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Scoil Mhuire Glenties

Roll 19912B

Whole School Plan for

Geography

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| **Rationale**  Geography enables children to make sense of their surroundings and the wider world by  learning about the natural and human elements of local and wider environments. Through  learning about their environments, children develop a range of geographical skills and  concepts. Geography encourages children to appreciate the interdependence of individuals,  groups and communities. It promotes an understanding of, and respect for different  cultures and how different people live their lives. The Geography Curriculum also fosters  children's sense of individual and community responsibility for caring for the environment  The purpose of this plan is to provide practical guidance for teachers, parents and other relevant persons on the provision of effective geography education in our school. |
| **Vision**  We envisage that in Geography each child will be given the opportunity to develop their geographical skills and competencies to their full potential, appropriate to their age and ability in an enjoyable and supportive environment.  **Aims**  We endorse the aims of the Primary School Geography Curriculum :   * to enable the child to acquire knowledge, skills and attitudes so as to develop an * informed and critical understanding of social, environmental and scientific issues * to reinforce and stimulate curiosity and imagination about local and wider * environments * to enable the child to play responsible roles as an individual, a family member and a * member of local, regional, national, European and global communities * to foster an understanding of, and concern for, the total interdependence of all * humans, all living things and the Earth on which they live * to foster a sense of responsibility for the long-term care of the environment and a * commitment to promote the sustainable use of the Earth's resources through * his/her personal lifestyle and participation in collective environmental decision making * to cultivate humane and responsible attitudes and an appreciation of the world in   accordance with beliefs and values. |
| **Curriculum**   |  |  |  | | --- | --- | --- | |  | **Infant classes** | **First and second classes** | | **Strands** | **Strand units** | **Strand units** | | **Human Environment**  **Natural environment**  **Environmental awareness and care** | * Living in the local community * People and places in other areas * The local natural environment * Weather * Planet Earth in space * Caring for my locality | * Living in the local community * People and places in other areas * The local natural environment * Weather * Planet Earth in space * Caring for my locality | |  | **Third and fourth classes** | **Fifth and sixth classes** | | **Strands** | **Strand units** | **Strand units** | | **Human Environment**  **Natural environment**  **Environmental awareness and care** | * People living and working in the local area * People living and working in a contrasting part of Ireland * People and communities * Natural environmental features and people * Settlement: homes and other buildings * People at work * Transport and communications * People and other lands – *an environment in another European country, an environment in a non-European country* * County, regional and national centres * The local natural environment * Land, rivers and seas of my county * Rocks and soils * Weather, climate and atmosphere * Planet Earth in space * Environmental awareness * Caring for the environment | * People living and working in the local area * People living and working in a contrasting part of Ireland * People and communities * Natural environmental features and people * Settlement: homes and other buildings * People at work * Transport and communications * People and other lands – *an environment in another European country, an environment in a non-European country* * County, regional and national centres * Trade and development issues * 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 space * Environmental awareness * Caring for the environment |  |  | | --- | | **Geographical skills and concepts** | | **Observing**  **Questioning**  **Predicting**  **Investigating and experimenting**  **Estimating and measuring**  **Analysing**  **Recording and communicating**  **A sense of space**  **A sense of place**  **Maps, globes and graphical skills** |   All teachers are familiar with the strands, strand units and content objectives for their class  level. Curriculum objectives area at the core of each Geography lesson, and teachers refer to the curriculum objectives in their own planning.  The content objectives are laid out on the following pages in the Curriculum Handbook.  Infant Classes pgs. 24-27  First and Second classes pgs. 38-43  Third and Fourth classes pgs. 54-61  Fifth and Sixth classes pgs. 72-84 |
| **Approaches and Methodologies**  We will use a combination of the following approaches:   * Guided discovery approach * Activity learning * Collaborative learning i.e. pair work and group work * Use of the environment * Problem solving * Talk and discussion * Individual work * Skills development through content * Integration |
| **Assessment and Record Keeping**  Assessment is used by teachers to inform their planning, selection and management of  learning activities so that they can make the best possible provision for meeting the varied needs of the children.  Teachers report to parents/guardians through parent-teacher meetings and end of year school reports. Children may be asked to self-assess and peer assess where appropriate.  Our assessment tools are:   * Teacher observation * Teacher-designed tasks * Work samples   The following are other assessment tools used by  teachers:   * + Teacher observation   + Worksheets and work in copies   + Project work   + Individual research   + Quizzes   + Ongoing teacher-designed tests. Test results are kept by the class teacher. |
| **Differentiation**  We acknowledge that each individual child has particular needs and all are at different stages of their personal development. Occasionally a thematic approach will be taken for the teaching of geography in the multigrade classrooms with a different level of work expected from the various classes within the multigrade setting.  At times, the children will work in similar class groupings or mixed class groupings to stretch the children to the upper level of their ability.  Support will be given to children with special needs such as dyslexia during literacy driven geography tasks. Support will be given to children with special needs e.g. dyscalculia during geographical tasks with numeracy reasoning such as graphicacy, scale etc.  Teachers will incorporate a multicultural diverse approach to the teaching of Geography in a changed society. |
