



# **KILGARVAN CENTRAL SCHOOL**

## **GEOGRAPHY**

### **WHOLE SCHOOL PLAN**

## **Introductory Statement**

Kilgarvan Central School's Geography Plan was drawn up in consultation and collaboration with staff members and its preparation involved review of current practice, research of Curriculum documents, PDST materials and references to other materials and resources available in our school.

## **Rationale**

Our plan has been designed to benefit the teaching and learning of Geography throughout our school. It provides an overview of the Geography curriculum and outlines our general aims and goals with regard to this subject. Our plan also provides frameworks for long term and short term classroom planning for teachers. This plan is also designed to inform teachers, our Board of Management and our parents and guardians of the approaches and methodologies used in teaching Geography.

**Geography planning is based on a 2 year cycle. (Odd & Even Years)**

## **Vision**

We seek to assist the children in our school in achieving their potential. Our school hopes to promote a coordinated approach to the planning and teaching of Geography so as to ensure development and continuity and can facilitate the evaluation of learning, teaching resources and approaches and methodologies.

## **Aims**

We endorse the aims of the Primary School Curriculum for Geography 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 communicative methods, especially those concerned with the development of graphicacy (mapping and other non-verbal, non-numerical forms of data presentation)
- To encourage the development of a sense of place and spatial awareness
- To encourage the development of caring attitudes and responsible behaviour towards the environment, and involvement in the identification, discussion, resolution and avoidance of environmental problems
- To develop an understanding of appropriate geographical concepts.

## Curriculum Planning

<b>Infants to Second Classes</b>			
<b>Strands</b>	<b>Strand Units</b>	<b>Odd Year</b>	<b>Even Year</b>
<b>Human environments</b>	Living in the local community	✓	
	People and places in other areas		✓
<b>Natural environments</b>	The local natural environment	✓	
	Weather	✓	
	Planet Earth in space		✓
<b>Environmental awareness and care</b>	Caring for my locality		✓

# Curriculum Planning

Third to Sixth Classes				
Strands	Strand Units	Sub-units	Odd Year	Even Year
<b>Human Environments</b>	People living and working in the local area	Explored through a selection from the sub-units ~ <i>People and communities</i> ~ <i>Natural environmental features and people</i> ~ <i>Settlement: homes and other buildings</i> ~ <i>People at work</i> ~ <i>Transport and communication</i>	✓	
	People living and working in a contrasting part or Ireland	As above		✓
	People and other lands	~ <i>An environment in another European country</i> ~ <i>An environment in a non-European country</i>	✓	
	Country, regional and national centres			✓
	Trade and development issues (5 <sup>th</sup> & 6 <sup>th</sup> only)		✓	

<b>Natural Environments</b>	The local natural environment		✓	
	Land, rivers and seas of Ireland			✓
	Physical features of Europe and the world (5 <sup>th</sup> & 6 <sup>th</sup> only)		✓	
	Rocks and soils			✓
	Weather, climate and atmosphere			✓
	Planet Earth in space		✓	
<b>Environmental awareness And care</b>	Environmental awareness		✓	
	Caring for the environment			✓

<b>Concepts &amp; Skills Development</b>	
<b>Infant to Second Classes</b>	<ul style="list-style-type: none"> <li>•<b>A sense of place and space</b> <ul style="list-style-type: none"> <li>-A sense of place</li> <li>-A sense of space</li> </ul> </li> <li>•<b>Maps, globes and Graphical skills</b> <ul style="list-style-type: none"> <li>-Using pictures, maps and globes</li> </ul> </li> </ul> <p><b>Geographical investigation Skills</b>  Questioning  Predicting  Observing  Investigating and experimenting  Analyzing  Estimating and measuring  Recording and communicating</p>
<b>Third to Sixth Classes</b>	<ul style="list-style-type: none"> <li>•<b>A sense of place and space</b> <ul style="list-style-type: none"> <li>A sense of place</li> <li>A sense of space</li> </ul> </li> <li>•<b>Maps, globes and Graphical skills</b> <ul style="list-style-type: none"> <li>Using pictures, maps, models and globes</li> </ul> </li> </ul> <p><b>Geographical investigation Skills:</b>  Questioning  Observing  Predicting  Investigating and experimenting  Analyzing  Estimating and measuring  Evaluating  Recording and communicating</p>

Every teacher has a copy of the attached “Concepts & Skills Development” page for his/her class level which is used to record and plan effectively throughout the year.

## **Linkage and Integration**

At each class level the teachers will seek to integrate Geography with other curricular areas. Teachers will make provision for this linkage in their short-term planning.

## **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 ensure 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 S.N.A. supports particular children and groups as directed by the class teacher. Children who experience bereavement and loss, serious illness or other major personal loss, are supported and consideration is given to meeting their individual needs in the most appropriate manner.

