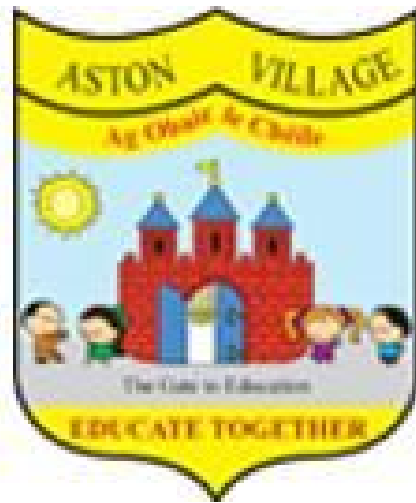


# Aston Village ETNS



## Whole School Plan Geography

**Aston Village E.T.N.S.**  
**Geography Policy**

**Introductory Statement:**

This policy was created by the teaching staff of Aston Village E.T.N.S in June 2015. It is our response to the 1999 Primary School Curriculum to implement the key messages, skills, content and methodologies of the Geography curriculum. We are aware of the importance of using well planned and integrated approaches both within Geography and the other SESE subjects along with other curricular areas in delivering the primary school curriculum at all levels. We will use a spiral approach to the teaching of Geography in which some areas/ topics will be explored in increasing detail at a number of levels. This means that a holistic approach to SESE will be followed for children at junior levels and then will become more subject-centred as children reach senior levels. As a whole school plan it will guide and organise the teaching and learning of Geography and will serve as the basis for all long and short term plans in Geography. It will also guide our approach for new teachers joining the school.

**Rationale:**

We at Aston Village ETNS recognise that Geography is an integral part of the Social, Environmental and Scientific Education of our pupils. "SESE provides the opportunities for the child to explore, investigate and develop an understanding of the natural, human, social and cultural environment in which s/he lives and those of the wider world" ( T.G Pg. 2-5 ). We will provide clear guidelines for teachers to insure consistency throughout the school and to comply with legislation.

**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 pivotal 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 environment.

**Aims**

**In Aston Village E.T.N.S we aim:**

- To develop knowledge and understanding of local, regional and wider environments and their interrelationships
- To encourage an understanding and appreciation of the variety of natural and human conditions on the Earth
- To develop empathy with people from diverse environments and an understanding of human interdependence

- To develop the ability to use a range of communicative methods, especially those concerned with the development of graphicacy (mapping and other non-verbal, non-numerical forms of data presentation)
- To encourage the development of a sense of place and spatial awareness
- To encourage the development of caring attitudes and responsible behaviour towards the environment, and involvement in the identification, discussion, resolution and avoidance of environmental problems
- To develop an understanding of appropriate geographical concepts

### Curriculum Planning

**1. Strands and Strand Units :** Each teacher is familiar with the strands and strand units, content objectives for her class level and indeed for each other’s class levels.

The content of the geography curriculum is presented in three strands:

- Human Environments
- Natural Environments
- Environmental Awareness and Care.

We are aware that one of the key messages in this Geography Curriculum is that children start developing geographical concepts by exploring their local, immediate environment. In this way, the children get a strong sense and appreciation of their own place. This will be reflected in our teaching at all levels.

The home, school and other familiar places around the local area of ‘Drogheda’ will provide a variety of opportunities for investigation and learning. Features may be recognised and described; materials used in construction collected and investigated; and the relationship of buildings to the streets, roads, hills, trees or other elements of the landscape noted (T.G Pg. 11)

<b>Strands</b>	<b><u>Junior and Senior Infants</u></b>
<b>Skills and concepts development</b>	<p><b><u>A sense of place and space</u></b></p> <ul style="list-style-type: none"> <li>● Myself, family, friends</li> <li>● School</li> <li>● Picturing places</li> </ul> <p><b><u>Maps, globes and graphical skills</u></b></p> <ul style="list-style-type: none"> <li>● picturing places: drawings, models and awareness of globes</li> </ul>