| **ICT**  Information and communication technology may be integrated with Geography through the use of the Interactive whiteboard, digital camera, photo-copier, digital camera ,visualisers, DVDs ,CDs and the internet.  Children are encouraged to conduct further research outside of school under the supervision of their parents where the internet is concerned.  Children can be asked to produce their own photostory, powerpoints etc.  The following is a list of geography websites, however this list is not exhaustive:  [www.nationalgeographic.com](http://www.nationalgeographic.com)  [www.teacherplanet.com](http://www.teacherplanet.com)  [www.bbc.co.uk](http://www.bbc.co.uk)  [www.met.ie](http://www.met.ie)  [www.barnabybear.co.uk](http://www.barnabybear.co.uk)  [www.scoilnet.com](http://www.scoilnet.com)  [www.seomranga.com](http://www.seomranga.com) |
| **Organisational planning**  The teaching of SESE is allocated as follows:   * Infant classrooms 2 hours 15 minutes per week * 1st-6th 3 hours per week   This must be divided up among the three SESE subjects hence Geography will have :   * infant classes approx. 45 minutes a week * 1st - 6th 1 hour a week   However, to facilitate the new time allocations for the numeracy and literacy strategy it is at the discretion of the teacher to use some of the time from SESE subjects on occasion.  Discretionary time is given to local field study/trips and outdoor activities such as traffic surveys, map work of the local here, interviewing people who work in the area etc. |
| **Resources**  The following resources are available to the children and staff for the teaching of Geography:   * Text books * Compasses * Globe * Atlas   The use of the outdoor environment is also emphasised and utilised throughout the year. |
| **Linkage and integration**  Every attempt will be made to link the various strands of the Geography curriculum and to integrate the other subject areas with Geography, where appropriate.  e.g. Geography with History – volcanoes and the history of Pompeii  Geography with English – Designing a tourist brochure  Geography with Visual Arts – constructing volcanoes  Geography with Maths – scale and mapping a distance  Geography with Gaeilge – Weather and an Aimsir  Geography with Science – volcanoes and mixing substances in science |
| **Extracurricular activity**  Opportunities are provided for children to participate in and enjoy a variety of extracurricular activities.  Scoil Mhuire N.S. is a Green School and has a Green School Commitee. Anne Mc Gill  co-ordinates efforts and initiatives in the school and the monitoring and implementation is managed by the children’s committee and class teachers.  Green school efforts are shared on noticeboards , newsletters, assemblies and the school website.  We celebrate National Tree Day every year.  Field trips may take place from time to time to facilitate full teaching of the Geography curriculum- Glenveagh National Park, Loughs Agency, Water Treatment Plant Ballyshannon, Forestry visits, Visits with Heritage in Schools, Beach Trips, Walks and Trails.  Every year we participate in An Taisce ‘Spring Cleanup’ and Tidy Town’s initiatives.  We plant flowers and vegetables in the courtyard and respect wildlife and plants around the school. We reduce, reuse and recycle whenever we can. |
| **Code of ethics**  All teachers and coaches working in the school context will be expected to adhere to the school Child Protection Statement. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions should be guided by what is best for the child and carried out in the context of respectful and open relationships. |
| **Health and Safety**  All health and safety precautions should be adhered to when taking the children on outside excursions/field trips. Children should always wash their hands when they return to the classroom after an outdoor lesson. The Green Committee must wear hi-vis jackets and gloves and use litter pickers when on duty and wash their hands upon return to their classroom. Should an accident occur in the Geography lesson we will follow the procedures outlined for accidents in our Health and Safety policy. |
| **Individual teachers’ planning and reporting**  Individual teachers will design a Geography plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the overall school plan, set out in the policy. This should ensure clear progression as children move from class to class.  Strands covered in Geography each month are recorded on the Cúntas Míosúil.  The Cúntas Míosúil will be very relevant in recording what has been covered and in reviewing and developing the school plan for the following years. |
| **Staff development**  The school will access the PCSP Geography Cuiditheoir through the Regional Curriculum Support Service to support the staff in certain strands if necessary. Visiting teachers/guest speakers may be used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved. Teachers will be notified of courses relating to Geography available in the area. |
| **Parental involvement**  Parents have a responsibility to encourage their children to participate in all strands of the Geography curriculum.Parents may view the Geography policy in the school Parents may be requested to attend some field trips/Geography excursions. Parents may be expected to supervise their children on the internet as they conduct further research for in school projects in the area of Geography. |
| **Community links**  Local organisations are invited to provide information on the services that they provide.We are very much aware of the school’s role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school. Where expertise is available in the area, these people will be invited into the school.  e.g. Pilot, Firemen, Garda, Youth Worker (internet), Beekeeper, Storytellers..  Interviewing the local shopkeeper/ post office worker. |
| **Evaluating the policy**  Means of assessing the outcomes of the plan may include;   * Teacher/parent/community feedback * Children’s feedback regarding activity levels, enjoyment and skill development * Inspectors’ suggestions/WSE recommendations   **The criteria for evaluating the success of this policy will be :**   * The level of enjoyment exhibited by the children * The maximum participation by all children * The development of skills and understanding * The level of teacher satisfaction in teaching a broad, balanced curriculum. |
| **Ratification and communication**  This Geography policy was reviewed in April 2017 and ratified by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_ and parents can inspect the policy in the school office and website. It will be reviewed in June 2019.  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( Chairperson of the Board). |