

GEOGRAPHY POLICY

Introduction

This policy was formulated by the teachers of Enable Ireland Sandymount School in September 2024 using a process of research and guided discussion. We aim through this policy, to set out our approach to the teaching of Geography. This policy reflects current Curriculum guidelines, Department of Education guidelines and curriculum research. This policy 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.

Rationale

In Enable Ireland Sandymount School, 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 policy 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 policy 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 policy 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.

Vision, Aims and Objectives

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.

Aims

Enable Ireland Sandymount School 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 Enable Ireland Sandymount School 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 Dublin area where possible.

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

Curriculum Planning

The Geography curriculum should be delivered in the context of a caring and inclusive school ethos. 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.

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 within each strand and strand unit is outlined in the tables below.

Moderate General Learning Disabilities Curriculum

Overview of the Primary School Curriculum, Geography
Skills and concepts development

A sense of place and space

- A sense of place
- A sense of space

Maps, globes and graphical skills

- Picturing places

Geographical investigation skills

- Questioning
- Observing
- Predicting
- Investigating and experimenting
- Estimating and measuring
- Analysing
- Recording and communicating

The geographical skills and concepts listed above will be developed as work is completed on the strands and strand units of the curriculum outlined below.

- Human environments
- Living in the local community
- People and places in other areas
- Natural environments
- The local natural environment
- Weather
- Planet Earth in space
- Environmental care



- Caring for my locality

Through the Primary School Curriculum, Geography, the students begin to identify and communicate about a variety of places and features in the locality and about seasonal changes in the weather. Simple fieldwork skills are used to explore environments near their home or school. They begin to express opinions about the environment, and to compare one place with another. They also begin to use simple directional language or symbols, such as up, down, forwards, and backwards. Understanding that the world extends beyond their everyday experience is communicated through discussion, asking and answering questions, and drawing or participating in the making of models. Pictures and photographs are also used to communicate information, as are, for example, weather symbols on a chart. They also develop an awareness and understanding of being part of a group, of people living in different environments, and of the work they do.

A sense of place and space

Through completing the strand units the student should be enabled to

A sense of place

- remember and find where objects are at home or school
- identify and remember features within the class or in school
 - take/direct adult to the slide in the playground
 - identify members of the school community
- find his/her way around the immediate environment
 - home, classroom, play area
- show an awareness of changes in physical or human environments
 - working in a different room, new staff members
- become aware of, explore, and discuss some of the distinctive human and natural features of the locality
 - myself and my family
 - my friends
 - areas around the home
 - homes of friends and relatives
- recall features from his/her own locality
 - name, sign or otherwise indicate features he/she sees on the way to school
 - anticipate familiar landmarks
- communicate about travelling to places that are some distance away
 - the seaside, a cousin's house, on a train, to Kerry
- develop an awareness of people, features and places in other areas
 - people who live and work in the local community
 - human environments: buildings, work-places, transport
 - physical environments: rivers, seaside, mountains, caves

A sense of space

- demonstrate an understanding of simple directional instructions
 - participate in action songs and rhymes, such as 'Hokey Cokey'
- identify the position of different areas and objects in the classroom
 - know where to find his/her lunch box, coats, pencils
 - respond to requests, such as 'Go to the library'
- demonstrate some understanding of positional language



- respond appropriately to requests such as 'Sit beside Kevin', 'Stand behind Mary'
- use prepositional picture cards to indicate positions
- refer to or use simple locational terms, orally or by using sign
 - in, on, under, behind, beside, in front of near, far away, next door, on my road, on my floor, upstairs, downstairs
- refer to or use simple directions within home, classroom and school settings
 - give directions to another room in the school
- give and follow simple directions to places in the immediate environment
 - places in the school building and playground
- explore directions in the classroom using simple arrow signposts
- discuss and record the relative location of familiar human and natural features in the locality
 - using positional language (for example near, in front of, in the corner)
 - in simple drawings and models discuss and record, in simple ways, journeys to and from places in the immediate environment
 - home, play spaces, school and classroom, shops, other locations
 - homes of relatives and friends, sports ground, holiday location

Maps, globes and geographical skills

Through completing the strand units the student should be enabled to

Picturing places

- make model buildings with bricks, Lego, and other play materials
- refer to simple drawings of areas
 - play-mats of road or farm layouts
 - home and immediate surroundings
 - classroom, school and playground
 - other places and imagined areas (for example a route in a story such as 'Little Red Riding-Hood')
- record areas in the immediate environment and places in stories using simple picture maps, models or photographs

Geographical investigation skills

Through completing the strand units the student should be enabled to

Questioning

- ask questions about natural and human features in the immediate environment
 - Who lives in this place?
 - What animals live here?
 - What will happen if I bring snow inside?
 - What has changed since I was last here?

Observing

- observe natural and human features in his or her immediate environment
 - classroom: furniture, games, display areas, teacher
 - school environment: hall, staff room, office, playground, Principal
 - features in the school locality: animals, plants, trees, roads, shops, church, football pitch, river, bridge, mountain, sea, hills, lake, beach



- observe, compare and discuss natural and human features in the local and wider environment
 - what happens when it rains
 - work and work-places of people who help us
 - different plants and animals in contrasting environments
 - colours and textures in the built environment.

Predicting

- guess and suggest what will happen next in a situation
 - suggest whether the pebble will float or sink in water.

Investigating and experimenting

- participate in simple investigations suggested by the teacher, make observations, and collect data
 - samples of soil, planting bulbs
- collect information from a variety of sources
 - books, ICT, other media.
- Estimating and measuring estimate and compare distances in an informal way
 - the journey from home to school is longer than the journey from the class to the playground begin to use simple methods to estimate, measure and compare observations
 - use non-standard units of length to measure distance, for example measure the length of the room in paces
 - use balance to compare weights of samples collected use appropriate simple instruments and techniques to collect data
 - an improvised rain gauge, record sheets.

