

St. Andrew's N.S.



Geography Policy

This policy should be read in conjunction with all other school policies.

Policy Last Ratified

January 2020

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Introductory Statement

A draft of the reviewed school plan for Geography was drawn up by the Principal Teacher and reviewed by the teaching team prior to its presentation to the School's Board of Management for their consideration and approval on 8th January 2020.

Rationale

Geography has a distinct but complementary role together with History and Science within the area of Social Environmental and Scientific Education (SESE).

This policy was completed to:

- Benefit the teaching and learning of Geography in our school
- Conform to principles outlined in The Primary School Curriculum (1999)
- Review the implementation of the school Geography plan.

Vision Aims and Broad Objectives

(a) Vision

In St. Andrew's N.S. Geography is taught in a child-centred manner which aims to enable each pupil to acquire knowledge and concepts while simultaneously developing important skills and attitudes appropriate to their individual stage of development. We regard this curricular area as making a unique and vital contribution to the holistic development of the child.

(b) 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 inter-relationships
- 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 a knowledge of and an ability to present and interpret data graphically
- 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 (see below)

(c) Broad Objectives

When due account is taken of differing abilities/needs, the Geography curriculum should enable the child to:

- Develop knowledge and understanding of natural and human environments in the locality, in the region, in Ireland, in Europe and in the World
- Understand some of the natural, social or economic processes which create, sustain or change 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 the environment
- 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

Skills and concepts

Within the Geography curriculum we endeavour to develop skills and concepts which enable pupils to construct and acquire:

- a sense of place: an understanding and appreciation of the major characteristics of different places
- 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
- an appropriate cognitive map of the local area and extend the process to wider geographical settings
- an ability to understand, develop and use a growing range of plans, maps and globes
- 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 and computer technology and other media
- aesthetic sensitivity to the natural and human elements of the environment and to the repercussions of human actions
- an awareness of human interdependence and develop empathy with others

The study of Geography enables pupils to:

- Extend, refine and apply artistic, linguistic and mathematical skills in an integrated manner
- Develop an understanding that the sharing, responsible use and conservation of the Earth's natural and human resources are necessary for the continued existence of life
- Develop an understanding of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the world
- Use and value creative/innovative thinking in the exploration and/or resolution of human and environmental issues.

Curriculum Planning

1. Strands and Strand Units/ Skills and Concept Development

A whole school plan for Geography has been agreed by staff to ensure that the Strands and Strand Units, plus relevant topics as set out in the Primary School Curriculum, are covered over a two year period, i.e. Junior/Senior Infants and Fifth/Sixth classes. The topics relevant to the Strand and Strand Units covered on an annual basis are:

| Class | Topics Covered | Notes |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Junior Infants | School Autumn The hospital Christmas & toys Transport Spring & The Farm Shopping Easter and the pet shop Homes The Seaside | Aistear |
| Senior Infants | School The Post Office Café/The coffee shop Christmas & Santa's Workshop Garda Station House and Homes Farm Zoo Space Holidays | |
| First Class | Mapping <ul style="list-style-type: none">- simple maps - pictures, spatial language, aerial view, using maps, drawing maps of the local community and environment- road signs- map of the Zoo- map of journey to school- Where I live- The land around us Homes | Small World SESE |

| | | |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| | <ul style="list-style-type: none"> - Where in the house - Types of home - lighthouses - Going to the playground - hobbies <p>(including care of the local environment)</p> <p>Transport</p> <ul style="list-style-type: none"> - different kinds of transport <p>Jobs</p> <ul style="list-style-type: none"> - people in our school - working in local community - at the dentist - cows and milk <p>Christmas around the world</p> <p>Toys</p> <ul style="list-style-type: none"> - toys around the world <p>Weather</p> <ul style="list-style-type: none"> - Recording weather - Observing weather and weather maps. - How weather affects people's work <p>Country study</p> <ul style="list-style-type: none"> - Australia – fact file Aboriginal art. - Mexico (or Japan) | |
| Second Class | <p>My Locality</p> <p>Soil</p> <p>School grounds</p> <p>Maps of local environment, following a map and routes. Using a key on a map</p> <p>Tourist map of Ireland</p> <p>Map of Ireland showing rivers stream etc.</p> <p>Caring for my locality- frogspawn, plants, Weather in local environment, pollution.</p> <p>Buildings. Homes around the world.</p> | Small World SESE And other resources |

| | | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <p>Homelessness</p> <p>Winter. Christmas around the world.</p> <p>Water</p> <p>Habitat</p> <p>Food in season</p> <p>Hospitals</p> <p>Weather- wind, rain, recording.</p> <p>China - (children in other areas)</p> <p>Where does light come from?</p> <p>Space- Earth, Moon and the Sun,</p> <p>Man-made or natural (clothes)</p> <p>Places of work.</p> | |
| Third Class | <p>Organising and re-using Waste Materials Looking at our School Ireland - Provinces and Counties Around our Coast Homes Design a settlement Scandinavia The Food we eat The Royal County / &/or a county of their choice Antarctica Water / The Weather Egypt – Desert climate New Zealand European Countries Transport Plans and Maps Directions Examining rocks and soils Apples from the Orchard The Blue Planet – Our place in space</p> | |

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|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Fourth Class</p> | <p>Caring for the Environment - identify Environmental Awareness and Care - Nature is powerful - Energy (Renewable and non - renewable energy, climate change) - Trees - Ireland People and places</p> <p>Local Natural Environment/ Caring for the Environment - identify and discuss a local, national or global environmental issue</p> <p>Animals – Woodland Animals and habitats</p> <p>Weather Climate and Atmosphere The Water Cycle</p> <p>Natural Environments: Land, Rivers and Seas of my country/county</p> <p>People and other lands – (Country in Africa)</p> <p>European country – Italy, Greece People and other lands – Japan</p> <p>People and communities in the locality and in a contrasting part of Ireland Settlement: homes and other buildings</p> <p>People at work Transport and communications</p> <p>Planet Earth in space – The Sun</p> <p>Rocks and soils – mini topic</p> <p>Maps, globes and geographical skills</p> | |
| <p>Fifth Class</p> | <ul style="list-style-type: none"> • The Provinces, Counties and Towns of Ireland • Ireland – Physical Features, Around Our Coast • Maps • Ordnance Survey Maps • Europe • Great Britain – Our Nearest Neighbour • The European Community • Caring for the Environment | |

| | | |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <ul style="list-style-type: none"> • The Weather • Clouds • Place Names • Let's Investigate Where People Live • Farming in Ireland • The Fishing Industry in Ireland • South American country • The Banana Story • Let's Investigate Rocks and Soils • European Countries Project • The Sun, Planets and Space | |
| Sixth Class | <ul style="list-style-type: none"> • The Structure of the earth • Introduction to the Atlas • The ordinance survey map • Longitude and latitude • Storms and weather disasters • Weather and climate • The Peatlands of Ireland • Modern industry in Ireland • Poverty and famine • Life in rural Tipperary • Sligo – using images and maps • Space – the moon • Environmental awareness – energy • The seasons • Asian country project (China) • Australia • Changes to the landscape • The Burren • Plants • The Irish Coast • European country project | |

Note:

- Teachers from 3rd to 6th classes, have agreed locations for the strand unit *People Living and Working in a Contrasting Part of Ireland*.

- In the strand unit *People and Other Lands*, staff has agreed that one location in Europe and one location in another part of the world will be addressed each year from 3rd to 6th classes.

2. Children's Prior Knowledge Input and Ideas

As with all other curricular areas, learning is child-centred in nature, with an emphasis on our school as a community of learners. Staff and pupils share interests and knowledge with opportunities being provided for pupils to display their prior knowledge on a given subject/topics. This is facilitated, for example, through the brainstorming of ideas by the pupils prior to the 'teaching' of a particular topic. This communication can be both verbal and/or in written format. Other strategies used here include discussion based on:

- Problem solving
- Maps, drawings and photographs.

Pupils also may research information from books and by using ICT prior to the introduction of a particular topic. These and similar activities enable the teacher to provide a context to adapt teaching and learning to suit a particular class/group of pupils.

Pupil engagement can also be facilitated through the teacher outlining the learning objectives/outcomes, where appropriate, of a particular lesson followed by a summative review at the end of a lesson by pupils and teacher. The aim here is to ascertain as to whether the stated objectives have been achieved.

3. Approaches and Methodologies

A variety of approaches, including those in (2) above, will be used to facilitate the delivery of the Geography curriculum. The approaches chosen by the teacher enable the children to work as a Geographer in a variety of contexts, to undertake practical activities and to tackle open-ended problems and investigations.

