



LEIXLIP
Educate Together National School

Whole School Plan

Geography

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1. Introductory Statement and Rationale

1.1 Introduction

Leixlip Educate Together National School (Leixlip ETNS) was established in 2019. We are currently a newly established school with single streams from Junior Infants up to fourth class. Up to June 2023, we had multigrade first/second and second/third classes. We hope to expand and grow in the future to become an eight class, single-stream school. Leixlip ETNS is committed to the values laid down in the Educate Together Charter. Our school is learner-centred, equality-based, co-educational and democratically-run.

This plan was formulated by the teachers of Leixlip Educate Together National School in September 2023. We aim through this plan, to set out our approach to the teaching of Geography. This plan reflects current Curriculum guidelines, Department of Education guidelines and curriculum research. This plan is intended to guide teachers in their individual planning and ensure a consistent, child centred approach, to the teaching of the Geography curriculum, in line with our school's values.

1.2 Rationale

In Leixlip ETNS, we are committed to the holistic development of all pupils and recognise the importance of the study of Geography as an essential element in a full and balanced curriculum. This plan is a record of whole school decisions regarding teaching and learning in relation to Geography which is in line with the Geography Curriculum (1999), PDST/Oide guidelines and the Primary Curriculum Framework 2023.

This plan is intended to:

- Enhance teaching and learning in our school.
- Ensure children enjoy geography and have a positive attitude towards it
- Create a structured approach regarding content and methodology.
- Enable a cyclical approach to the teaching of the Geography Curriculum.
- To provide a coherent approach to the teaching of Geography across the whole school.
- Provide a framework to facilitate more specific planning for SEE (Social and Environmental Education) in a child centred curriculum.
- Incorporate a thematic approach, often interlinking Geography, Science, History, English and digital technology.
- Ensure the plan will benefit all staff members as well as being a source of information for parents and other education partners in the school and community.
- Inform new or temporary teachers of the approaches used in our school.

2. Vision, Aims and Objectives

2.1 Vision

We believe that the Geography Curriculum enables children to make sense of the natural and human environments in which they live and in the wider world. As such, Geography is central to each child's rounded environmental education. Geography prepares pupils to contribute and play a role in their communities by encouraging them to appreciate the interdependence of people. Geography promotes an understanding of and respect for different cultures and ways of life. The Geography curriculum fosters children's responsibility for the immediate and wider environments.

2.2 Aims

Leixlip ETNS endorses the aims of the Primary School Curriculum for Geography:

- 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 encourage the development of a sense of place and spatial awareness
- To develop an understanding of appropriate geographical concepts
- 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

In Leixlip ETNS we aim to:

- To utilise the local environment as a valuable learning resource and to provide the children with regular opportunities to engage in local Geography trails and site visits.
- To develop an appreciation of the individual and community responsibility for environmental care and an appreciation and love for the natural environment.
- To continue to develop our external areas and outdoor classrooms in order to provide the children with a rich variety of habitats and sustainable environmental approaches from which to learn life skills.
- To maximise the use of active and outdoor learning in our school.
- To visit sites of geographical importance in the greater Dublin and Kildare area where possible.
- To endeavour to provide the children with regular opportunities to utilise the forest school approach.
- Explore, learn about and engage in sustainable development on our new school site.

2.3 Objectives

As outlined in the objectives of the Primary School Curriculum, we seek to enable the children 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
- acquire the ability to use appropriate investigative methods in the study of natural and human features 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
- 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
- learn that the sharing, responsible use and conservation of the Earth's natural and human resources are necessary for the continued existence of life
- 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

3. Curriculum Planning

The Geography curriculum should be delivered in the context of a caring and inclusive school ethos. It should be delivered in the context of our status as an Educate Together School and supported by the Learn Together Curriculum 2022. The support of parents and guardians in the overall development of the children should be recognised at all times. The Geography curriculum should be delivered as part of an integrated cross-curricular approach but discrete time should also be made available for the delivery of the Geography curriculum.

3.1 Strands and Strand Units

The topics within each strand and strand unit in the Geography curriculum have been divided up to ensure that all content objectives are covered within each two-year period. The breakdown of the content to be covered by each class group within each strand and strand unit is outlined in the tables below.

These tables should help to inform teachers at each class level of the previous learning undertaken by his or her class group, and as such, assist teachers in implementing the spiral curriculum and in designing learning activities appropriate for his or her class group's ability level.

Strand and Strand Units Junior Infants – 2nd class

	Junior Infants		Senior Infants	First Class	Second Class
Human Environments: Living in the Local Community					
My family and community	<p>Explore and discuss his/her membership of the family, school and local community</p> <p>Identify and discuss the roles of people who serve the local community</p>			<p>Explore and discuss his/her role and that of others in the family, school and local community</p> <p>Become aware of and learn to value the diversity of people who live in the local community and the contribution they make</p> <p>Begin to recognise the interdependence of individuals and groups in the local community</p>	
Homes	<p>Recognise that people live in homes</p> <p>Describe areas within the home</p> <p>Make simple drawings of home, immediate surroundings and journeys to and from home</p> <p>Acquire some awareness of different types of homes in the locality</p> <p>Begin to appreciate the need for shelter for a family</p> <p>Associate activities with areas within the home and outside the home</p>			<p>Recognise that people live in a variety of homes</p> <p>Describe his/her home, its location and surroundings</p> <p>Record some of these features using simple drawings, plans, displays, models and sketches</p> <p>Discuss and record simply journeys to and from homes</p> <p>Develop an awareness and appreciation of different types of homes in the locality and in other areas</p> <p>Develop an awareness of homelessness</p>	