	<p><b><u>Geographical Investigation skills</u></b></p> <ul style="list-style-type: none"> <li>• Questioning, observing predicting investigating and experimenting, estimating and measuring, analyzing, recording and communicating.</li> </ul>
<p><b>Human Environments</b></p>	<p><b><u>Living in the local community</u></b></p> <ul style="list-style-type: none"> <li>• my family and community</li> <li>• homes (areas within the home/ outside home, awareness of different types of homes: flat, cottage, house, caravan, trailer, make simple drawings of their home, journeys to and from homes and the need for shelter for a family)</li> <li>• talk about their School Aston Village ( the principal, classrooms and all people and places within the school)</li> <li>• people at work (e.g. identify and discuss the roles of people who serve them in Drogheda e.g. Gardaí speak to the children about their work)</li> <li>• people at play</li> </ul> <p><b><u>People and places in other areas</u></b></p> <ul style="list-style-type: none"> <li>• become more aware of people living in other areas (clothes, food and traditions of other countries)</li> <li>• differences in homes outside the locality (looking at pictures of homes around the world)</li> <li>• develop knowledge of links between the school or local community and people in other places ( appreciate classmates, other pupils, teachers, caretaker and secretary, discuss areas within the school, associate areas within and outside the school, and immediate environment: parks, fields, shops nearby e.g. Scotch Hall shopping centre, Newtown Blues football pitch).</li> </ul>
<p><b>Natural Environments</b></p>	<p><b><u>Local and Natural environment</u></b></p> <ul style="list-style-type: none"> <li>• explore the school grounds through the seasons i.e. hedgerows, waste ground</li> <li>• explore water in the locality i.e. rainfall, puddles, seashore</li> <li>• observe and collect natural materials in Clogherhead beach (shells, rocks)</li> <li>• record through pictures and communicate orally their experiences of the beach habitat</li> </ul> <p><b><u>Weather</u></b></p> <ul style="list-style-type: none"> <li>• observe and discuss a variety of weather conditions</li> <li>• Record weather observation daily (Junior Infants) and weekly (Senior Infants) using a weather chart.</li> <li>• Explore the effects of weather on humans, plants and animals.</li> <li>• Discuss the clothes used for different types of weather (North Pole compared to Ireland).</li> <li>• Recognize the change in seasons</li> </ul> <p><b><u>Planet Earth in space</u></b></p>

	<ul style="list-style-type: none"> <li>• Identify and discuss the sun, moon and stars</li> <li>• Recognize the differences between day and night</li> </ul>						
<b>Environmental awareness and care</b>	<p><b><u>Caring for my locality</u></b></p> <ul style="list-style-type: none"> <li>• Observe and develop a pride and appreciation for our school, town and locality (Green Flag code, Green Flag rap, colouring the Green Flag mascot for competitions etc. )</li> <li>• Appreciate that people share the environment with plants and animals E.G. Children plant flowers and plants in Aston Village School garden.</li> <li>• Develop a sense of responsibility for taking care and enhancing our environment (using bins for litter, tidying up the classroom, house, switching off lights, turning taps off, switching off shower when finished, plugging out computers and other electrical appliances in the home)</li> <li>• Identify discuss and implement ways of improving and caring for the environment (make models of environmentally friendly rooms in the school)</li> </ul>						
<b><u>Suggested Resources</u></b>	<table border="1"> <thead> <tr> <th>Junior Infants</th> <th>Senior Infants</th> </tr> </thead> <tbody> <tr> <td>Earthlink, What a wonderful world and Windows on the World teacher book. Children’s scrap book, posters, Cds, ICT and simple maps</td> <td>Unlocking SESE Teacher and pupil book using interactive resources (games) on whiteboard, Children’s scrap book Map of Ireland</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Junior Infants	Senior Infants	Earthlink, What a wonderful world and Windows on the World teacher book. Children’s scrap book, posters, Cds, ICT and simple maps	Unlocking SESE Teacher and pupil book using interactive resources (games) on whiteboard, Children’s scrap book Map of Ireland		
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<b>Strands</b>	<b><u>First and Second Classes</u></b>
<b>Skills and concepts development</b>	<p><b>A sense of place and space</b></p> <ul style="list-style-type: none"> <li>• People living and working in the area</li> <li>• Local buildings</li> <li>• Natural features</li> </ul> <p><b>Maps, Globes and graphical skills</b></p> <ul style="list-style-type: none"> <li>• Allow the children to use simple picture maps, globes and aerial photographs. E.g. Children conduct a study of Aston village using Google Earth.Children will map and discuss journeys such as those of Shackleton’s and Christopher Columbus .</li> </ul> <p><b>Geographical Investigation skills</b></p> <ul style="list-style-type: none"> <li>• Questioning, observing predicting investigating and experimenting, estimating and measuring, analyzing, recording and communicating</li> </ul>