These approaches aim to accommodate the different learning styles of the children.

Teachers will also afford the children opportunities to experience the excitement of independent investigation, using their own ideas and prior knowledge to question assess and reevaluate, enabling them to problem solve in an age-appropriate manner.

A variety of approaches may be used during a Geography lesson

Appendix 1 Prompts for Learning About Places and Natural Environments

(b) Further opportunities for active learning are provided through the use of fieldwork. This includes trails, interviews, surveys, environmental audits and the use of ICT.

Appendix 2 Guidelines on Safety Procedures when Preparing for Fieldwork and Working in the Environment Outside the Classroom

Appendix 3 Suggestions for Conducting Interviews and Surveys

(c) Photographs and artefacts are also very useful in promoting active learning. Artefacts, eyewitness accounts, photographs, atlases, globes and ICT are particularly useful when Learning about Other Places (Please also refer to Appendix 1 above)

(d) Mapping concepts and the/drawing and use of maps

Within the Infant Classes, pupils are introduced to mapping skills and mapping concepts as part of the Geography programme in an age appropriate and “spiralled” manner. This is achieved through initially drawing maps of the children’s own classroom or room at home.

Mapping activities in the Infant and Junior classes should enable children to come to appreciate the uses and possibilities of maps. By drawing pictures of events and places they have encountered, children begin to appreciate that they can communicate information about their environment to others through the medium of maps.

Parallel to the growth of mapping skills will be the development of the child's ability to use spatial language, i.e. terms (such as beside, beyond, near, far, etc.) which enables the individual to describe location, direction and distances in the environment.

The activities described both within this policy and The Curriculum: Teacher Guidelines (1999) provide opportunities for the development of spatial language and introduce the child to maps as representations of the environment. Building on the earliest drawings children make of their homes, play spaces and other areas, these activities encourage them to explore picture maps as representations of the environment.

In the middle and senior classes in the primary school, they also afford opportunities for the development of spatial language and introduce some of the main mapping concepts, in particular aerial perspective, direction, orientation and the use of a simple key.

Within the senior classes, the use of maps further affords pupils an opportunity to work with models, plans and ordinance survey maps in hard and soft copy format.

Using maps is crucial to working as a Geographer as it involves the simultaneous use and understanding of a number of concepts and skills namely that:

- A map is a plane surface (two dimensional) representation of a three-dimensional landscape.
- Maps use a wide range of symbols to convey information, e.g. lines to represent roads, blue and green shading to show land and sea, which the child need to learn how to read efficiently.
- The use of some type of grid system or co-ordinates is required which allow positions to be described using horizontal and vertical references
- The construction and use of maps also involves the concepts of scale and distance.

Suggested activities using maps: (Please refer to Exemplars 9-15 Teacher Guideline p.130-144/127-160)

Throughout the school we endeavour to display aspects of teaching/learning and the children's work in an attractive and stimulating manner. In Geography this can involve the creation of a map-rich environment. All activities using maps can be complemented, when working with Infant/Junior classes for example, by the availability and use of maps and diagrams in the environment of the classroom and school. In this respect, diagrams used by the teacher and pupils can be used to record

- seating in the classroom
- the allocation of coat racks
- the location of equipment on shelves

These are all examples of simple maps

Use of Atlases

Several excellent atlases are available for classes, often incorporating satellite images and a range of simple maps. Children in first and second class should also have ready access to maps of the locality, of Ireland and of the Earth. *For more detail please refer to the Teacher Guidelines pp 127-160 Exemplars 9-15 Teacher Guidelines.*

Class Atlases for use in the senior classes (3rd -6th) - these have an Irish, European and International focus.

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| <p><u>Appendix 4 Criteria used in the Selection/Use of Children's Atlases.</u></p> |
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(ii)The Teacher-Directed Approach to Learning

This is a more traditional but yet effective teaching strategy. Activities help children discover or learn a pre-determined idea or procedure.

This approach involves the teacher telling or demonstrating a task to the children and in observing their progress. This is a useful approach when the teacher wishes to demonstrate skills. *Direct teaching* is appropriate for use when clarifying concepts being investigated and ensuring that safety procedures are being applied.