		Investigate materials used to construct homes and identify materials of local origin
People at Work	<p>Discuss the work of people in the home, at school, in the local community, in towns or countryside nearby and in wider environments</p> <p>Become aware of some buildings and places where people work, especially those in the locality</p>	<p>Investigate the work of people in a range of locations in the locality</p> <p>Discuss and record simply the buildings and places where people work, especially those in the locality</p> <p>Investigate the work of people involved in transport and communications</p> <p>Discuss and record simply journeys to workplaces</p> <p>Become aware of the work of people in other areas who supply food and other products to us</p>

<p>People at Play</p>	<p>Become aware of and discuss play spaces</p> <p>Make simple drawings of these places, immediate surroundings and journeys to and from these places.</p> <p>Suggest ways in which these places may be kept clean and safe</p>	<p>Describe location and features of play spaces</p> <p>Appreciate the roles of people who help at play</p> <p>Discuss and record simply, journeys to and from play spaces</p>
<p>Human Environments: People and places in other areas</p>		
<p>People and places in other areas</p>	<p>Develop some awareness of people living in other areas</p> <p>Acquire some awareness of different types of homes in places outside the locality</p> <p>Become aware of some links between the school or local community and people in other places</p>	<p>Become familiar with some aspects of the lives of people and especially children in Ireland, Europe and other areas</p> <p>Appreciate ways in which people in different areas depend on one another and on people living in other parts of the world</p>
<p>Natural Environments</p>		
<p>The Local Natural Environment</p>	<p>Become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school</p> <p>Observe, discuss and investigate water in the local environment</p> <p>Observe, collect and investigate a variety of natural materials in the local environment</p>	<p>Identify, explore and discuss aspects of some major natural features in the local environment</p> <p>Observe, discuss and investigate water in the locality</p> <p>Observe, collect and investigate a variety of natural materials in the local environment</p>

	Record and communicate experiences and observations using oral language and pictures	Record and communicate experiences and observations using simple drawings, plans, displays, models and sketches
Weather	<p>Observe and discuss a variety of weather conditions using simple vocabulary</p> <p>Record weather observations using a weather chart or diary</p> <p>Recognise that some weather patterns are associated with seasonal change and distinguish between summer and winter</p> <p>Become aware of some of the effects of different weather conditions on human, animal and plant life in the local environment</p> <p>Discuss the suitability of different kinds of clothes for different weather conditions</p>	<p>Observe and record varying weather conditions using appropriate vocabulary and simple equipment</p> <p>Begin to associate cloud cover and other conditions with different types of weather</p> <p>Begin to make and test simple weather predictions</p> <p>Observe and record the influences weather and seasonal changes have on people, animals and plants in the locality</p>
Planet Earth in Space	<p>Identify and discuss the sun, the moon and stars</p> <p>Recognise the difference between day and night</p>	<p>Recognise the sun as a source of heat and light</p> <p>Identify the sun, the moon, stars, day and night</p> <p>Develop familiarity with the spherical nature of the Earth</p>
Environmental Awareness and Care		
Caring for my locality	Develop a sense of responsibility for taking care of and improving the environment	Realise that there is both an individual and a community responsibility for taking care of the environment

	<p>Identify, discuss and implement simple strategies for improving and caring for the environment</p> <p>Observe, discuss and appreciate the attributes of the local environment</p> <p>Appreciate that people share the environment with plants and animal life</p>	<p>Identify, discuss and implement simple strategies for improving and caring for the environment</p> <p>Identify and help to implement simple strategies for protecting, conserving and enhancing the environment</p> <p>Identify, discuss, and appreciate the natural and human features of the local environment</p> <p>Begin to recognize that people, animals and plants depend on one another</p> <p>Observe and develop an awareness of living things in a range of habitats in local and wider environments</p> <p>Observe the similarities and differences among plants and animals in different local habitats</p> <p>Develop an awareness that air, water, soil, living and non-living things are essential to the environment</p> <p>Become aware of ways in which the environment can be polluted or harmed</p>

Strand and Strand Units 3rd-6th Class

	3rd class	4 th class	5 th class	6 th class
Human Environments: People Living and working in the local area and People living and working in a contrasting part of Ireland				
People and communities	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 <i>members of 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 organisations</i>		Learn about and come to appreciate the peoples and communities who live and work in the locality and in a contrasting part of Ireland. Examples of potential areas for contrast study <i>3rd: Newry 4th: Fethard on Sea Wexford (coastal) 5th: Contrast study between the Irish fishing industry and the Irish Tourism industry. 6th Contrast study between the tech industry in Leixlip and the farming industry?</i>	
Natural Environmental features and people	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 <i>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</i>		Become aware of the natural features in the locality and in a contrasting part of Ireland and their interrelationship to the lives of people living in these places For example: <i>The canals (manmade) The river Rye, Liffey Border of two counties Kildare and Dublin</i>	

