography programme in their own classrooms.

Communication/Circulation of Policy

The draft policy was circulated to all parents with children attending Lumcloon N.S. in early 2012 by means of the Moodle feature on the school's website or in hard copy from the school office. A period of three weeks was set aside for comments, suggestions etc. This Policy will be made available on request to all parents/guardians of pupils attending Lumcloon National School.

Review

This policy shall be reviewed annually or as curricular changes dictate, by the Board of Management and amended where deemed necessary and appropriate.

Ratification and Communication

The policy was submitted to the Board of Management members for their consideration prior to the meeting of 2/05/2012. Following discussion, it was ratified by the Board of Management on this date