Analysing

- participate in undirected and directed sorting of materials
 - pebbles, bark, stones, leaves, shells
- sort and group objects according to observable features
 - pebbles, shells and seaweed in a bucket of sand
- sort and group people, features, events, and natural phenomena
 - people who work in shops, hospitals, schools
 - living things on the seashore, on the farm, or in the park
- begin to look for and recognise patterns and relationships in the environment
 - visiting same place, for example the park, during each season
 - the connection between dark clouds and rainfall
 - seasonal patterns in weather observations

Recording and communicating

- match objects to pictures of the objects
 - flowers, leaves, shells
- produce his or her own artwork using materials gathered on field trips
 - leaf printing, bark rubbings



- describe and discuss his/her observations orally or by signing or pointing to symbols, using an expanding vocabulary
- take photographs, with or without assistance, of his/her family, house or class, to discuss with the class group
- represent findings pictorially and in other media
 - trace over/copy/write labels for display
 - participate in the production of class displays, such as nature tables, class photograph galleries
 - visual/dramatic representations of journeys to school
 - journeys undertaken by characters in stories
 - keeping weather charts using symbols, pictures or photographs
 - participate in the production of class picture and story books
 - ICT
 - use camcorders to record the work of people within the school and in the locality.



Human Environments

The student should be enabled to explore and discuss his/her membership of the family, school and local community

Phase 1: Living in the local community	Phase 2: Living in the local community	Phase 3: Living in the local community
Become aware of being part of a family and class group. Show recognition of family members and class members, seek their company when in unfamiliar surroundings, and differentiate between them.	Point out family members/ class members in group photographs. React in group awareness games by looking at named students. Identify students who are absent at roll-call. Identify the bus driver/ secretary from a series of photographs.	Identify familiar people in the school environment: classroom assistant/ caretaker/ Principal. Identify familiar people in the wider environment: bus driver, postman. Take photographs of his/her family to study and discuss in class.

The student should be enabled to identify and discuss the roles of people who serve the local community

Phase 1: Living in the local community	Phase 2: Living in the local community	Phase 3: Living in the local community
Become aware of the roles of people in the family, class, school: respond differently to various family members/ classroom staff/ school principal. Link people with their roles in society: indicate, by pointing or other means, that a postman brings letters, a fire fighter puts out fires, X brings us our dinner in school	Identify the jobs that familiar people do: the bus driver brings us to the school. Show curiosity about the role of various people in society: ask about/play at being a fire fighter, a guard, visit a fire-station/a bakery/a farm. Recognise that adults do different work. Match the picture of person to the tools/equipment they use: bus, hose-pipe, siren	Communicate about the work that has to be done to run and maintain a home during the day. Understand that a range of jobs is carried out by people in the wider community: indicate that the electrician fixes the lights, the doctor helps us get better. Investigate the work of people in a range of places in the locality: have opportunities to listen to and interview people in the classroom or in their workplaces

The student should be enabled to recognise that people live in homes.

Phase 1: Living in the local community	Phase 2: Living in the local community	Phase 3: Living in the local community
Become aware of the fact that people live in homes: recognise his/her own house in a photograph, point out homes in the street/in the vicinity of the school/in pictures, explore a doll's house, assist an adult in making house-like structures, indicate his/ her own home to the bus driver	Seek to communicate about his/ her own home. Ask about the homes of others. Make houses with construction materials. Set up house for dolls and teddies. Listen to stories of houses being constructed: 'The Three Little Pigs', 'The House That Jack Built'	Point out his/her own home/the homes of other classmates in photographs. Describe, by a variety of means, his/her home, its location and its surroundings. Know his/her own address and some of the street and road names in the locality. Become involved in the production of class photo galleries: 'Our Homes'.

The student should be enabled to identify the main features of a house.

Phase 1: Living in the local community	Phase 2: Living in the local community	Phase 3: Living in the local community
Look at pictures of different rooms in a house, and indicate recognition of different features of the house when asked: point out the roof, windows, door, etc	Add some features to a partially prepared representation of a house: stick a cut-out door or roof onto a picture, add pieces to a jigsaw of a house, draw a missing window or door, participate in 'Where does this belong?' games .	Investigate the main features of his/her own home: the number of rooms, furniture. Describe areas within the house: indicate what is beside the table, on the shelf, in front of the desk. Make simple drawings/collage pictures of houses.

The student should be enabled to associate activities with areas within the house and outside the home

Phase 1: Living in the local community	Phase 2: Living in the local community	Phase 3: Living in the local community
Become aware of the ways in which adults and students use various areas in the house: examine pictures of rooms in his/ her own house or other houses (kitchen, bedroom, sitting-room, bathroom). Identify the position of different objects in the house: know where to find the television, pyjamas, a carton of milk. Go to the appropriate school area for routine activities: play corner, dinner area.	Indicate recognition by actions/ gestures/words that we sleep in the bedroom, that meals are cooked in the kitchen. Place furniture in appropriate rooms of a doll's house. Associate areas in the classroom with particular activities: table-top work, music/reading/computer corner, relaxation area	Know that rooms have different purposes: use rooms appropriately at home/school, move purposefully between locations during class activities, carry messages around school building/work-place

The student should be enabled to develop some awareness of different types of homes in the locality.

Phase 1: Living in the local community	Phase 2: Living in the local community	Phase 3: Living in the local community
Compare a photograph of his/ her own home with a picture of another student's home: colour of the door, number of windows, number on the door	Recognise that people live in a variety of homes: flat, house. Look at pictures and listen to stories about different homes	Recognise that people live in a variety of homes: two-storey house, bungalow, mobile home, caravan. Show some understanding of why people move homes: new job, marriage, to find a bigger/ smaller house.

The student should be enabled to develop some awareness of different types of buildings and human environments in the locality.