<p>Settlement: homes and other buildings</p>	<p>Explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland</p> <p><i>his/her home, its location and surroundings</i> <i>the variety of homes in the area (e.g. houses, farmhouses, cottages, flats, caravans, mobile homes, trailers)</i> <i>other buildings and human features, their location and uses (e.g. shops, offices, other work-places, farmhouses, farmyards and fields)</i> <i>instances of conservation and change</i> <i>materials used to construct homes and other buildings</i> <i>colours, patterns and textures in buildings, streetscapes, and path, road and street surfaces</i> <i>services to homes and other buildings (e.g. water supply, sewerage, heating systems, electricity, cable television, telephone service)</i> <i>simple plans, maps and models (e.g. interior and surrounding areas of home and other buildings)</i></p>	<p>Explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland</p> <p>For example: <i>Suburban living/Large urban shopping centres</i> <i>Existence of big houses and castles</i> <i>Castletown and Carton Houses</i> <i>Leixlip and Maynooth Castle</i> <i>Wonderful Barn</i> <i>Famine relief Workhouse, Famine follies (Leixlip/Celbridge)</i></p> <p>Suggested Geography Trails for staff /PTA feedback</p> <ol style="list-style-type: none"> 1. Junior/Senior Infants The Playground (parent liaison) Community facilities (GAA)/ Castletown Housing Estate 2. First Class (Confey Train station and the Library) 3. Second Class St Catherine’s park and the playground 4. Third Class (Louisa Bridge Station and the canal area – <i>aqueduct, toll house, spa</i>). 5. Fourth Class Walk to Garda station, Rye Riverbank. Ryevale house end of main street 6. Fifth Class Corner of Captains hill, Liffey, fire Station/ entrance to Catherine's Park
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		7. Sixth class Salmon	The main St, Leixlip Castle, Leap, reservoir entrance area
People at Work	<p>Explore and investigate, especially through practical studies, <i>a small number</i> of the common economic activities of people in the locality and in a contrasting part of Ireland</p> <p><i>Food and farming, fishing, forestry - environment and work of primary producers, products, markets</i></p> <p><i>Industry – work of factory, work force, raw materials and products, markets, need for transport and communications</i></p> <p><i>Services – services available in the locality (e.g. shops, health care, water, sewerage, power supply)</i></p> <p><i>Tourism, leisure and recreation – local attractions and facilities (including people, place and landscapes), work of the people involved, caring for and enhancing local attractions and facilities</i></p> <p><i>General Themes:</i></p> <p><i>importance of the employment created</i></p> <p><i>effect of environmental factors on these activities (e.g. work of farmers, on location of tourist facilities)</i></p> <p><i>effects of these activities on the environment (e.g. traffic on roads, noise, need for new buildings)</i></p> <p><i>interdependence of people in locality, Ireland and other countries</i></p>	<p>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> <p>For example:</p> <p><i>Impact of Intel and Kildare Innovation Campus (services, employment, traffic, air quality, water usage, acquisition of land, multi-cultural population, impact on community services)</i></p> <p><i>Maynooth University</i></p> <p><i>Transport Hub (Previously trains/now buses too)</i></p> <p><i>Leixlip Reservoir</i></p>	

<p>Transport and Communication S</p>	<p>Become aware of forms of transport and transport routes in the locality and in a contrasting part of Ireland</p> <p>Become familiar with the communication methods available</p> <p>Investigate work of people involved in transport and communications</p>	<p>Learn about the methods of transport and transport routes in the locality and in a contrasting part of Ireland</p> <p>Become aware of the advantages, disadvantages and roles of these methods</p> <p>Learn about the available methods of communication</p> <p>Become familiar with the work of people in these activities</p>
<p>Human Environments: People and other lands</p>		
<p>People and other lands</p>	<p>Study some aspects of the environment and lives of people in <i>one</i> location in Europe and <i>one</i> location in another part of the world</p> <p><i>location of these areas</i></p> <p><i>people and communities that live there</i></p> <p><i>language(s)</i></p> <p><i>myths and stories, art and culture</i></p> <p><i>clothes</i></p> <p><i>play and pastimes</i></p> <p><i>features of the natural environment</i></p> <p><i>interrelationships of the lives of people and these features</i></p> <p><i>settlements: homes and other buildings</i></p> <p><i>common buildings materials and features</i></p> <p><i>foods and farming</i></p> <p><i>work and work-places</i></p> <p><i>similarities to and contrasts with Ireland</i></p>	<p>Study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world</p> <p>Develop an increasing awareness of the interdependence of people in these places and people in Ireland</p> <p>Develop a sense of belonging to local, county, national, European and international communities</p> <p>Learn to value and respect the diversity of peoples and their lifestyles in these areas and other parts of the world</p> <p>Become aware of various ethnic, religious and linguistic groups of peoples in Ireland, Europe and the wider world</p>

	<p>Develop an awareness of the interdependence of these people and people in Ireland</p> <p>Begin to develop a sense of belonging to local, county, national, European and global communities</p>	
Human Environments: County, regional and national centres		
County, regional and national centres	<p>Become familiar with the location and names of urban areas in the county, some of their important buildings, factories and other features</p> <p>Develop some knowledge of the relative location of the county and neighbouring counties</p> <p>Become familiar with the location and names of a few of the larger towns and cities in the region and in Ireland</p>	<p>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</p> <p>Identify some of their important buildings, features, facilities, parks, work-places</p> <p>Learn of the movement of people to and/or from these centres</p> <p>Become familiar with the names, locations and some well-known features of the capital cities of the European Union</p>
Human Environments: Trade and Development Issues		
Trade and Development Issues		<p><u>Trade</u></p> <p>Explore, through the study of some major world commodities, trade issues</p> <p><u>Famine</u></p>