At different times during the Geography lesson the children may work as a whole class, in small groups or individually, to facilitate the most effective management of the lesson.

4. Linkage and Integration

Please refer to Appendix 5 for a suggested approach to Linkage and Integration

Linkage can occur within a subject area i.e. between Strand and Strand Units, through an in-depth study of a particular area. For example in Geography, the Strands Human and Natural Environments can be tackled simultaneously when studying Egypt and weather respectively. Similarly Strands of the History, Arts Education, Language curriculum, etc. can all radiate from the study of a particular country/region. Such approaches can help alleviate curriculum overload as many varied curricular and learning objectives can be achieved simultaneously.

Teachers make every effort to plan in an integrated manner. This not only alleviates curriculum overload, but also can provide contexts in which knowledge and skills may be developed in a range of curricular areas. In St Andrew's this is supported through long and short term planning by individual teachers.

Our teachers have freedom to adopt a thematic approach to teaching in SESE if they deem it beneficial and appropriate. Theme-based activities are recorded in individual long term and short term plans.

5. Assessment and record keeping

Please refer to school's policies on Assessment & Record Keeping and Data Protection

Assessment in Geography may involve assessing pupils':

- Progress in knowledge of their human, natural and built environments, those within Ireland, Europe and the wider world and beyond.
- Ability to use skills as a Geographer such as environmental matters, and the acquisition of skills in this area (See skills and concepts in Section 2)
- Development of attitudes, empathy and understanding of diversity and the factors which influence this.

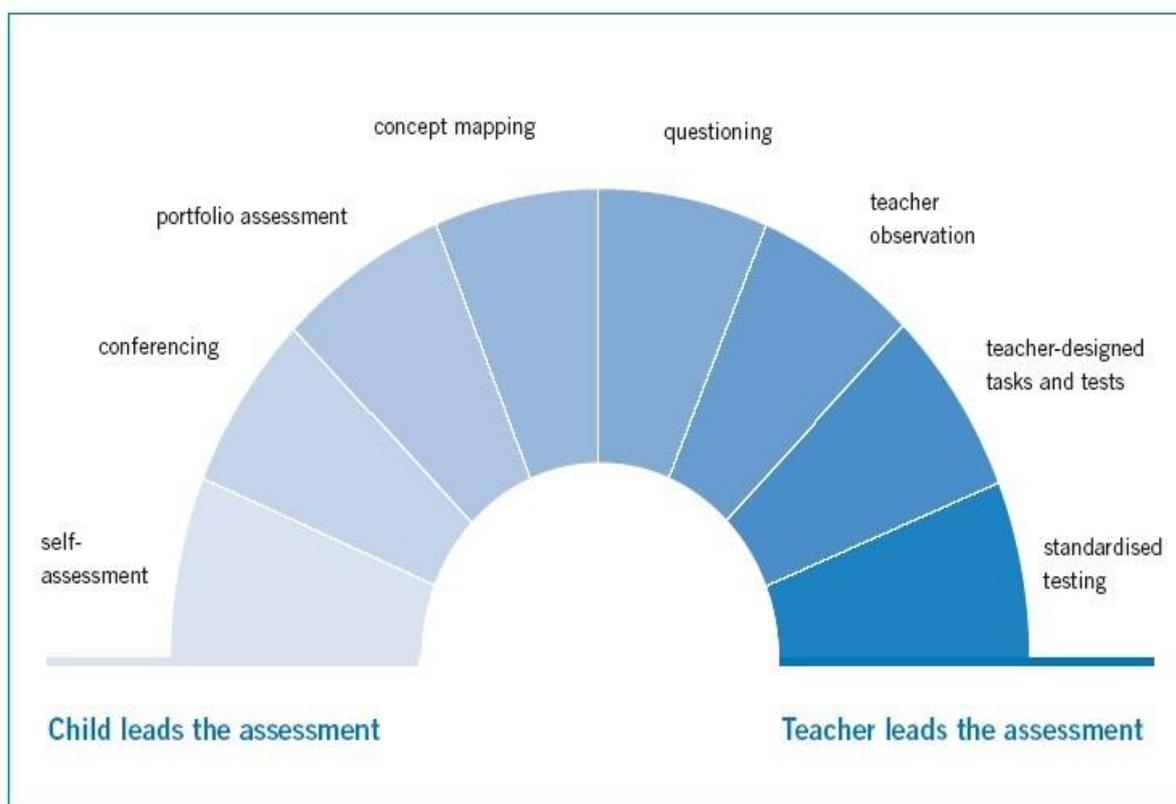
Other assessment tools used to gather information about a child's progress include:

- Teacher observation
- Teacher-designed tasks and tests
- Work samples, portfolios and projects including the use of ICT, pictures, paintings, models, story board

The information gained from the assessments is used to inform future planning for teaching and learning, feedback to parents and differentiation (where necessary) and to inform future policy reviews.