<p><b>Human Environments</b></p>	<p><b>Living in the local community</b></p> <ul style="list-style-type: none"> <li>• My family and community</li> <li>• Homes and shelter</li> <li>• School</li> <li>• People at work</li> <li>• People at play</li> </ul> <p><b>People and places in other areas</b></p> <ul style="list-style-type: none"> <li>• Become more aware of people living in Ireland, Europe, North/ South Poles, Spain, Greece (foods, clothes, traditions, cultures).</li> <li>• Become aware of the location of Drogheda and neighbouring counties.</li> <li>• Differences in homes outside the locality</li> <li>• Develop knowledge of links between the school or local community and people in other places</li> </ul>
<p><b>Natural Environments</b></p>	<p><b>Local and Natural environment</b></p> <ul style="list-style-type: none"> <li>• Explore natural features in the local environment such as bogs, beach, river and mountain (Focus on The Boyne River in 1st Class and focus on mountains in the locality for example: The Mourne Mountains as well as other local features through field trips)</li> <li>• Explore water in the locality i.e. rainfall, puddles, seashore</li> <li>• Observe and collect natural materials in the local environment such as pebbles, sand and stones</li> <li>• Record through pictures and sketches and communicate orally their experiences of the local environments</li> </ul> <p><b>Weather</b></p> <ul style="list-style-type: none"> <li>• Observe and discuss a variety of weather conditions using charts and suitable vocabulary</li> <li>• Begin to associate cloud cover and other conditions with different types of weather</li> <li>• Make weather predictions</li> <li>• Explore the effects of weather on the lives of people (clothes, homes, farming and other work and travel)</li> <li>• Observe and record the influences weather and seasonal changes have on people, animals and plants in the locality</li> <li>• Contrast weather in the locality with that in other areas</li> </ul> <p><b>Planet Earth in space</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss the sun, moon and stars, day and night</li> <li>• Recognize the sun as a source of heat and light</li> <li>• Develop familiarity with the spherical nature of the earth (through the use of the globe and pictures of the earth from space)</li> </ul>

<b>Environmental awareness and care</b>	<b>Caring for my locality</b> <ul style="list-style-type: none"> <li>• Observe and develop an awareness of living things in a range of habitats in local and wider environments</li> <li>• Begin to realise that people, animals and plants depend on each other</li> <li>• Identify strategies for improving and caring for the environment (recycling in school and in the home, anti-litter campaigns, and the tidy towns competition in the broader community)</li> <li>• Identify ways to protect and conserve our environment (pollution, vandalism, water and energy conservation)</li> </ul>						
<b><u>Suggested Resources</u></b>	<table border="1"> <thead> <tr> <th data-bbox="370 695 932 730">1st class</th> <th data-bbox="940 695 1492 730">2nd class</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 741 932 1024">           Earthlink, Windows on the World, Unlocking SESE and What a wonderful world teacher book. Children's scrap book, project book or folder to record geography activities.            Internet, Atlases, globes, aerial photos and the local environment.         </td> <td data-bbox="940 741 1492 1024">           Earthlink, Windows on the World, Unlocking SESE and What a wonderful world teacher book.            Internet, Atlases, globes, aerial photos and the local environment.            Children's scrap book, project book or folder to record geography activities.         </td> </tr> <tr> <td data-bbox="370 1035 932 1087"></td> <td data-bbox="940 1035 1492 1087"></td> </tr> </tbody> </table>	1st class	2nd class	Earthlink, Windows on the World, Unlocking SESE and What a wonderful world teacher book. Children's scrap book, project book or folder to record geography activities. Internet, Atlases, globes, aerial photos and the local environment.	Earthlink, Windows on the World, Unlocking SESE and What a wonderful world teacher book. Internet, Atlases, globes, aerial photos and the local environment. Children's scrap book, project book or folder to record geography activities.		
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Strands	<b><u>Suggested content for 3rd Class</u></b>
<b>Human Environments</b>	<ul style="list-style-type: none"> <li>• People living and working in the local area               <ul style="list-style-type: none"> <li>-My locality, feasts and festivals</li> <li>-My family, homes and My School</li> </ul> </li> <li>• People living and working in a contrasting part of Ireland               <ul style="list-style-type: none"> <li>People and other lands</li> </ul> </li> <li>• County, regional and national centres</li> <li>• Introduction of provinces</li> </ul>
<b>Natural Environments</b>	The local natural environment <ul style="list-style-type: none"> <li>• Lands, rivers and seas of my county</li> <li>• Rocks and soils</li> <li>• Weather, climate and atmosphere</li> <li>• Planet Earth in space</li> </ul>
<b>Environmental awareness and care</b>	<ul style="list-style-type: none"> <li>• Environmental awareness</li> <li>• Caring for the environment</li> </ul>