		<p>Become aware of the causes and effects of famine</p> <p>Examine the work of relief agencies and become aware of Irish involvement in them</p> <p>Discuss possible short and long-term solutions to famine Compare the experience of famine in Ireland with that of other countries</p> <p><u>Development and aid</u></p> <p>Come to appreciate the inequalities between the developed and the developing world</p> <p>Explore some of the issues and problems associated with aid</p> <p>Acquire some knowledge of the origins, work and Irish involvement in some major international organisations</p>
Natural Environments		
<p>The Local Natural Environment</p>	<p>Investigate and become familiar with some of the natural features in the local environment</p> <p>Estimate distances and establish cardinal directions during the exploration of these features</p> <p>Observe and explore ways in which these features have affected the lives of plants, animals and humans</p>	<p>Investigate and learn about the main natural features in the locality and county</p> <p>Observe and develop simple understanding of the links between these features</p> <p>Investigate the influence of these features on plants and on the lives of animals and people</p>

	Investigate the ways in which these features have been used by humans and the changes which have occurred as a result	Become aware of the ways in which people, animals and plants have exploited and/or altered these features
Land, rivers and seas of my county	<p>Become familiar with the names and locations of some major natural features in the county</p> <p>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</p>	<p>Become familiar with the names and locations of some major natural features in Ireland</p> <p>Become familiar with the relationship of these features with each other, with elements of the built environment and with significant natural features of Ireland</p> <p>Understand some of the interrelationships between these natural features and the lives of plants, animals and humans</p>
Rock and Soil	<p>Observe, collect and examine different soil samples in the immediate and other environments</p> <p>Sort and group constituent materials in samples</p> <p>Compare and contrast materials, focusing on certain criteria</p> <p>Begin to explore influence of soils and rocks on animal and plant life</p>	<p><u>Rocks</u></p> <p>Collect and identify some common rocks in the locality</p> <p>Identify and explore the use of stone in building and other human activities, especially in the locality</p> <p>Develop simple understanding of the structure of the Earth, using terms such as core, mantle, crust, plates of the crust, lava flow, volcano, earthquake</p> <p>Learn about the characteristics of some common rock types and where they may be found in Ireland and in other parts of the world</p> <p><u>Soils</u></p> <p>Collect and examine soil samples and their constituents</p>

		<p>Compare soil samples from different parts of the locality</p> <p>Learn of the relationship of plants and farming to soil types</p> <p>Be familiar with some ways of changing and/or improving soil structure</p>
Physical features of Europe and the world		<p>Learn about a small number of the major natural features of Europe</p> <p>Become familiar with the names and approximate location of a small number of major world physical features</p>
Weather, climate and atmosphere	<p><u>Weather Observations</u></p> <p>Use simple equipment to observe and record weather phenomena</p> <p>Record and display simple weather observations in systematic way using graphs, charts and common meteorological symbols</p> <p>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</p> <p>Compare temperatures indoors and outdoors, in shade and sunlight, on different sides of the same building, and explore reasons for differences</p>	<p><u>Weather Observations</u></p> <p>Use simple equipment to make detailed weather observations and recordings of phenomena</p> <p>Record and display simple weather observations in systematic way using graphs, charts and common meteorological symbols</p> <p>Use analysis of weather recordings 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</p> <p>Collect weather lore, especially local traditions and knowledge</p>

	<p><u>Weather and Climate</u></p> <p>Study weather variations during the year and their influence on plants, animals and humans</p> <p>Begin to appreciate the importance of solar energy for the Earth</p> <p>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</p> <p>Collect and record weather lore from the locality.</p>	<p><u>Weather and Climate</u></p> <p>Explore weather patterns over the year in the locality using a variety of graphical and analytical skills</p> <p>Begin to appreciate the difference between climate and weather</p> <p>Develop some awareness of weather patterns in other parts of Ireland and factors influencing climate in the locality and in Ireland</p> <p>Explore the relationships between climatic factors and aspects of building construction</p> <p>Become aware of the characteristics of some major climatic regions in different parts of the world</p> <p>Explore the relationship of climate to plant, animal and human life</p> <p><u>The Atmosphere</u></p> <p>Develop simple understanding of some atmospheric features</p>
Planet Earth in Space	<p>Observe, describe and record the positions of the sun when rising and setting and the changing lengths of the day and night during the seasons</p> <p>Investigate shadows, directions and sunlight</p> <p>Understand the importance of sunlight for plants and animals</p>	<p><u>The Earth and the Sun</u></p> <p>Observe and record the positions of the sun when rising and setting and at different times of the day</p> <p>Investigate the relative lengths and directions of shadows and the intensity of sunlight at different times of the year</p>