Phase 1: Living in the local community	Phase 2: Living in the local community	Phase 3: Living in the local community
Identify the main features within the school grounds: pointing to the Principal's office, playground. Associate activities with areas within the school: deliver a message to another teacher, take a roll book to the office, recognise the canteen by the smell of dinner cooking. Indicate awareness of different environments by adjusting behaviour and functioning appropriately in various environments: being quiet in church, buying items in a shop, laughing and running in the playground or sports field	Name/point out in pictures some features he/she passes on way to school: church/ shopping centre/ swimming pool, street furniture (seats, railings, litter bins, post boxes, flower tubs, telephone kiosk, street lights, bollards, metal covers). Develop awareness of different types of buildings and human environments: have opportunities to visit buildings that vary in size, sound and atmosphere, such as shopping centres, multiplex cinemas, churches, castles, museums, concert halls. Observe and communicate about a familiar or favourite place	Become aware of some buildings where people work, especially those in the locality: know where mother/brother works. Find out about different types of shops and the range of goods available in them. Explore what other buildings and spaces in the locality are used for: library, post office, bank, church, park. (Day trips provide opportunities to travel greater distances to new environments.) Discuss and explain his/her likes and dislikes about features of his/her environment: 'What is good about where you live?' 'What is your favourite thing in this school?' 'What do you not like about it?'

The student should be enabled to develop some awareness of people living in other areas

Phase 1: People and places in other areas	Phase 2: People and places in other areas	Phase 3: People and places in other areas
Develop awareness of other people through listening to stories, looking at pictures, and watching television	Begin to develop an interest in people and places beyond his/her immediate experience: communicate about people met on holidays, about cousins living in the town/city/countryside.	Become aware of schools in other parts of the city/town/country: have opportunities to participate in interschool sports

The student should be enabled to recognise different means of transport

Phase 1: People and places in other areas	Phase 2: People and places in other areas	Phase 3: People and places in other areas
Select 'Mammy's car' from a series of photos. Sort cars from lorries during play. Identify different types of vehicles passing the school	Indicate that cars travel on the road, boats on water, and planes in the sky. Describe by signing, gesturing or verbalising, different means of transport: planes have two wings, cars have four wheels	Communicate about busy/quiet roads in the area, traffic hazards, and ways of crossing safely: know that the zebra crossing is a safe place to cross the road. Discuss the transport used by people to travel to work/go on holiday



The student should be enabled to find objects or areas by following a simple plan (with verbal directions or from a set of drawings)

Phase 1: People and places in other areas	Phase 2: People and places in other areas	Phase 3: People and places in other areas
<p>Demonstrate an understanding of simple directional instructions: describe the position of objects in relation to other objects, participate in 'Where am I?' games. Demonstrate some understanding of positional language: respond appropriately to requests such as 'Sit beside Kevin', 'Stand behind Mary'. Trace the outline of a road drawn by the teacher using a finger/ crayon/pencil. Begin to use simple directional language: up, down, in, behind, over, using toy cars and play mat.</p>	<p>Give and follow simple directions to places: follow pictorial or verbal directions for routes within the school building, participate in games where he/she has to follow directions: 'Take three steps forward, one step backward', 'Go to the front, back, left or right of the hall', follow the outline of a road drawn by teacher in the school yard by walking/hopping/ cycling along it. Using prepositional picture cards, identify the positions of objects. Safely complete an obstacle course, constructed indoors or outdoors, using large and small apparatus</p>	<p>Participate in playing a 'hot or cold' game to locate hidden objects in room. Undertake forest walks along marked trails with appropriate tasks set for completion along the route: bark rubbings, leaf collection. Undertake town/city trails: following directions, including the terms forwards, backwards, up and down, left, right. Lead another student around an obstacle course (perhaps blindfolded), either verbally or using sign</p>

The student should be enabled to describe simple journeys.

Phase 1: People and places in other areas	Phase 2: People and places in other areas	Phase 3: People and places in other areas
<p>Participate in action songs such as 'The Wheels on The Bus'. Follow imagined routes in a story: 'We're going on a bear hunt', 'Rosie's Walk', 'The Gingerbread Man'. Play with small-world toys to reconstruct real and imaginary journeys. Undertake short walks, outside the school site where possible: to the playground/park to feed ducks, anticipate familiar landmarks, communicate what is 'around the next corner'. Actively explore and ask questions about unfamiliar places. Anticipate future trips/outings.</p>	<p>Participate in creating a display of pictures or photographs which sequence his/her journey to school, enlisting a parent's help in photographing parts of the journey. Participate in creating a pictorial record of class or school visits to other environments. Participate in a treasure hunt: find an object on the school site given simple verbal/ pictorial/symbolic clues. Ask questions about journeys past, present, or planned for the future.</p>	<p>Communicate about a journey to town, or to a work-place: transport used, features and people observed, showing recognition of familiar routes and landmarks. Explore simple picture maps, not necessarily to scale</p>



Natural environments

The student should be enabled to become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school

Phase 1: Local natural environment	Phase 2: Local natural environment	Phase 3: Local natural environment
<p>Respond to sensory experiences involving animals and plants: smell flowers/cut grass/herbs in the garden, feed the fish in the aquarium, observe birds on the bird table outside the classroom.</p> <p>Recognise some animals and plants within the immediate locality of the school. Be encouraged to remember environments visited: look at, touch, smell, and taste objects that were brought back from a trip, look at pictures/video footage of a trip, listen to recorded sounds and key words about the environment visited</p>	<p>Recognise a variety of habitats within his/her immediate environment: birds living in nests, spiders building webs, worms living under the ground, insects on leaves.</p> <p>Become aware of other habitats through field trips: a local pond, a local stream, a local river. Have opportunities to observe the transformation of caterpillars in to butterflies in a vivarium. Select a common plant or animal and predict where he/she might find it.</p> <p>Sort pictures of plants and animals into groups which live in similar homes: wet/dry/cold/hot places.</p>	<p>Name familiar flowers and animals in the local environment: identify the areas in the school grounds where certain common plants and animals are often found.</p> <p>Recognise rocks, soil and water, and understand that they are part of the environment. Make drawings of a habitat as it changes over the year, or use the digital camera to record and discuss it: identify materials used.</p> <p>Create a suitable home for a pet, a mini-beast or an animal.</p> <p>Become aware of a wider range of habitats through field trips: seashore, hedgerow, forest, bog. Visit an area undergoing change, for example a field that is becoming a building site: stages of change can be recorded using drawings or the digital camera.</p>