	The children in these classes designed posters for the school to be more energy efficient as part of the work for the green flag. They also helped design the school mascot “Energetic Eddie”.
<b><u>Suggested Resources</u></b>	<div style="border: 1px solid black; padding: 5px;"> <p>Earthlink 3, internet, atlases, globes, aerial photos, Ordnance Survey maps and the local environment. Hardback copy 1 per child for SESE: Geography, History and Scientific themes. Geography and History are covered at front and Science at the back.</p> </div>

<b>Strands</b>	<b><u>Suggested content for 4th Class</u></b>
<b>Human Environments</b>	<p>People living and working in the local area</p> <ul style="list-style-type: none"> <li>-My locality, feasts and festivals</li> <li>-: My family, homes and My School</li> <li>• People living and working in a contrasting part of Ireland (Ensure crossover doesn't occur)</li> </ul> <p>At least European country At least one country outside Europe</p> <ul style="list-style-type: none"> <li>• County, regional and national centres</li> </ul>
<b>Natural Environments</b>	<ul style="list-style-type: none"> <li>• The local natural environment</li> <li>• Lands, rivers and seas of my county</li> <li>• Rocks and soils</li> <li>• Weather, climate and atmosphere</li> <li>• Planet Earth in space</li> </ul>
<b>Environmental awareness and care</b>	<ul style="list-style-type: none"> <li>• Environmental awareness</li> <li>• Caring for the environment</li> </ul>
<b><u>Resources</u></b>	<div style="border: 1px solid black; padding: 5px;"> <p>Earthlink 4, Geography Quest 4, internet, atlases, globes, aerial photos, Ordnance</p> </div>



	Hardback copy 1 per child for SESE: Geography, History and Scientific themes. Geography and history are covered at front and Science at the back. Survey maps and the local environment.

Fifth Class and Sixth Class implement a two year cycle for SESE

<https://docs.google.com/document/d/18jB3v6Kyc55P1OAu0J7s4UrxCT4xLsIA/edit>

### **Skills and concepts development**

Geography skills are a specific set of skills which allow us to explore and understand the Earth's environment (T.G Pg.4).

A great deal of geographical work can be done outside. Fieldwork is an essential element of Geography as it allows children to apply investigative skills to features and processes in the environment. Geographers observe, measure and collect data, make predictions, test hypotheses and draw conclusions about the places, events and phenomena which they see. One of the most important geographical skills involves making maps to represent spatial, locational and other geographical information. Geographical information may be presented in several forms such as models, graphs, photographs, satellite and remotely sensed images and charts.

It may also be presented through electronic means. Graphicacy refers to the recording and communication of information using techniques that do not rely primarily on verbal or numerical means ( All T.G Pg.4).

### **3. Children's Ideas**

We plan to use the children's ideas of places and spaces as a starting point for all geographical activity. We will do this to build on their previous knowledge and to challenge misconceptions.

We find out what the children already know by:

- talk and discussion
- questioning and listening,
- problem-solving tasks
- before and after tasks
- teacher designed tasks and tests
- KWL Charts
- concept maps

### **4. Approaches and Methodologies**

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
- Cooperative learning
- Use of the environment

In addition to the central methodologies we will use the methodologies specific to Geography namely

- fieldwork
- surveys
- interviews
- maps
- photographs
- aretfacts

## **5. Linkage and Integration**

At each class level the teachers will seek to integrate Geography with other curricular areas; English, Gaeilge, Visual Arts, Music and Drama. Teachers will make provision for this linkage in their short-term planning. Many opportunities exist for valuable links to be made between geography, science and history (T.G Pg. 45).

Teachers will make provision for this linkage in their short-term planning. Many opportunities exist for valuable links to be made between geography, science and history (T.G Pg. 45). Geography can be integrated with visual arts as children are developing aesthetic awareness in the environment during construction activities. Geography is integrated with physical education during outdoor and adventure activities complementing map work and the development of the child's sense of place and space. The teacher can integrate Geography with language through the discussion and presentation of geographical ideas, through encouraging the child's awareness of language in other countries and through identifying the relationships between geographical features and place names in Irish and English (T.G Pg. 45).

## **6. Assessment and Record Keeping**

Assessment is the process of gathering, recording, interpreting, using, and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes (Assessment Guidelines Pg.7).

