

Geography Policy

Introductory Statement:

This policy was formulated following a consultation process which took place between the teachers at Lisnafunchin National School following in-service days that the teachers attended in SESE – Geography. It was revised in January 2013.

Rationale:

This policy was devised:

- To provide clear guidelines for teachers
- To insure consistency throughout the school
- To comply with legislation

Vision and Aims:

1. Vision - We seek to assist the children in our school in achieving their potential in all areas of learning.

2. Aims

- 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

Infant Classes, 1st and 2nd Classes

Strands

Human environments

- Living in the local community
- People and places in other area

Natural environments

- The local natural environment
- Weather
- Planet Earth in space

Environmental awareness and care

- Caring for my locality

Strand Units

3rd – 6th Classes

Strands

Human environments

Strand

Units

- People living and working in the local area
- People living and working in a contrasting part or Ireland

Explored through a selection from the sub-units

- People and communities
- Natural environmental features and people
- Settlement: homes and other buildings
- People at work
- Transport and communication

- People and other lands

- An environment in another European country
- An environment in a non-European country

- Country, regional and national centres
- Trade and development issues

Natural environments

- The local natural environment

- Land, rivers and seas of Ireland
- Physical features of Europe and the world
- Rocks and soils
- Weather, climate and atmosphere
- Planet Earth in

Environmental awareness And care

- Environmental awareness
- Caring for the environment

2. Skills Development

Skills and concepts development

A sense of place
and space

- A sense of place
 - A sense of space
-

Maps, globes and
Graphical skills

- Using pictures, maps and globes
-

Geographical investigation
Skills

- Questioning
- Observing
- Predicting
- Investigating and experimenting
- Estimating and measuring
- Analyzing

Approaches and Methodologies

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

Linkage and Integration

At each class level the teachers will seek to integrate Geography with other curricular areas. Aspects of Geography will be dealt with in the context of English, Gaeilge, S.E.S.E., Visual Arts and Drama. Teachers will make provision for this linkage in their short-term planning.

Assessment and Record Keeping

Children's progress in Geography is assessed through:

- Teacher observation
- Teacher designed tasks and tests
- Portfolios and projects

Multi-Class Organisation and Children with Different Needs

This Geography programme aims to meet the needs of all the children in the school. Our school is a two-teacher school, with Jun Inf. to 2nd Class being taught in one room and 3rd – 6th Class being taught in the other. In the multi-class situation a strand and strand-unit in Geography is often undertaken by all of the pupils in the classroom. Teachers are aware of the wide range of skills, interests, levels of understanding, abilities and maturity of their pupils and expect different outcomes for different pupils. This will be achieved by teachers varying the pace, content and methodologies to insure learning for all pupils. In order to do this we will consider:

- Making an effort to create opportunities for hands on practical activities
- Using a mixture of whole class teaching, focussed group work or paired work, grouping children across the classes
- Employing a variety of methodologies in the classroom
- More able pupils will be encouraged to carry out research in certain topic areas
- Offer a variety of recording methods

This will be recorded in the teacher's yearly/short-term notes.

The teachers will endeavour to accommodate children with differing needs and enable them to develop knowledge, skills and understanding in Geography. In most cases a child with a disability can participate in classroom Geography with some modification or adaptation to his/her needs, particularly in the area of field-trips. This Geography programme aims to meet the needs of all the children in the school. This will be achieved by teachers varying the pace, content and methodologies to insure learning for all pupils. This will be recorded in the teacher's yearly notes. The requirements of children with special needs will be taken into account when planning class lessons and related activities.

Equality of Participation and Access

We view the Geography programme as playing a key role in ensuring equality of opportunity for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal

educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities.

Organisational Planning

Timetable

As per curriculum guidelines - SESE Infants 2 hours 15 minutes
1st – 6th Classes 3 hours (1 hr for Geography)

Resources and ICT

- Interactive whiteboard
- Educational Videos, maps, photographs
- Local library
- School library
- Artefacts brought in by children/parents
- Relevant software
- Visitors
- Useful Websites

Staff Development

Teachers will be made aware of any opportunities for further professional development through participation in courses available in Education Centres or other venues.

Parental Involvement

Parents with special relevant knowledge may be invited into school to speak to children.

Community Links

School will liaise with local library and local people with good geographical knowledge.

Success Criteria

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

- Implementation of the Geography curriculum will be evident in the teacher work
- Continuity of content and methodology will be evident in teachers preparation
- Ongoing assessment will show that pupils are acquiring concepts thought and a ability to engage with others in a manner appropriate to their age and personality

Signed: _____ on behalf of the Board of Management

Date: _____

Date for Review: _____

lisnafunchin.ias@eircom.net
www.lisnafunchin.scoilnet.ie