Please refer to Figure 1 below for an overview of assessment tools available to teachers. The use of a particular "assessment tool" can be more appropriate in the evaluation of progress for a given topic or skill.

Figure 1: A continuum of assessment which contains an overview of assessment tools/methods which are available to teachers



6. Children with Differing Needs

St. Andrew's N.S. has a detailed policy on the inclusion of pupils of various ability levels and special needs; please refer to the Whole School Policy on Support Teaching.

Within the area of SESE (Geography), teachers use a variety of teaching and learning activities when differentiating learning. These include:

- A mixture of whole class and group activity with set tasks of varying complexity.
- Peer tutoring
- Planning topics to provide opportunities for further investigation, for example, alternative teaching strategies such as 'The Six Thinking Hats'

7. Equality of participation and access

In line with the school's equality statement every effort is made to affirm the roles of women, men and children in a local, national and international context. In St Andrew's all pupils participate in all aspects of school life on an equal basis. We believe that Geography affords an opportunity to affirm the contribution of people of diverse cultures, races, creeds and genders. Activities within the area of Geography further provide opportunities to deal with issues such as disadvantage and ethnicity and Development Education particularly when integrated with both RE and SPHE.

8. Organisational Planning: (Please also refer to Section 4 Linkage and Integration):

Timetables

The time allocation for each subject area is set out in the Primary School Curriculum: (PSC Introduction p.70 agus An Plean Scoile).

- At infant level 2hours 15 minutes is allocated to the area of SESE of which 45 minutes on average is devoted to the study of Geography.
- From First Class to Sixth Class 3 hours are allocated to the area of SESE of which 1 hour on average is devoted to the study of Geography.
- When using a thematic approach, teachers may allocate SESE time to completing set tasks in this curricular area while in the medium term ensuring that each subject receives its allocated time.

9. Individual teacher planning and reporting

Teachers base their long and short term plans on the approaches as set out in this whole school plan for Geography. Work covered will be outlined in the Cuntas Míosúil which will be inserted in the appropriate file in the Principal's office on a monthly basis. The previous class' planning documents are also useful planning aids.

10. Staff development

All staff members collaborate in the sharing of resources and best pedagogical practice in Geography. The school's BOM supports the professional development of staff members through providing funding for and facilitating their attendance at relevant courses/seminars as finances permit. The school supports the induction of Newly Qualified Teachers with members of staff acting as mentors in the sharing of best practice.

11. Parental involvement

St. Andrew's N.S actively encourages parents/guardians/grandparents and other family members to share life experiences in the context of Geography teaching. Families are also encouraged to participate in school trips and outings. Where possible, parents and family members are encouraged to contribute (in a supportive role) to project work and homework thereby enlivening this subject area for the children. Pupils' project work is regularly displayed on school notice boards and at Open Days.

Please refer to Appendix 7 for guidelines to be followed when engaging in project work

*Suggested sources of further information for parents are;
The Primary School Curriculum;
Your Child's Learning, Guidelines for Parents;*

12. Community links

The school encourages individual family members and those in the wider community to visit classrooms where appropriate.

13. Resources (Including ICT)

Both pupil and teacher resources in Geography are inputted into the school's library data base. The school has a resource library for cross curricular use. This enables ease of access to available resources and to prevent unnecessary duplication.

A budget for teaching and learning resources is provided by The Board of Management as finances permit. Monies available are used to purchase materials in areas of need as identified by school staff. Textbooks are provided as part of the book loan scheme.

ICT

The school has an extensive resource of ICT which includes digital cameras, interactive whiteboards, visualisers iPads and laptops. The school has 30 Chrome books for the use of the senior classes. The school has an Acceptable Use Policy (AUP) with appropriate hardware and software being used to ensure child protection. Staff members share appropriate resources/skills both at staff meetings and informally.