	<p>Begin to understand the influence of the sun on weather and atmospheric conditions</p> <p>Become aware of the dangers of sunlight for skin and eyesight</p>	<p>Observe the change lengths of day and night during the seasons</p> <p>Understand the importance of sunlight as a source of energy for plants and animals</p> <p>Become aware of the influence of the sun on atmospheric conditions</p> <p>Become aware of the dangers of sunlight for eyesight and skin</p> <p><u>The Earth, Moon and Solar system</u></p> <p>Recognise that Earth, its moons, the sun, other planets and their satellites are separate bodies and are part of the solar system</p> <p>Develop a simple understanding of the interrelationship of these bodies, including day and night and seasonal movements</p> <p>Recognise a few of the major star constellations</p>
<p>Environmental Awareness and Care</p>		
<p>Environmental Awareness</p>	<p>Identify, discuss and record aspects of local natural and human environments which are considered attractive or unattractive</p> <p>Identify the interrelationships of living and non-living elements of local and other environments</p>	<p>Identify, discuss and appreciate attractive and unattractive elements of natural and human environments</p> <p>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</p>

	<p>Develop some awareness of the types of environment which exist in Ireland and other parts of the world</p> <p>Become aware of the Earth's renewable and non-renewable resources</p> <p>Recognise and investigate human activities which may have positive or adverse effects on local and wider environments</p> <p>Recognise how the actions of people may have an impact on environments</p> <p>Come to appreciate the need to conserve the Earth's resources</p>	<p>Become aware of the importance of the Earth's renewable and non-renewable resources</p> <p>Recognise and investigate aspects of human activities which may have positive or adverse effects on environments</p> <p>Come to appreciate the need to conserve the Earth's resources</p> <p>Foster an appreciation of the ways in which people use the Earth's resources</p>
Caring for my locality	<p>Examine a number of ways in which the local environment could be improved or enhanced</p> <p>Identify and discuss a local, national or global environmental issue</p> <p>Realise that there is a personal and community responsibility for taking care of the environment</p>	<p>Examine a number of ways in which local and other environments could be improved or enhanced</p> <p>Identify and discuss a local, national or global environmental issue</p> <p>Come to appreciate individual, community and national responsibility for environmental care</p>

3.2 Suggested Topics by Class Year

The table below suggests topics per class year to use in a thematic cross curricular integrative approach. It is important to meet the planning requirements of the strands and strand units.

Geography Topics by Class Year

	September	October	November	December	January
Junior infants Aistear	School/the doctors People in the school community	Autumn /forest camp Mapping the school. The Weather -	Restaurant Work of people in the local community and buildings where they work	Toy factory Journeys to/from school/Lidl/playground	Arctic/in the morning Sun, Moon, Stars Day and night
Senior infants Aistear	Homes (Home corner/dolls house)	Autumn/Halloween	People who help us (Fire station/doctor's surgery)	Toys (Toy shop/Post office)	Arctic/Antarctic (Weather station/Arctic wildlife)
1 st Class	Aerial View of school People who help me	Autumn India	Homes	Winter	Play
2 nd class	Where I Live Diversity People at Work	Autumn Aerial view	The Provinces of Ireland	My community in Winter Germany	The Counties and mountains of Ireland
3rd class	Homes today	Valuing water in our environment	Rivers (local and national) incl the Liffey, Rye, the Leixlip Dam, the canals Incorporate cardinal directions	Denmark/ Christmas in Denmark	Newry (comparison study) Cardinal directions
4th class	My school community	Egypt today	The influence of the <i>weather</i> (seasons/world weather features) Mountains of Ireland	Changes to settlements and work in Leixlip	Forestry in Ireland
5th class	Where we live: Buildings and communities	Key features of a river Major rivers of World Irish Fishing Industry	Using the earth's resources (minerals, mining, fossil fuels, renewables)	Italy Capital Cities of The European Union	The Burren Landscape
6th class	Types of farming and working in the IT sector	The Solar system	Greece today	<i>Atmosphere and climate</i>	xxx

	February	March	April	May	June
Junior infant Aistear	Supermarket/ a rainy day Food Suppliers Packaging /environment.	The farm/The treehouse Sharing the environment with plants and animals	Airport Going on holiday. Different climates	Pet shop/ jungle Environmental /animal sounds.	Seaside/ Summer Key features of the Irish landscape. And seasonal changes.
Senior infants Aistear	Food (Restaurant/ Supermarket	Food (Restaurant/ Supermarket	Spring (Garden centre)	Space (Space station)	Summer (The Farm)
1 st Class	Spain/Mexico The Earth's Natural Features	Spring The Water Cycle Australia	Transport Around the World	Food from Around the World	Summer The beach
2nd class	Spring Pond Life	The Wild Atlantic Way The United States of America	The Sun The Planets	Belfast and New York Water Conservation	Weather in Ireland/ Other Areas Investigating Soil
3rd class	Our changing communities Transport	My local county / Kildare Protecting natural habitats	New Zealand And Australasia	How we make electricity Peatlands	Observing/recording <i>weather</i>
4th class	Positions of the sun/impt of sun to life	Garment manufacturing/ throw away fashion	France and Ireland (link Normans) or India (link clothing topic)	Rocks and soils of Ireland	Ocean pollution Life along the coast Contrast study with Fethard on Sea Wexford (see slynch for powerpoint)
5th class	Mountains, lakes and rivers of Ireland Tourism in Ireland	<i>Climate, weather and the atmosphere</i>	Famine in recent times trade development	How volcanoes and earthquakes occur Types of rocks and soils	The Republic of Benin and the continent of Africa
6th class	South America	Sun/ seasons: Planet earth in space	Global trade, development and the work of aid agencies XXX	World terrains (Desert, Artic) Counties of Ireland Mountains, rivers and seas of Ireland	People in the local community/graduation