## **Equality of Participation and Access**

We view the Geography programme as playing a key role in ensuring equality of opportunity for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities.

## **Approaches and Methodologies**

- Active learning
- Problem solving
- Developing skills through content
- Talk and discussion
- Co-operative learning
- Project work
- Use of the environment
- Using a thematic approach

## **Assessment and Record Keeping**

Children's progress in Geography is assessed through:

- Teacher observation
- Teacher designed tasks and tests
- Pupils self-assessment & Peer assessment
- Portfolios and projects

## **Parental/Guardian Involvement:**

Some ways in which our parents/guardians can get involved include:

- Helping their children to gather photos, newspaper cuttings and other resources to support the teaching of geography.
- Getting other people involved in the geography curriculum: helping to organise visitors to speak e.g. grandparents, retired teachers & other older members of the community
- Volunteering to accompany classes on field trips if needed.

## **Resources, ICT and Community Links**

- A variety of textbooks in Local library / school library
- Photos, newspaper cuttings, Artefacts & other resources brought in by children/parents/teachers
- Relevant software
- Geography trails - local and further afield.
- Use of interactive whiteboard.
- Visitors
- Websites: e.g.
  - [www.pcsp.ie](http://www.pcsp.ie);
  - [www.sdps.ie](http://www.sdps.ie);
  - [www.enfo.ie](http://www.enfo.ie);
  - [www.teachnet.ie](http://www.teachnet.ie);
  - [www.scoilnet.ie](http://www.scoilnet.ie);
  - [www.geology.ie](http://www.geology.ie)
  - [www.earthscienceireland.org](http://www.earthscienceireland.org)
  - [www.iqua.ie](http://www.iqua.ie);
  - [www.kerrycoco.ie](http://www.kerrycoco.ie)



## **Some places of Geographical Interest - local and wider afield**

Every teacher is encouraged to plan for at least one field trip in the local/wider environment each year.

- ❖ Coillte Millennium Forest at Rossacree-na-Loo
- ❖ Wind Turbines at Incheese / Top of Coom
- ❖ Ladies View
- ❖ Kenmare Bay
- ❖ Slaheny River
- ❖ Roughty River
- ❖ Suspension Bridge
- ❖ Molly Gallivan's Visitor Centre
- ❖ Bonane Heritage Park
- ❖ Ross Castle
- ❖ Bird Mountain
- ❖ Mangerton Mountain
- ❖ Ardtully Bridge
- ❖ Morley's Bridge
- ❖ Old Kenmare Road
- ❖ Gleninchaquin Park
- ❖ Dereen Gardens
- ❖ Reenagross Park
- ❖ Cromwell's Bridge
- ❖ Moll's Gap
- ❖ Killarney National Park

## **Health & Safety:**

We are cognisant of the need to keep everyone and everything safe as we explore our environment. We teach children the rules and procedures for health & safety before and during walking trips and bus trips (this integrates with SPHE). The need to listen, respect and do as others tell us while is strongly emphasised.

## **Staff Development**

- Teachers have access to reference books, resource materials, and websites dealing with Geography.

- Each teacher is responsible for keeping these resources up to date and to have these available to share.
- At times there may be appropriate SESE courses available. Teachers are encouraged to attend.
- Teachers are encouraged to share the expertise acquired at these courses as well as other aspects of the subject. This is organised at staff meetings and as part of our CPHs.
- Working with local people who have good geographical knowledge of the area benefits teachers and children alike.

### **Individual Teacher's Planning and Reporting**

Teachers will base their yearly and short term plans on our whole school plan for Geography which is divided into **Year 1 Plan & Year 2 Plan (Odd & Even Years)**. All use the same plan to avoid duplication.

Teachers will consult this whole school plan and the curriculum documents for Geography when they are drawing up their long and short term plans, ensuring that the correct number of strand units under each strand are taught.

Each teacher's Cuntas míosúil will assist in recording work covered and in evaluating progress in Geography and informing future teaching and learning.

Parents are informed of children's progress in geography at parent teacher meetings and in end of year report cards.

### **Organisational Planning**

#### **Timetable**

- As per curriculum guidelines - SESE Infants 2 hours 15 minutes per week  
1<sup>st</sup> – 6<sup>th</sup> Classes 3 hours per week

### **Success Criteria**

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

- Teacher observation.
- Teacher designed tasks and tests.
- Samples of children's work e.g. projects, portfolios, art displays.
- Feedback from pupils and parents.
- Inspectors' suggestions/feedback.
- Staff meetings/CPHs so that time is given to discuss, review and amend if necessary.

### **Roles and Responsibilities**

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

**Ratified by the Board of Management on 19<sup>th</sup> October 2022**

Signature of Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

### **Review**

This policy will be reviewed in 2025