14. Health and safety

St. Andrew's N.S has a comprehensive Health and Safety Policy in addition to the section preparing for fieldwork cited earlier in this policy.

On field trips an adult to pupil ratio of 1-10 must be adhered to with adjustments being made for younger pupils or activities requiring a greater level of supervision.

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| Please refer to Appendix 2 for procedures to be followed when engaging in fieldwork |
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15. Success criteria

The success of this plan will be evaluated through teacher feedback and participation, development of resources, consistency of approach throughout the school, pupil and parental feedback and WSE.

- This plan has promoted the following key considerations when implementing the Geography curriculum that:
 - Geography is about developing a sense of “space and place” and that this is used as the starting point of teaching and learning within this area
 - there is a balance between the process (how the child learns) and content (what the child learns)
 - the child must acquire skills and concepts to work effectively as a young Geographer and that these are of equal importance
 - the curriculum is spiral and developmental in its structure
 - the child engages in studies ranging from personal to local, national and international Geography in human, natural and manmade environments which are the primary source of knowledge for the geographer
 - Geography is integrated across the curriculum from Infants to Sixth Class

16. Feedback

In informing policy, feedback from colleagues, pupils, parents and our school inspector is of crucial importance.

17. Implementation and Review

Roles and Responsibilities

This plan was initially drafted by the Principal Teacher; it was then amended in collaboration with the Teaching Team on two further occasions. Most recently updated November 2019. It is expected that it will be supported, developed and implemented by all staff with feedback being coordinated by school staff. This plan affirms current best practice in the school.

18. Communication

This plan will initially be communicated to the parent body via the school website.

19. Reference Section

- Primary School Curriculum: Geography (1999)
- Primary School Curriculum. Your Child's Learning: Guidelines for Parents (*available on the NCCA website www.ncca.ie*)

Useful Websites

| | |
|------------------------------------------------|------------------------------------------------------|
| Professional Development Support for Teachers | www.pdst.ie |
| Geography Resources | www.scoilnet.ie |
| Irish National Teachers Organisation | www.into.ie |
| National Council For Curriculum and Assessment | www.ncca.ie |

20. Success criteria

This policy supports both teaching and learning of and through Drama on a whole school basis as outlined within the aims of the Primary Curriculum (ref *Drama Curriculum*, pp. 8-10). Its implementation is monitored through:-

- teacher preparation and record keeping
- ensuring that procedures are consistently followed
- the end product, as seen directly through the children's work.

The outcomes of the plan are assessed through:-

- feedback from teachers/parents/pupils/community
- inspectors' suggestions/reports

21. Ratification and communication

This policy was ratified by the Board of Management on **8th January 2020**. It was immediately given to all teaching staff and made available to parents on the school's website.

22. Implementation

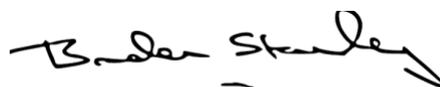
23. Roles and responsibilities

This plan was developed by the Principal and Deputy Principal, in consultation with other teaching and support staff, Board of Management and parent representatives. The policy must be implemented by all staff throughout the school and be reflected in both long and short-term planning by teachers.

24. Timeframe for implementation and further review

The revised policy was implemented immediately following its ratification by the Board of Management. Further reviews and self evaluation will be coordinated by the Principal/ Deputy Principal in 2022 or as the need arises.

Approved by The Board of Management



**(Chairperson)
January 2020**

Appendix 1: Prompts for Learning About Places/Exploring Natural Environments

1. Where is this place?

Where is this place?

How does it relate to my home or school?

Is it near a town? or a river?

In which county, country, continent is it?

2. What is this place like?

Who lives here? Where do the people live?

What kind of homes do people live in?

What do people wear?

What foods do people eat?

What do people do here? (their work, leisure, customs and traditions)

What does the place look like?

What natural features are here?

What is the climate like?

What animals live here? What plants grow here?

What is the land being used for?

What features have people made?

3. Why is this place as it is?

How have the natural features been formed?

Why have people built the type of homes they live in?

Why do people wear certain clothes?

Why do people live where they live?

How are people's customs, beliefs, festivals or celebrations reflected in the natural and human features in this place?

How have people made use of their environment?

How has the environment influenced people's lives?

Why do people come here?

4. How is this place changing?

How have people changed this place?