<u>Locations</u>	<u>Weather</u>
1 st : India, Spain, Mexico, Australia	Junior/senior The weather and the seasons
2 nd : Germany, USA, Ireland	1 st : The four seasons. The water cycle
3 rd : Denmark/New Zealand	2 nd : The four seasons
4 th : Egypt, France and Ireland or India	3 rd : Forecast, temperature, wind, clouds. Technology used to predict weather. Make weather collection instruments. The water cycle
5 th : Italy, Benin (Africa)	4 th Seasons. World weather features.
6 th : Greece, South America	5 th World climate types. Factors influencing climate and weather. The water cycle. Make weather collection instruments.
	6 th The climate/ weather factors of latitude, elevation, convection currents, winds and atmospheric pressure (greater detail)
<u>Contrast studies</u>	
3 rd : Newry	
4 th : Fethard on Sea. Wexford	
5 th : The Irish fishing industry and the Irish Tourism industry	
6 th : Farming and the IT sector	

3.3 Skills and Concepts Development

Each teacher is aware that the curriculum provides for the development of a growing range of geographical skills and concepts. Each teacher is aware of the aspects of **Working as a Geographer** that apply at each class level. Relevant documents that inform our understanding are:

- 1999 Geography Curriculum
- 1999 Geography Guidelines
- 2023 Primary Curriculum Framework
- Looking at Geography Draft Guide for Primary Schools 2023

Strategies that we will use in each classroom to develop the skills of a Geographer include the following:

	Infants	1 st & 2 nd Class	3 rd &4 th Class	5 th & 6 th Class
A sense of place	<p>Become aware of, explore and discuss some of the distinctive human and natural features of the locality</p> <p>Develop some awareness of people and places in other areas</p>	<p>Explore and come to know some of the distinctive human and natural features of the locality</p> <p>Develop an awareness of people and places in other areas</p>	<p>Explore and become familiar with some of the distinctive human and natural features of the locality and county</p> <p>Develop some awareness of the distinctive human and natural features of some places in Ireland and other parts of the world</p>	<p>Explore and become familiar with the distinctive natural and human features of the locality, the county and Ireland</p> <p>Become familiar with the distinctive natural and human features of some places in Europe and other parts of the world</p>
A sense of space	<p>Refer to or use simple locational terms</p> <p>Discuss and record in simple ways journeys to and from places in the immediate environment</p>	<p>Discuss and record the relative location of familiar human and natural features in the locality</p> <p>Discuss and record simply journeys to and from places in the immediate environment and beyond</p>	<p>Develop an understanding of the relative location and size of major natural and human features</p> <p>Develop some awareness of the names and relative location of some European countries</p>	<p>Acquire an understanding of the relative location and size of major natural and human features</p> <p>Begin to develop an understanding of the names and relative location of some natural and human features of Europe and the world</p>

	Refer to or use simple directions within home, classroom and school settings	Give and follow simple directions to places in the immediate environment	Establish and use cardinal compass points in the locality Use maps to record routes and directions in the locality	Estimate and measure distances and establish cardinal directions during exploration of the locality Develop some awareness of directions in wider environments Use and record directions and routes on maps
Picturing places/ Using pictures, maps and globes	Refer to or use simple drawings of areas Make model buildings with bricks, Lego and other play materials Become aware of globes as models of the Earth	Record areas in the immediate environment and places in stories using simple picture maps, models and other methods Develop some awareness of maps and if possible aerial photographs of limited areas in the locality Explore the outlines and plans of small everyday items 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	Make simple maps of home, classroom, school and immediate environment Develop some familiarity with, and engage in practical use of, maps and photographs of different scales and purposes Develop an understanding of and use some common map features and conventions Identify major geographical features and find places on the globe	Use maps to record routes and directions in the locality and wider environments Construct some simple maps and models of natural and human features in the local environment Develop familiarity with, and engage in practical use of, maps and photographs of a variety of scales and purposes Develop an understanding of and use common map features and conventions Compare maps, globes, aerial photographs, satellite photographs and other remotely sensed images

				<p>Recognise key lines of latitude and longitude on the globe</p> <p>Develop some awareness of problems of map construction</p>
Questioning	Ask questions natural and human features in the immediate environment	Ask questions natural and human features in the immediate environment	Ask questions about natural and human features and processes in the environment and their interrelationships	Ask questions about natural and human features and processes in the environment and their interrelationships
Observing	Observe , compare and discuss natural and human features in the local environment	Observe , compare and discuss natural and human features in the local environment	Observe, discuss and describe natural and human features and processes in the environment and their interrelationships	Observe, discuss and describe natural and human features and processes in the environment and their interrelationships
Predicting	Guess and suggest what will happen next in a situation	Suggest outcomes of an investigation based on observations	Offer suggestions (hypotheses) based on observations about the likely results of the investigation	<p>Offer suggestions (hypotheses) based on a number of observations as to the likely results of investigations</p> <p>Make inferences based on suggestions and observations</p> <p>Propose ideas or simple theories that may be tested by experimentation</p>
Investigating and experimenting	Carry out simple investigations set by the teacher, make observations and collect data	Carry out simple investigations and collect information from a variety of sources	Carry out simple investigations and collect information from a variety of sources	Carry out simple investigations and collect information from a variety of sources
Estimating and measuring	Estimate and compare distances in an informal way	Begin to use simple methods to estimate , measure and compare observations	Use appropriate simple instruments and equipment to collect data	Use appropriate simple instruments and techniques to collect data