The student should be enabled to observe, discuss and investigate water in the local environment

Phase 1: Local natural environment	Phase 2: Local natural environment	Phase 3: Local natural environment
<p>Observe bodies of water such as ponds, lakes or seas, listen to the sound of rainfall, and splash in puddles and streams</p>	<p>Identify and describe water features with which he/she is familiar: a river, a lake, a beach, or a pond. Investigate water, sand and stones in streams, ponds, lakes and on the seashore: use touch, sight and smell to explore shells, water, sand, seaweed, rocks.</p> <p>Explore how water moves objects: float sticks/boats down a stream.</p>	<p>Identify water in different forms: steam, ice. Investigate a freshwater pond: collect/watch an adult collecting a water sample, observe and smell the water to see how clean it is, observe closely plant life and water minibeasts, examine the area surrounding the pond for other plant and animal life.</p>



The student should be enabled to observe, collect and investigate a variety of natural materials in the local environment.

Phase 1: Local natural environment	Phase 2: Local natural environment	Phase 3: Local natural environment
Use touch, sight and smell to investigate mud, sand, pebbles, stones, leaves, shells, bark and rocks: show curiosity about, and participate in, undirected and directed sorting of materials, with assistance make and display collections of materials gathered. Go outside and look for particular items, using samples or pictures as a reference.	Group and classify objects found on a nature walk: colour, size, texture, wet/dry. Make rubbings of various materials: rocks, leaves, bark, bricks. Make collage pictures using materials such as leaves, moss, and wood shavings. Match objects to pictures/ silhouettes of the objects: flowers, leaves, shells. Record natural materials found in the locality: make a booklet of things found in the playground/ school grounds	Represent findings with real objects, pictures, or photographs taken with a digital camera. Make pressed flower pictures. Make necklaces and wind chimes from shells. Use a balance to compare the weights of samples collected.

The student should be enabled to observe and discuss a variety of weather conditions, using simple vocabulary

Phase 1: Weather	Phase 2: Weather	Phase 3: Weather
Show an awareness of weather conditions: shiver/hunch shoulders when cold, observe rain on a window pane, watch and listen to wind blowing through the trees. Have opportunities to chase balloons, run with crepepaper streamers/scarves in the playground.	Have opportunities to experience weather (without limiting this experience by overprotective clothing). Record weather observations using a weather chart. Identify by pointing to weather symbols/pictures/photographs on a chart that it is raining, snowing, sunny.	Measure and record the weather using direct observation and simple equipment. Record weather observations over a period in a weather diary: using pictures, appropriate pictorial symbols, and his/her own drawings. Participate in creating a class rain gauge: collect rainwater in jars in various parts of the school grounds over a period, notice which jar collected the most water

The student should be enabled to become aware of some of the effects of different weather conditions on human, animal and plant life in the local environment

Phase 1: Weather	Phase 2: Weather	Phase 3: Weather
Become aware of the effects of weather on the type of clothes we wear and on our daily routines: put on a coat when the weather is cold, pull up a hood in the rain, know that he/she can only go to the playground when it is dry	Observe the effects of weather on animal and plant life: notice how frost affects plant life, how animals seek shelter from the rain. Observe seasonal changes in a deciduous tree: indicate, by pointing or other means, a winter/ spring tree	Investigate the effects of weather on himself/herself and his/her environment. Communicate about changes in the weather and how it affects the job of a farmer, a sailor, or a builder. Have opportunities to listen



		regularly to the weather forecast on radio/television
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The student should be enabled to recognise that weather patterns are associated with seasonal change

Phase 1: Weather	Phase 2: Weather	Phase 3: Weather
Distinguish between summer and winter clothes: dress a 'weather bear' in a T-shirt and shorts, or a raincoat and umbrella, or a coat and hat, or a scarf and gloves.	Associate activities with different types of weather: picnics, trips to the beach. Explore picture books about time/ seasons	Communicate about seasonal changes in the weather, and express opinions about his/her favourite season and weather. Plan a wardrobe for a weekend trip away, depending on weather conditions

The student should be enabled to identify and discuss the sun, the moon and stars

Phase 1: Planet Earth in space	Phase 2: Planet Earth in space	Phase 3: Planet Earth in space
Recognise the difference between day and night: know that the sun is in the sky during the day and the moon and stars at night, participate in songs such as 'Mr Sun', 'Twinkle, Twinkle Little Star'. Know that we sleep during the night and go to school or work during the day	Observe the shape of the sun and moon: look at pictures of the moon and observe that it can appear to be different shapes at different times. Investigate shadows: keep a record of how the shadow of a stick in the ground changes during the day	Understand the importance of sunlight for plants and animals. Become aware of the dangers of the sun for skin and eyesight: wear sunglasses, put on sunscreen/a hat/a T-shirt in hot weather. Visit a planetarium



Environmental awareness and care

The student should be enabled to observe, identify and appreciate the natural and human features of the local environment.