### Suggested Assessment of Children’s progress in Geography

Teacher Observation	Teacher designed tests/ tasks	Children’s work and projects	Curriculum Profiles Indicators/ Check list
<ul style="list-style-type: none"> <li>-Participation in class discussions</li> <li>-Interaction with peers in collaborative activities</li> <li>-Understanding of geographical language</li> </ul>	<ul style="list-style-type: none"> <li>-Ability to work independently and in group situations</li> <li>-Oral, written and pictorial recordings</li> <li>-Ability to undertake fieldwork</li> <li>-Completing trails individually and in group situations</li> <li>- Using maps and globes</li> <li>- Asking questions about the environment.</li> <li>-Analysing objects and processes</li> <li>-Predicting outcomes and investigations</li> <li>-Completing revision tests</li> </ul>	<ul style="list-style-type: none"> <li>Drawings, diagrams, concepts maps, written reports.</li> <li>- Completed fieldworks, task cards, written experiments</li> <li>Map work. -Examples of work in progress</li> <li>-written accounts</li> <li>-Drawings, diagrams and concept maps</li> <li>-completed work cards</li> <li>Tests</li> </ul>	<ul style="list-style-type: none"> <li>-short sentences outlining a range of geo knowledge, skills + attitudes</li> <li>-match observations with check list</li> </ul>

### **7. Children with Different Needs**

Our aim in Aston Village is that children with disabilities share with their peers as complete an educational experience as possible. We aim to promote the inclusion of all children with special educational needs (SEN) and autistic spectrum disorder (ASD).

Geography plays a pivotal role in education and so we will do our best to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities. Teachers will use a mixture of whole-class teaching and group work, with different groups set tasks of various complexities. Teachers will develop their questioning techniques spanning from simple recall to more complex and analytical skills, so that all pupils will have opportunities for success. 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, ICT, written records, oral reports, and models. All children benefit from active involvement in the environment, so all will be encouraged to participate in fieldwork. Children who have lived in other countries will be invited to share their experiences with the other pupils. Children will be provided with opportunities to work co-operatively.

### **Geography in Coiscéim**

The Geography curriculum provides a breadth of opportunities for developing knowledge, understanding and skills in priority learning areas associated with ASD and offers many opportunities to facilitate teaching and learning for pupils with ASD.

Depending on needs and ability, children enrolled in Coiscéim will, where possible, link up with their mainstream same-age peers to access the geography curriculum or where an autism-specific approach is required, they will remain with their special class for an individualised programme of social, scientific and environmental education, with adapted resources and instruction and modified curriculum content.

Where children with ASD are included with their mainstream peers, class teachers will differentiate the curriculum to take into account their individual learning needs, learning styles and strengths. The key skills of communication, working with others, improving own learning and performance and problem-solving are particularly relevant for pupils with ASD as these are frequently priority areas of learning and overlap with key SESE skills.

To meaningfully include children with ASD in their classroom, mainstream class teachers should consider the following key educational considerations:

- Strategic seating so that they can be monitored closely and kept on task;
- Great clarity in setting a task for the pupil to attempt;
- Using direct, literal questioning, rather than open-ended questioning;
- Avoiding the over-use of complex language that requires deeper interpretation;
- Trying to establish a reasonably predictable routine and structure to all lessons;
- Using visual aids wherever possible;
- If necessary, using a pupil's obsessive interests as a focus for schoolwork but at the same time trying to extend and vary the pupil's range of interests over time.

With regard to the Geography curriculum, special class teachers will primarily aim to stimulate cognitive development, facilitate language acquisition and promote social development by prioritising the following:

- Teaching sessions for children in special classes will be implemented according to a predictable schedule
- New information, skills or behaviours will be taught in small increments through consistent, systematic and direct methods
- Each child's programme will be based on a careful and detailed appraisal of his/her current developmental level and existing skills and responses
- Objectives are best achieved by using both direct instructional methods and maximising the naturally occurring opportunities in the child's daily life

### **8. Equality of Participation and Access**

Boys and girls will have equal opportunities to participate in Geography lessons and activities (see also our Equality policy). One of the core principles of Educate Together schools is to encourage boys and girls to reach their full potential by accessing their full range of abilities and opportunities to deliver their best educational development. (<http://www.educatetogether.ie/about/core-principles>). In supporting this core principle boys and girls in Aston Village will have equal opportunities to participate in Geography lessons and activities (see also our Equality policy).