			Use appropriate standard units of measurement	Use appropriate standard units of measurement
Analysing	Sort and group objects according to observable features	Sort and group people, features, events and natural phenomena Begin to look for and recognise patterns and relationships in the environment Draw conclusions from simple investigations	Sort and group data on people, events and natural phenomena using a range of appropriate criteria Look for and recognise patterns and relationships in the environment Interpret information and offer explanations Draw conclusions from suitable aspects of the evidence collected	Sort and group data on people, events and natural phenomena using a range of appropriate criteria Look for and recognise patterns and relationships in the environment Interpret information and offer explanations Draw conclusions from suitable aspects of the evidence collected
Recording and communicating	Describe and discuss his/her observations orally using an expanding vocabulary Represent findings pictorially or using other media	Describe and discuss observations orally using an expanding vocabulary Represent findings pictorially or using other media	Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms using ICT	Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms using ICT Review the methods used in investigations and assess their usefulness

4. Approaches and Methodologies

An effective geography programme entails the use of a variety of techniques and classroom approaches. Approaches in which the children are encouraged to visit and explore the environment, ask questions, and engage in research and investigation will be crucial for the success of the programme. Identifying opportunities in which children may develop and use a wide range of map work, graphical, computer and other skills in practical situations will also be an important aspect of the teacher's planning.

Our teachers will follow the recommended sequential approach for Geography whereby local areas are first studied followed by regional, national, European and global studies. We plan to use the key methodologies of the Primary Curriculum in the teaching of Geography :

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

In learning about our own natural and human environments we will use methodologies specific to Geography:

- Fieldwork and trails – including forest school
- Survey
- Interview
- Models
- Maps
- Photographs
- Story- with references to geographical elements
- Local geography trails/SEE trails for use with each class grouping

We will continue to build up resources, images, print media and trails for this strand of the curriculum.

In learning about distant lands, we will use these approaches and methodologies:

- Atlases, maps and globes
- Interviews
- Digital technologies
- Photographs
- School community
- School textbooks
- Virtual visits

Local fieldwork and mapping will be prioritised as methodologies where applicable. Digital technologies will be utilised here as a key resource for enquiry, recording, planning and mapping. The resources we need for these methodologies are:

- Local Geographic/ Heritage experts (school visitors/volunteers)
- Photographs of local environment
- Maps of local environment
- Development history of local natural and built environment

Teachers while planning will look for opportunities to link strands within the Geography plan. For example, linking the study of local types of homes with environmental awareness and care and with sustainable development. There are also great opportunities for linkage and integration with other curriculum subjects:

History: the lifestyles, homes and occupations of ancient civilisations, tools and weapons, methods of transport/engagement in trade etc

Science/ Mathematics: capturing and recording weather data

English: biography, myths and legends, poetry, historical novels, thematic work

Gaeilge: local history, place names, articles and sources as Gaeilge

Art: painting, drawing, collage, construction.

Music: music related to geographic incidents such as weather, storms etc

5. Assessment

In Leixlip ETNS, both Assessment of Learning and Assessment for Learning are used in each classroom. Assessment of learning informs future planning. Learning objectives are clearly communicated to children before beginning teaching. The staff of LETNS will aim to work together to reach a common understanding of the ways in which the progress of children in geography will be assessed, documented and reported. A range of informal and formal assessment strategies will be used to evaluate the children's understanding and skills.

- Teacher checklists
- Teacher observation
- Teacher designed tests and tasks
- Work samples, portfolios, projects (model making, photos, written assignments, Digital technology assignments)
- End of term/ year assessments
- Self-assessment (Through talk and discussion, rubrics, SALF etc)

6. Equality of Participation and Access

6.1 Equality of Participation

As an Educate Together school, we will endeavour to create equal opportunities for participation and access to all children regardless of gender, race, religion, family status, disability, ethnic background, socio-economic status.

6.2 Children with Differing Needs

All children are encouraged to participate in Geography to the best of their ability. The teachers of LETNS are committed to the following strategies:

- That all children in LETNS will have equal access to Geography education
- That all children with different needs will receive opportunities to participate in purposeful activities that draw on their creative and aesthetic potential
- Teachers will use a mixture of whole class teaching and group work, with different groups set tasks of various complexities.
- Map work will be differentiated for the less able and the more able students.
- Different ways of recording and communicating findings will be encouraged, such as drawing, digital presentation, written records, oral reports and models.
- Children who have lived in other countries will be invited to share their experiences with the other pupils.
- That activities and guidelines are adapted to suit individual needs and are appropriate to the child's ability and age.
- Children's ideas will be used as a starting point and the interests of the class will be taken into account in individual teachers' planning.

7. Organisational Planning

7.1 Timetable

The teaching of Geography will be conducted in line with the overall time allocation for Social and Environmental Education (SEE) as set out by the DES and NCCA (ref: Circular 0017/2023), as follows:

Class Level:	Time Allocation for Geography and History (SEE)
Stage 1: Junior and Senior Infants	6 hours per month
Stage 2: First -Second	9 hours per month
Stage 3&4: Third - Sixth	8 hours per month
<i>Discretionary time may also be used for the teaching and learning of Geography and SEE</i>	

Teachers will endeavour to spend an equal amount of time on each subject in SEE (History and Geography). However, where possible an integrated approach is taken in relation to the teaching of SEE subjects. This may occur through thematic work, project work, exploring the local environment or Aistear in infants. On occasion, time will be blocked as appropriate.