Phase 1:	Phase 2:	Phase 3:
Distinguish between summer and winter clothes: dress a 'weather bear' in a T-shirt and shorts, or a raincoat and umbrella, or a coat and hat, or a scarf and gloves.	Associate activities with different types of weather: picnics, trips to the beach. Explore picture books about time/ seasons	Communicate about seasonal changes in the weather, and express opinions about his/her favourite season and weather. Plan a wardrobe for a weekend trip away, depending on weather conditions

The student should be enabled to identify, discuss and implement simple strategies for improving and enhancing the environment

Phase 1:	Phase 2:	Phase 3:
Begin to develop an awareness of the importance of taking care of and enhancing the environment: watering plants on the nature table, changing water in vases of flowers, wiping down tables.	Develop a sense of responsibility for taking care of and enhancing the environment: hanging works of art on the class walls, participating in the planting of trees and flowers in the school grounds, setting stones in the garden to create habitats	Begin to develop a sense of responsibility for taking care of and enhancing the environment: take pride in his/her classroom, keep work spaces clean and tidy, keep home and surroundings clean, tidy and safe

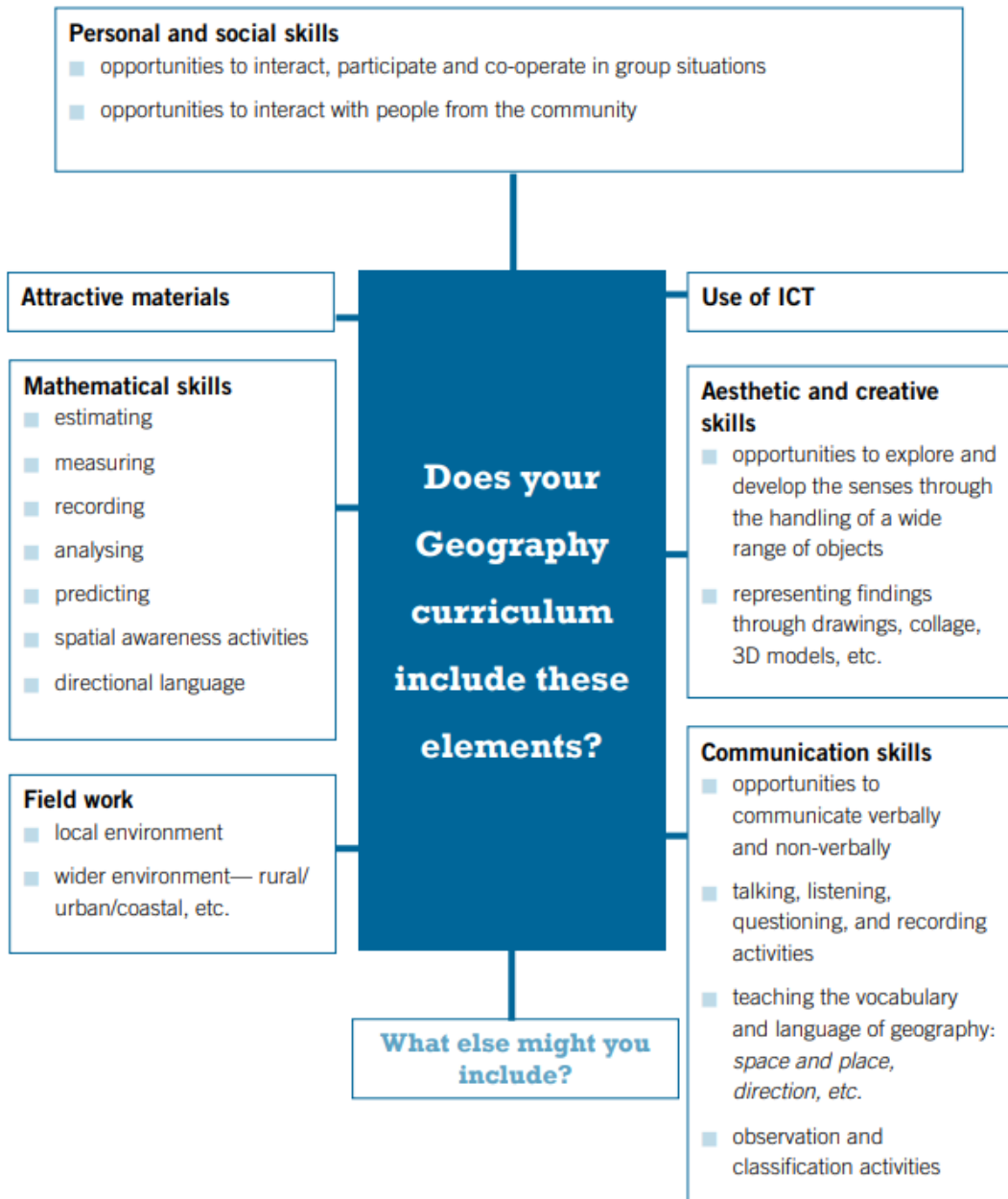
The student should be enabled to become aware of ways in which the environment can be polluted or harmed

Phase 1:	Phase 2:	Phase 3:
Identify common waste products: know that sweet papers and empty milk cartons are rubbish. Know that rubbish has to be disposed of in an appropriate way: put used tissues into a bin in the classroom	Look for evidence of harm caused to the school environment: writing on desks, litter in yard, etc. Know that broken things that cannot be fixed become waste materials: throw broken plates and cups in the bin, become aware that small rubbish bins are emptied into larger containers stored in the school grounds.	Know that, in the preparation of food, there are waste products; put vegetable peelings into a special bin for the compost heap. Become aware of litter, pollution and vandalism; identify the types of litter around the school and the activities that created them. Look at photographs or pictures in newspapers and/or magazines which show evidence of how the environment can be harmed: discuss what might have happened. Recognise that some materials decay naturally, while others survive a long time in the environment: fruit and leaves rot, plastic does not

The student should be enabled to identify and help to implement simple strategies for protecting, conserving and caring for the environment

Phase 1:	Phase 2:	Phase 3:
<p>'Things I can do' - caring for clothes, toys and other possessions</p> <ul style="list-style-type: none"> - tidying the classroom by putting objects in appropriate storage boxes - disposing of litter appropriately: throwing tissues away - putting food on the bird table during the winter 	<p>'Things we can do together' - caring for one's own property and that of others - keeping classroom, school and play spaces clean and tidy, participating in a rota for tidying the area outside his/her classroom - turning off the tap to save water - collecting paper or cans for recycling - participating in a project to enhance the school environment: planting bulbs, sunflowers, trees etc. - caring for a living thing in the classroom – a plant, a goldfish/ caterpillars/woodlice, etc. Discuss the roles of the cleaner, gardener, dust-bin collector, etc. and identify ways in which he/she could make their jobs easier</p>	<p>Participate in activities that contribute to and protect the environment: - creating and maintaining a school garden with a compost heap - collecting rainwater for watering the school garden - participating in a litter survey in the locality or school grounds - organising collections of papers, aluminium cans or other materials for recycling - participating in a class project of adopting a tree, taking note of its progress and recording (digitally or pictorially) the stages of change it undergoes throughout the year - identifying simple things we can do for the environment at school and at home: turning water off when brushing teeth, turning lights off when leaving the classroom, etc</p>