How are they changing it?

Is there any evidence that the introduction of new technologies has changed this place?

Are there new buildings or schemes planned?

How will these new projects alter the landscape or streetscape?

What natural processes are changing this place? (for example erosion, deposition, and weathering)

5. How is this place linked to other places?

How do people move about in this place?

How do people get to nearby towns, villages or other places?

Do people work in nearby towns or cities?

How are goods brought into this place? From where?

How are goods sent from this place to other areas?

How do people in this place communicate with others in the area?

How do people communicate with places outside the area?

6. How is this place different from or similar to other places?

Is the weather the same as ...?

Is the landscape the same as ...?
Is the farming the same as ...?
Do people travel mainly by car? on foot?

7. What would it feel like to be in this place?
What do you feel about this place?
What do you like or dislike?
Why do you think this?
Do you feel that the people living there think that the changes happening in their place are
... good?
... improving the area?
... dangerous?
... likely to spoil the landscape?
... likely to bring jobs to their area?
How do you think the area could be improved?

Some repeated from above

Key questions in the study of places: a summary:

1. Where is this place?
2. What is this place like?
3. Why is this place as it is?
4. How is this place changing?
5. How is this place linked to other places?
6. How is this place different from or similar to other places?
7. What would it feel like to be in this place?

Learning about other places: some suggested activities:

- Visiting other places in Ireland
- Photo packs and resource packs
- Video – clips on DVD and on line
- Story
- Visitors, friends and relatives
- News and topical affairs
- Projects
- Links with other schools
- Before-and-after stereotypes
- Materials for studying develop countries

Appendix 2: Guidelines on Preparing for Fieldwork and Working in the Environment

Preparing for Fieldwork: Appendix 2 for insertion at end of doc

- ✓ Explore and get to know the environment thoroughly
- ✓ Identify and note potential hazards
- ✓ Consult – Principal, BOM – see Policy on School Tours and Health & Safety Statement
- ✓ Choose and prepare for the activities which children will engage in – prepare work directives – see Science Policy
- ✓ Prepare the pupils, plan and complete preparatory classroom work – discuss forthcoming work with children and their behaviour and attitudes in the environment
- ✓ Inform parents, obtain parental consent
- ✓ Organise what the teacher and pupils should bring
- ✓ Ensure adequate supervision
- ✓ Ensure that where relevant asthma inhalers and epi-pens accompany the children on any off-site trips.
- ✓ Complete follow-up work
- ✓ Evaluate the learning experience.

Working in the Environment: A Checklist for Teachers:

- ✓ information on the latest weather forecast
- ✓ a list of all participants in the fieldwork
- ✓ telephone numbers of local doctors, hospitals, Gardaí, rescue services and your school
- ✓ first aid kit
- ✓ list of all helpers and the groups assigned to them
- ✓ a detailed programme of activities which indicates where each group should be and what its members should be doing at all times
- ✓ activity sheets, work directives or trail booklets for pupils
- ✓ maps of the area
- ✓ maps, checklists of pupils' names and safety instructions for helpers
- ✓ equipment needed for investigations (e.g. compasses, trundle wheel, plastic containers for specimens)
- ✓ spare pencils and erasers
- ✓ warm waterproof clothing and strong footwear
- ✓ lunch and drink
- ✓ some children may require access to medication and, depending on the school policy, this may be held by the teacher see above
- ✓ sacks for litter and refuse.
- ✓ a rucksack to carry all these bits and pieces!

Investigating the environment: a checklist for pupils

- ✓ a clear understanding of the activities which they will undertake
- ✓ a clear understanding of the group to which they are allocated and the name of its leader
- ✓ school uniform where appropriate
- ✓ warm waterproof clothing and strong footwear
- ✓ copy of work directive or trail booklet
- ✓ map
- ✓ pencils (not ballpoint pens) and eraser

- ✓ extra paper and crayons to take rubbings and make sketches
- ✓ plastic containers to collect specimens
- ✓ compass and other equipment for investigations
- ✓ lunch and drink
- ✓ a rucksack to carry items and keep hands free for work

Appendix 3: Suggestions for Interviews and Surveys

Suggestions for Interviews and Surveys: Appendix 3

- How people travel in an area
 - where people go
 - how often they go there
 - how far they travel
 - kinds of transport they use
 - difficulties they encounter (e.g. frequency of service, delays, access for disabled, parking)