This may occur when:

- Exploring the local environment
- Devising and undertaking a local trail.

When timetabling for withdrawal of pupils for supplementary teaching, teachers include these pupils for as much of the Geography programme as possible.

7.2 Resources and Digital Technology

As a newly developing school, we endeavour to build on and develop the resources available for teaching and learning as the school grows. Teachers will be encouraged to maximise resources available to them. A Geography resource bank will be created on Google Drive where resources will be filed according to class level, strand and topic resources. Teachers are encouraged to add to this resource bank during each school year.

Digital technology will be used in classroom and support settings to further support the teaching and learning of Geography in the form of Interactive Whiteboards, iPads, online programmes etc.

The Geography post holder is responsible for the monitoring and handling of resources.

7.3 Health and Safety

As with all the curricular areas, the Geography curriculum will be delivered in compliance with the Leixlip ETNS Health and Safety Policy (pending). Teachers will consult with the principal/ deputy principal whenever it is proposed to engage in any work outside of the school

grounds. Outdoor work will be based in areas that are accessible and safe for all children, staff and any accompanying parents/volunteers. It is advised that preliminary visits are made to any outdoor sites to identify possible hazards in advance of a trip. It is also advised that teachers consider any health and safety issues when booking visits to sites of geographic interest. Parental permission will be sought for each child prior to any field trip and school tour.

7.4 Individual Teachers Planning and Reporting

Individual teachers will plan their yearly Geography programme specifically for their own class, while at the same time ensuring that their plan coordinates with and is reflective of this overall school plan. This should ensure clear progression as children move from class to class. Teachers at each class level will collaborate on content and methodology for Geography from this whole school plan and it will be monitored and assessed on an ongoing basis. The Cúntas Míósúil must document what has been covered in the teaching and learning of Geography each month.

Lesson Approaches and Methodologies

A variety of approaches and methodologies will be used for the organisation of Geography teaching and learning. Children's own ideas will be used as a starting point for all Geography lessons. The teachers will assess what the children already know to inform planning (talk and discussion, questioning, concept mapping or KWL charts, problem solving tasks, play scenarios). The **teacher directed approach** will be used when necessary for introducing a new topic, demonstrating new methods, or preparing children for an activity or investigation. The **investigative approach** will be used when children are engaging in group work for practical investigation or research. This approach would be used whenever possible to encourage children to develop their own ideas, questions and problem-solving strategies.

7.5 Staff development

Staff will be encouraged to develop their confidence, expertise and interest in teaching the Geography curriculum and to engage in continuous professional development in the area of Geography. Staff will be kept updated on the courses provided by Education Centres, relevant organisations and local community groups by the Geography postholder. The Geography post holder will liaise with staff on a regular basis to ensure they are supported in the teaching of Geography and are confident using the School Plan and resources. Time is allocated at staff meetings to discuss Geography.

7.6 Parental Involvement/Community Links

In Leixlip ETNS we recognise that parents/carers have a crucial role to play in their children's overall development and we recognise their role as the primary educators of their children. The strands of the geography curriculum can lend themselves to the involvement of parents /guardians. Individual teachers will decide the best way of making this involvement a positive experience for all concerned. Parents from diverse backgrounds will be encouraged to share their stories and experiences in the classroom setting to bring a human dimension to children's learning.

Members of the community will be encouraged to visit the school to speak to the children about geography. Leixlip ETNS will promote the involvement of children in the community as well as the community coming to the school. This will be encouraged by visiting sites of geographical interest in the local area.

8. Implementation and Review

8.1 Commencement

Initial implementation of this plan commenced in
Full implementation will commence

8.2 Roles and Responsibilities

The principal will oversee the implementation of this plan with the assistance of the AP2 teacher leading teaching and learning. The principal and in-school management team will provide regular and consistent support to class teachers in the implementation of the plan.

The AP2 leading teaching and learning will:

- Maintain Geography resources.
- Coordinate Geography events within the school.

Staff will implement the whole school Geography plan at class level.

The Board of Management will provide funding for adequate resources at all class levels for the teaching of Geography.

The Board of Management and all individual staff members will be responsible for maintaining a safe working and learning environment, and that all relevant policies and procedures are followed.

8.3 Review

As a developing school, we will continue to review and amend this plan, where appropriate, until Leixlip ETNS grows to be a full single-stream school. A formal review of this plan will take place in 2026.

8.4 Success Criteria

The success of this plan will be measured by teacher observation of pupil enjoyment and participation in Geography. Feedback and reflection will be used as an informal method of measuring the success of this whole school plan.

Means of assessing this plan are as follows:

- Teacher/parent/pupil/community feedback
- SSE
- Children's feedback regarding their learning
- Suggestions and reports of DES Inspectorate
- Teacher planning will be based on and will refer to the whole school plan.
- Future developments in Geography curriculum teaching.

9. Ratification and Communication

The Whole School Geography Plan was initially ratified by BOM in

Signed: Mary Mc Dowell (Principal)

Date: 25/01/24

Signed: Catherine Healy (Chairperson)

Date: 25/01/24