Severe and Profound Learning Disabilities Curriculum

- Listening and responding
- Social, environmental and scientific education: Geography
- Understanding and relating to the environment through geography

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • become aware of being part of a family, class, school, and local community (See self-awareness and group-awareness activities in SPHE.) • become aware of the roles of people in the family, class and local community (See relevant activities in SPHE.) • become aware of the fact that people live in homes <ul style="list-style-type: none"> ○ <i>listen to and talk about his/her own home with an object of reference/pictorial representation used a a clue</i> ○ <i>look at homes in the vicinity of the school, look at a doll's house</i> • attend to the main external features of a house <ul style="list-style-type: none"> ○ <i>look at the roof/windows/doors of a house in a picture/on video/in an inset board.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • respond to group awareness games <ul style="list-style-type: none"> ○ <i>look at or point to a named student, pick out an object of reference/photograph of a named student</i> ○ <i>use photographs to identify 'who is missing today at roll-call'</i> • show interest in group photographs of family and class members • respond differently to various family members/classroom staff/the school principal link people with their roles in society <ul style="list-style-type: none"> ○ <i>indicate by pointing or words that a postman brings letters, a fire fighter puts out fires</i> • indicate, on request, recognition of his/her own home in real life/in a photograph/on video • indicate a real house/a picture of house/a doll's house on request. 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • show recognition of family members and seek their out company when in unfamiliar surroundings • point out family members/class members in group photographs • show curiosity about/ understanding of the role of various people in society <ul style="list-style-type: none"> ○ <i>ask about/play at being a fire fighter/a garda</i> • identify and seek to communicate about his/her own home in reality/in photographs/on video • identify and communicate about the homes of familiar people/classmates • play at making houses with construction materials/make pretend houses for dolls.

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • become aware of different rooms in a house <ul style="list-style-type: none"> ○ <i>watch when attention is drawn to various rooms in a doll's house</i> ○ <i>look at pictures of rooms in his/her own house or other houses</i> • become aware of the ways in which adults and students use various areas in the classroom <ul style="list-style-type: none"> ○ <i>an area for table-top work, a toilet area, a relaxation area</i> • become aware of areas for play in the classroom/school/locality • become aware of different human environments <ul style="list-style-type: none"> ○ <i>visit a church and observe the lighting of candles</i> ○ <i>visit a shopping centre and observe people buying things</i> ○ <i>smell chlorine in the swimming pool.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • assist in making house-like structures <ul style="list-style-type: none"> ○ <i>a Lego house, use box and scrap materials to make a house for a doll/teddy, put 2D parts of a house on the template of house</i> • indicate recognition of different areas in the classroom/rooms in a house when asked indicate recognition of ways in which the classroom/house is used <ul style="list-style-type: none"> ○ <i>a bedroom or relaxation area for lying down, a dining area for eating</i> • indicate by actions, gestures or words that certain areas are designated for play in the classroom/school/locality • indicate awareness of different human environments by appropriately adjusting behaviour: for example <i>being quiet in a church, making noise in a swimming pool.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • add some features to a partially prepared representation of a house <ul style="list-style-type: none"> ○ <i>add parts to an inset board of a house</i> ○ <i>stick a cut-out door or roof onto a picture</i> • know that rooms have different purposes <ul style="list-style-type: none"> ○ <i>use rooms appropriately at home</i> ○ <i>place furniture appropriately when playing with a doll's house</i> • use gesture, sign or vocalisation to tell adults or other students to go to an appropriate classroom or school area for a routine activity • ask to go to designated play areas in the classroom/school/locality/unfamiliar places • behave appropriately in various human environments <ul style="list-style-type: none"> ○ <i>smell incense/put coins in a box/light candles safely in a church</i> ○ <i>buy items in shops.</i>



Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • become aware of his/her own body position in the environment <ul style="list-style-type: none"> ○ <i>engage in body image and movement activities</i> ○ <i>playing hide and seek games</i> • attend to the location of objects and areas in the classroom environment <ul style="list-style-type: none"> ○ <i>attend to the location of the computer/play area/toileting area/sink</i> ○ <i>be given opportunities to experience the routine of going to particular areas for a familiar activities</i> ○ <i>become familiar with the visual/aural/textural characteristics of these areas</i> ○ <i>listen to names associated with these areas</i> • become familiar with the wider school environment <ul style="list-style-type: none"> ○ <i>the dining hall, the PE hall, the office, the playground (visual and tactile clues can be used.)</i> • become familiar with particular routes in the classroom and school using sensory or pictorial clues. 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • respond to changes in body position or games involving the body • indicate the position of objects and areas in the classroom when asked to do so <ul style="list-style-type: none"> ○ <i>participate in games of finding familiar things</i> ○ <i>go to familiar areas for certain activities with some prompting</i> • recognise familiar routes around the school <ul style="list-style-type: none"> ○ <i>become excited when reaching the dining hall</i> ○ <i>use objects of reference/pictures/symbols/words to answer questions on what is around the next corner</i> • with assistance, follow pictorial or verbal directions for routes in familiar areas <ul style="list-style-type: none"> ○ <i>routes used regularly in school and in the locality</i> ○ <i>routes used for games such as treasure hunts or nature expeditions.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • seek actively to experiment with body position watching his/her image and movement <ul style="list-style-type: none"> ○ <i>moving hands, rocking, climbing</i> • negotiate the classroom and school environment with little or no help <ul style="list-style-type: none"> ○ <i>know where to find things in the classroom</i> ○ <i>deliver messages to another teacher/the Principal's office</i> • follow independently pictorial/verbal directions for reaching different areas <ul style="list-style-type: none"> ○ <i>the dining hall/other familiar areas/a designated area</i> ○ <i>play games such as treasure hunts, go on nature expeditions (See exemplar on Routes in Communication and language.)</i> • anticipate and communicate about landmarks on familiar routes <ul style="list-style-type: none"> ○ <i>move faster when a favourite area is close</i> ○ <i>notice if a landmark is missing</i> ○ <i>use objects of reference/pictures/symbols/words to tell what is around the next corner</i> • discuss possible routes for a familiar journey <ul style="list-style-type: none"> ○ <i>use objects of reference/photographs/words to sequence the route taken on a journey or to plan routes that can be taken to get to a familiar place.</i>

Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • attend to unfamiliar environments <ul style="list-style-type: none"> ○ be given opportunities to go on outings ○ be alerted to the unusual sights, sounds, textures, smells, and tastes (if appropriate) in unfamiliar environments • be encouraged to remember environments visited <ul style="list-style-type: none"> ○ <i>look at/touch/smell/taste objects that were brought back from a trip</i> ○ <i>look at pictures/video footage of trip</i> ○ <i>listen to recorded sounds and key words about the environment visited</i> • become aware of natural materials in the local environment <ul style="list-style-type: none"> ○ <i>have opportunities to look at, feel and collect mud, sand, pebbles, stones, rocks, shells</i> • participate in recording natural materials found in the local environment <ul style="list-style-type: none"> ○ <i>(with assistance) participate in making and displaying collections of materials gathered.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • respond to unfamiliar environments <ul style="list-style-type: none"> ○ <i>show increased alertness on outings/school tours</i> ○ <i>show an expression of puzzlement</i> ○ <i>look at, and point to unusual things</i> ○ <i>show increased interest in smelling and touching unfamiliar things</i> • react to discussion about pictorial records of environments visited in the past or when considering visits planned for the near future • show awareness of natural materials in the local environment <ul style="list-style-type: none"> ○ <i>show interest in looking at, feeling and collecting mud, sand, pebbles, stones, rocks, shells</i> ○ <i>go outside and look for particular things using samples or pictures as a reference</i> • show interest in displaying and recording materials gathered <ul style="list-style-type: none"> ○ <i>help with displaying and recording, indicate recognition of materials gathered.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • explore actively and ask questions about unfamiliar places • ask questions and communicate about environments visited in the past or visits planned for the future • investigate and show curiosity about natural materials in the local environment <ul style="list-style-type: none"> ○ <i>mud, sand, pebbles, rocks, shells</i> • record natural materials found in the locality <ul style="list-style-type: none"> ○ <i>make a booklet of things found in the playground/ school grounds.</i>



Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • develop awareness of water in the local environment <ul style="list-style-type: none"> ○ <i>observe bodies of water such as lakes/ponds/the sea</i> ○ <i>feel water in puddles</i> ○ <i>listen to the sound of rain falling/a waterfall</i> • become aware of a variety of weather conditions <ul style="list-style-type: none"> ○ <i>have opportunities for observing/feeling rainy days or sunny day</i> ○ <i>listen to and feel the wind blowing on windy days</i> • become aware of the need for protection from the elements <ul style="list-style-type: none"> ○ <i>experience the comfort offered by shade from a hot sun</i> ○ <i>have his/her attention drawn to sheltering from the rain</i> ○ <i>feel the difference a warm scarf makes when it is cold and windy</i> • observe and participate in recording the day's weather using objects of reference/pictures/symbols. 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • react to water in the environment <ul style="list-style-type: none"> ○ <i>complain or show enjoyment when caught out in the rain</i> ○ <i>imitate reaching out to touch/splash in puddles</i> ○ <i>react to unusual bodies of water such as waterfalls or the seaside</i> • observe and respond to weather conditions <ul style="list-style-type: none"> ○ <i>(with decreasing prompting) put on a hat/pull up a hood in the rain</i> ○ <i>put on a coat when the weather is cold</i> • indicate, on request, appropriate objects/pictures/ symbols to record the day's weather • develop and show awareness that the weather affects plants and animals in the local environment <ul style="list-style-type: none"> ○ <i>develop and show sympathy for a cat or dog who is out in the rain/cold,</i> ○ <i>observe the effect of frost on plants.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • record and communicate about experiences in the natural environment using pictures, signs or words <ul style="list-style-type: none"> ○ <i>collect and show natural materials</i> ○ <i>make charts of collected items</i> ○ <i>use photographs or video recordings to show where materials were found</i> • interact with water in the local environment <ul style="list-style-type: none"> ○ <i>purposely go into puddles, seek to investigate or communicate about ponds/ waterfalls/waves at the seaside</i> • observe, discuss and choose appropriate accessories for weather conditions • discuss the recording of weather and choose an appropriate representation using objects of reference, pictures or symbols • ask questions or draw attention to particular weather conditions <ul style="list-style-type: none"> ○ <i>raw an adult's attention to the window to show hailstones/snow/heavy rain outside</i> ○ <i>move or pull an adult independently towards shelter if caught out in the rain</i> • observe and discuss seasonal changes in the weather • observe and discuss the effects of different weather conditions on human, plant and animal life in the local environment.