## **9. Organisational Planning**

Timetable: Our teachers work in keeping with the recommendations in the Primary School Curriculum (Primary Curriculum Pg. 70) for SESE, i.e. a minimum of two and a quarter hours in Infant years, with three hours for classes 1st – 6th per week. On occasion, time will be blocked as appropriate. This might occur when working on an integrated project or exploring the local environment.

## **10. Resources and ICT**

We have completed an environmental audit of the school grounds and immediate locality, and have decided how to use it as a resource. Teachers have been asked to pool their geography resources of maps, globes, igneous, sedimentary and metamorphic rocks and atlases in our resource room beside Rose's learning support room.

We have located large-scale maps of our school and immediate locality for mapping purposes. We have access to the Internet so that we can use the web as a geographical resource, e.g., Google Earth. We use textbooks as a resource in our teaching of geography. Environmentalists are occasionally invited to talk to the children and share their knowledge with them.

- Local library
- School library
- Artefacts brought in by children/parents
- Relevant software
- Visitors

### **Useful Websites**

Primary Curriculum Support Programme	<a href="http://www.pcsp.ie">www.pcsp.ie</a>
School Development Planning Support	<a href="http://www.sdps.ie">www.sdps.ie</a>
Irish National Teachers Organisation	<a href="http://www.into.ie">www.into.ie</a>
National Council for Curriculum and Assessment	<a href="http://www.curriculumonline.ie/getmedia/2b3eaa53-cb4b-4053-9d71-2d28d9d6c734/Assessment-Guidelines.pdf">http://www.curriculumonline.ie/getmedia/2b3eaa53-cb4b-4053-9d71-2d28d9d6c734/Assessment-Guidelines.pdf</a>
Ask about Ireland (reading room, libraries, learning zone and ENFO (environment learning))	<a href="http://www.askaboutireland.ie/learning-zone/primary-students/3rd--4th-class/science/bones-bodies-and-movement/all-about-you/">http://www.askaboutireland.ie/learning-zone/primary-students/3rd--4th-class/science/bones-bodies-and-movement/all-about-you/</a>
School days	<a href="http://www schooldays.ie/articles/primary-websites">http://www schooldays.ie/articles/primary-websites</a>
Scoil net	<a href="http://www schooldays.ie/articles/primary-websites">http://www schooldays.ie/articles/primary-websites</a>

Tutorhubblog (useful geographical resources)	webstes/	<a href="http://blog.tutorhub.com/2014/04/19/top-resources-for-primary-school-geography/">http://blog.tutorhub.com/2014/04/19/top-resources-for-primary-school-geography/</a>
Met Eireann Primary School resources (lesson plans, useful links and resources for younger and older students)		<a href="http://www.met.ie/education/">www.met.ie/education/</a>
BBC- school ages 4-11- Geography sites		<a href="http://www.bbc.co.uk/schools/websites/4_11/site/geography.shtml">http://www.bbc.co.uk/schools/websites/4_11/site/geography.shtml</a>

### **11. Health and Safety**

We have a Health and Safety policy in place in our school which covers safety concerns around out-of-school activities, in this subject fieldwork ( TG p.74-78).

Follow-up and Evaluation: Discussion, written reports, project work, art work, computer work, completion of trail booklets may be employed.

### **12. Individual Teachers' Planning and Reporting**

We will introduce SESE integrated topics in a planned way. Cuntais Míosúil will assist in evaluating progress in Geography and inform future teaching.

### **13. Staff Development**

Teachers have the option of attending any in-service workshops and summer courses that may extend our understanding of Geography as a distinct subject and as part of SESE.

### **14. Parental Involvement**

Parents have an important role to play as custodians of local knowledge that can be shared with their children as they explore the various aspects of the local environment. Parents are encouraged to help out with Supervision during fieldwork when/if needed. Parents are welcome to view results of projects, surveys, investigations in the school or read about them in the school newsletter.

### **15. Community Links**

People in the local community who have an interest and knowledge in the environment may be invited to speak to the children. The mobile library may be used as a resource. Examples of some of the local community that might speak to the children include

- Personnel from Women's Aid may visit the school
- Garda from An Garda Siochana
- Army Officer
- Fireman
- Personnel from Boyne River Rescue

## **16. Success Criteria**

We shall review this whole-school plan in the future under the following headings:

- How methodologies listed in this plan are working in the classroom
- Resources
- How procedures for fieldwork are working in the school
- How well geographical concepts are learnt by the children
- How well the children's geographical skills are progressing (a sense of place and space, geographical investigation skills, and mapping)