- The disposal of waste in the area
 - how people dispose of their own waste now
 - how many recycle waste
 - how many would be willing to engage in recycling
 - what initiatives would encourage them to recycle waste

- The significance of an urban centre
 - why people come to this street or centre
 - how often they come
 - how far they travel
 - the range of shops or offices they visit or use
 - the shops or services they would like to see in the area
 - the aspects of the area they do not like

- How people spend their leisure time
 - where people go for leisure in the area and beyond
 - how often they go there
 - what activities are available there

Appendix 4: Checklist for Selection/Use of Children's Atlases

Child friendly
Clear and concise language/maps
Easy to use and colourful
In English and in Irish (where possible)
Atlas literacy and numeracy
Whole world maps
Clear Index
Continent maps
Main focus on Irish and British maps (variety)
Maps for comparison
Flags
Country basic data sets

Appendix 5: Suggestion for Curricular Linkage and Integration

| Suggested Linkage/Integration | | | | |
|--------------------------------------|------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GROUP: | Infant Classes | 1st & 2nd Classes | 3rd & 4th Classes | 5th & 6th Classes |
| Strand: | Human Environments | | | |
| Strand Unit: | Living in the local community | | People living and working in the local area and People living and working in a contrasting part of Ireland | |
| Linkage & Integration: | SPHE: Myself and others; Myself and the Wider World | SPHE: Myself and the Wider World | Linkage: Natural environments – The local natural environment. Environmental awareness and care | |
| | Science: Materials: Designing & making. | | SPHE: Myself and the wider world | SPHE: Myself and the wider world; Materials |
| | History: Story | | History: Local studies | |
| | | | Science: Living things – plants and animals Materials – designing and making | |
| | | | Visual arts – work on colour, patterns and textures in the environment will complement work in visual arts. | |
| Strand Unit: | People and places in other areas | | People and other lands | |
| Linkage & Integration: | SPHE: Myself and others; Myself and the Wider World | SPHE: Myself and the Wider World | History: Story; Early people and ancient societies | History: Early people and ancient societies; Eras of change and conflict |
| | Science: Materials: Designing & making. | | Science: Designing and making | |
| | History: Story | | | |
| Strand Unit: | | | | Trade and development issues |
| | | | | History: Eras of change and conflict – Traders, explorers and colonisers from Europe, The Great Famine, Changing land ownership in 19th century Ireland. Continuity and change over time – Homes, housing and urban development, Nomadism |
| Strand: | Natural Environments | | | |

| | | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Strand Unit: | The local natural environment | | The local natural environment | |
| | Science: Living things; materials. | | People living and working in the local area – Natural environmental features and people | |
| | | | Science: Living things; materials | |
| | | | | |
| Strand: | Natural Environments (cont'd) | | | |
| Strand Unit: | Weather | | Weather, climate and atmosphere | |
| | Science: Living things – Processes of life; Energy & forces – heat. | | Science: Energy and forces – Heat. | Science: Energy and forces – Heat; Materials – air may be investigated as a material; Designing and making |
| Strand Unit: | | | Rocks and soils | |
| | | | Science: Materials | |
| Strand: | Environmental awareness and care | | | |
| Strand Unit: | Caring for my locality | | Environmental awareness | |
| | Many of the objectives of this strand will be achieved as children complete work in other strands of the geography curriculum. | | Many of the objectives of this strand will be achieved as children complete work in other strands of the geography curriculum. | |
| | Environmental awareness and care is a cross-curricular strand common to the geography and science curricula. | | Environmental awareness and care is a cross-curricular strand common to the geography curricula. | |
| | SPHE: Myself and the wider world | | Visual arts: an awareness of colour and textures in the environment will complement work in visual arts. | |
| | PE: Outdoor and adventure activities | | PE: Outdoor and adventure activities | |
| Strand Unit: | | | Caring for the environment | |
| | | | Many of the objectives of this strand will be achieved as children complete work in other strands of the geography curriculum. | |
| | | | Environmental awareness and care is a cross-curricular strand common to the geography curricula. | |
| | | | Visual arts: an awareness of colour and textures in the environment will complement work in visual arts. | |
| | | | SPHE: Myself and the wider world – developing citizenship. | PE: Outdoor and adventure activities |