Attending	Responding	Initiating
<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • become aware that humans share the environment with plants and animals <ul style="list-style-type: none"> ○ <i>have opportunities to develop awareness of the plants and animals that share the local environment</i> • observe and participate in the care of the immediate environment <ul style="list-style-type: none"> ○ <i>(with full help) participate in keeping the classroom and rooms at home tidy</i> ○ <i>put up new art work for display</i> ○ <i>care for indoor plants in the classroom and at home</i> • observe and participate in the care of the local environment, <ul style="list-style-type: none"> ○ <i>the school, the grounds of the school, the garden at home.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • identify, on request, familiar plants and animals that share the local environment with people <ul style="list-style-type: none"> ○ <i>point to animals/plants when on walks</i> ○ <i>pick out a dog/cat/etc. from a selection of miniatures/ photographs</i> ○ <i>show interest in caring for these animals and plants</i> • assist in caring for the immediate and local environment <ul style="list-style-type: none"> ○ <i>care for toys at home and in the classroom when reminded to do so</i> ○ <i>dispose of litter on request - water plants.</i> 	<p><i>The student should be enabled to</i></p> <ul style="list-style-type: none"> • investigate and ask questions about the plants and animals that share the local environment <ul style="list-style-type: none"> ○ <i>watch or draw an adult's attention independently to plants and animals on walks</i> ○ <i>point out familiar/favourite animals in photographs/ books</i> ○ <i>look at photographs and posters of local habitats</i> ○ <i>make and show off booklets about local plants and animals</i> • take active measures to care for the immediate and local environment <ul style="list-style-type: none"> ○ <i>keep places tidy</i> ○ <i>care for living and non-living things in the locality</i> ○ <i>dispose of litter correctly</i> ○ <i>collect items for recycling</i> • show appreciation of attractive and interesting features in the local and wider environment <ul style="list-style-type: none"> ○ <i>show a desire to visit a local park with swings</i> ○ <i>look independently at fountains/pieces of outdoor sculpture/vibrant flower beds in a garden.</i>

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:

A sense of place	<ul style="list-style-type: none"> • Become aware of, explore and discuss some of the distinctive human and natural features of the locality • Develop some awareness of people and places in other areas 	<ul style="list-style-type: none"> • Explore and come to know some of the distinctive human and natural features of the locality • Develop an awareness of people and places in other areas 	<ul style="list-style-type: none"> • Explore and become familiar with some of the distinctive human and natural features of the locality and county • Develop some awareness of the distinctive human and natural features of some places in Ireland and other parts of the world 	<ul style="list-style-type: none"> • Explore and become familiar with the distinctive natural and human features of the locality, the county and Ireland • Become familiar with the distinctive natural and human features of some places in Europe and other parts of the world
A sense of space	<ul style="list-style-type: none"> • Refer to or use simple locational terms • Discuss and record in simple ways journeys to and from places in the immediate environment 	<ul style="list-style-type: none"> • Discuss and record the relative location of familiar human and natural features in the locality • Discuss and record simply journeys to and from places in the immediate environment and beyond 	<ul style="list-style-type: none"> • Develop an understanding of the relative location and size of major natural and human features • Develop some awareness of the names and relative location of some European countries 	<ul style="list-style-type: none"> • Acquire an understanding of the relative location and size of major natural and human features • Begin to develop an understanding of the names and relative location of some natural and human features of Europe and the world

- *Social, Environmental and Scientific Education: Geography Guidelines for Teachers of Students with MODERATE General Learning Disabilities*
- *Social, Environmental and Scientific Education: Geography Guidelines for Teachers of Students with SEVERE General Learning Disabilities*
- *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:

<p>Picturing places/ Using pictures, maps and globes</p>	<p>Refer to or use simple directions within home, classroom and school settings</p> <p>Refer to or use simple drawings of areas</p> <p>Make model buildings with bricks,</p> <p>Lego and other play materials</p> <p>Become aware of globes as models of the Earth</p>	<p>Give and follow simple directions to places in the immediate environment</p> <p>Record areas in the immediate environment and places in stories using simple picture maps, models and other methods</p> <p>Develop some awareness of maps and if possible aerial photographs of limited areas in the locality</p> <p>Explore the outlines and plans of small everyday items</p> <p>Explore directions in the classroom using simple signpost maps</p> <p>Identify land and sea on maps and globes</p> <p>Use maps of Ireland and the globe to develop an awareness of other places</p>	<p>Establish and use cardinal compass points in the locality</p> <p>Use maps to record routes and directions in the locality</p> <p>Make simple maps of home, classroom, school and immediate environment</p> <p>Develop some familiarity with, and engage in practical use of, maps and photographs of different scales and purposes</p> <p>Develop an understanding of and use some common map features and conventions</p> <p>Identify major geographical features and find places on the globe</p>	<p>Estimate and measure distances and establish cardinal directions during exploration of the locality</p> <p>Develop some awareness of directions in wider environments</p> <p>Use and record directions and routes on maps</p> <p>Use maps to record routes and directions in the locality and wider environments</p> <p>Construct some simple maps and models of natural and human features in the local environment</p> <p>Develop familiarity with, and engage in practical use of, maps and photographs of a variety of scales and purposes</p> <p>Develop an understanding of and use common map features and conventions</p> <p>Compare maps, globes, aerial photographs, satellite photographs and other remotely sensed images</p>
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				Recognise key lines of latitude and longitude on the globe Develop some awareness of problems of map construction
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	Offer suggestions (hypotheses) based on a number of observations as to the likely results of investigations Make inferences based on suggestions and observations Propose ideas or simple theories that may be tested by experimentation
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/ Assistive technology	Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms using ICT/ Assistive technology Review the methods used in investigations and assess their usefulness



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
- 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.

Assessment

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 Enable Ireland Sandymount School 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, etc.)

Equality of Participation and Access

At Enable Ireland Sandymount 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.

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

- That all children 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.

Organisational Planning

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:

Example 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 or exploring the local environment or. 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.

Resources and Digital Technology

Teachers will be encouraged to maximise resources available to them.

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.

Health and Safety

As with all the curricular areas, the Geography curriculum will be delivered in compliance with the school's Health and Safety Policy. 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.



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.

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.

Parental Involvement/Community Links

In Enable Ireland Sandymount School 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. Enable Ireland Sandymount School 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.

Roles and Responsibilities

The principal will oversee the implementation of this policy 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 policy.

The AP2 leading teaching and learning will:

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

Staff will implement the Geography policy (including 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.

Success Criteria

The success of this policy 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 policy.



Means of assessing this policy 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.

Review and Ratification

This policy was reviewed and ratified by the Board of Management.

Signed:



Sé Goulding, Chairperson of Board of Management



Jennifer Doyle, Principal

Date: 12 February 2025

