



Clonmoney National School

Whole School Geography Policy

1. Introductory Statement and Rationale

(a) Introductory Statement

This plan was drafted by the staff of Clonmoney NS, Newmarket-on-Fergus, Co. Clare. This plan will form the basis of each teacher's long and short term planning in Geography and so will influence the teaching and learning in individual classrooms. It will also inform new or temporary teachers of our approaches and methodologies in this subject area. This plan was drafted in accordance with the guidelines set out by the Primary Curriculum in consultation with all staff members

Social, environmental and scientific education (SESE) provides opportunities for the child to explore investigate and develop an understanding of the natural, human, social and cultural dimensions of local and wider environments, to learn and practise a wide range of skills and to acquire open, critical and responsible attitudes. SESE enables the child to live as an informed and caring member of local, national, European and global communities.

SESE takes place within and contributes to many areas of the curriculum. It thus contributes significantly to many aspects of the child's development. Within the curriculum, SESE is presented under three subject headings:

- History
- Geography
- Science.

Each of these areas has a distinctive role to play in enabling the child to explore and understand the natural, human, social and cultural environments in which he lives.

(b) Rationale:

We recognise that Geography is an integral part of the Social, Environmental and Scientific Education of our pupils. In our school SESE provides opportunities for the child to explore, investigate and develop an understanding of the natural, human, social and cultural environment in which he lives and of those in the wider world. The distinct role Geography plays in SESE is one of helping the child to understand and appreciate the physical and human features of his immediate and wider environments. This plan is drawn up in response to the 1999 Primary

Curriculum, to conform to the principles outlined in this curriculum and to review our practices in light of these principles. As a whole school plan it guides the organised teaching and learning in Clonmoney N.S.

We recognise that an activity-based and broadly balanced geography curriculum can make an important contribution to our children's education.

Geography –

- answers the child's need to explore and understand the world around himself.
- equips the child with a range of skills and concepts enabling him to explore and record natural and human features.
- helps the child to develop a sense of his own place and contributes to the child's self-identity.
- fosters the child's sense of local, national, European, and global citizenship.
- develops an empathy with and an appreciation of peoples from a variety of cultural backgrounds.
- develops a sense of individual and community responsibility for the environment.

Finally it should be noted that geography has a distinct but complementary role with science and history within SESE.

2. Vision and Aims

(a) Vision

Geography is the study of the earth, its inhabitants and the inter relationship between them in the content of place, space and environment. It seeks to describe and explain the natural and human features found in the numerous environments on the earth. It celebrates the rich diversity of peoples living in these places and it explores the social, economic and cultural activities in which they engage.

The child's sense of wonder and curiosity is a primary motivating factor in studying Geography. His existing knowledge and experience form the basis for learning.

Through guided activity and discovery methods and the use of geographical and investigation skills the child's immediate environment provides the context for learning and he becomes an active agent in his own progress. This learning process in Geography is even further enhanced through integration with History, Science and Art etc. Through our S.E.S.E. programme the principals of the curriculum are readily realisable.

We seek to assist the children in our school in achieving an awareness of the unique richness of their local area and to further develop this awareness of regional, national, European and worldwide communities. S.E.S.E. enables the

child to live as an informed and caring member of the local and wider environments. Geography is pivotal to each child's rounded environmental education. Geography prepares pupils to contribute and play a role in their communities by encouraging them to appreciate the interdependence of people. Geography promotes an understanding of and respect for the different cultures and ways of life. The Geography curriculum fosters children's responsibility for the immediate and wider environments.

(b)Aims

We endorse the aims of the S.E.S.E. Curriculum as outlined in the Geography curriculum. We the staff of Clonmoney N.S. endorse the aims of the Primary School curriculum and we hope:

- 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 graphic (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.

Because of our unique abundantly rich historical and geographical local environments we aim to develop a pride and respect for our local heritage and in particular our national identity. We will foster and develop a sense of the child's local, national, European and global citizenship.

Each teacher will aim to realise the content objectives within each strand and strand unit relevant to his or her class and to do so in a staged and continuous programme. To facilitate this development of a sense of place we will develop global maps and graphical skills and investigative skills.

Through talk, discussion, questioning, listening, problem solving, drawing and teacher designed tasks we hope to elicit what the children already know and to build upon this knowledge.

We foresee many opportunities for linkage with History, Science, Maths and art etc and this integrated approach will be done in the different classes at different stages.

3. Curriculum Planning (See Grid – Appendix)

All teachers are familiar with the strands, strand units and content objectives in the Geography curriculum and refer to them regularly when planning for their pupils ensuring all strands and strand units are covered. Curriculum objectives are at the core of each Geography lesson, and teachers refer to the curriculum objectives in their own planning. The curriculum is divided into four levels: infant classes, first and second classes, third and fourth classes, and fifth and sixth classes and is divided into three strands: Human Environments, Natural Environments and Environmental Awareness and Care. Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

Skills and Concepts Development

Through completing the strand units of the geography curriculum the child should be enabled to

Class	Human Environment:	Natural Environment:	Environmental Awareness and Care:
Junior and Senior Infants:	Living in the local community.	The local Natural Environment. Weather. Planet Earth in Space.	Caring for my locality.
First and Second Class:	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 Class:	People living and working in the local area.	The local Natural Environment.	Environmental awareness. Caring for the

	<p>People living and working in a contrasting part of Ireland.</p> <p><i>(Explore these 2 strand units through a selection of sub-units)</i></p> <ol style="list-style-type: none"> 1. <i>People and communities</i> 2. <i>Natural Environmental features and people</i> 3. <i>Settlement: homes and other buildings</i> 4. <i>People at Work</i> 5. <i>Transport and communication)</i> <p>People and other lands. <i>(Choose an environment in another European country and an environment in a non – European country.)</i></p>	<p>Land, rivers, seas of my country.</p> <p>Rocks and soils.</p> <p>Weather, climate and atmosphere.</p> <p>Planet Earth in space.</p>	<p>environment.</p>
<p>Fifth and Sixth Class:</p>	<p>People living and working in the local area.</p> <p>People living and working in a contrasting part of Ireland.</p> <p><i>(Explore these 2 strand units through a selection of sub-units)</i></p> <ol style="list-style-type: none"> 1. <i>People and communities</i> 2. <i>Natural Environmental features and people</i> 3. <i>Settlement: homes and</i> 	<p>The local Natural Environment.</p> <p>Land, rivers and seas of my country.</p> <p>Physical features of Europe and the world.</p> <p>Rocks and soils.</p> <p>Weather, climate and atmosphere.</p> <p>Planet Earth in space.</p>	<p>Environmental awareness.</p> <p>Caring for the environment.</p>

	<p><i>other buildings</i></p> <p>4. <i>People at Work</i></p> <p>5. <i>Transport and communication)</i></p> <p>People and other lands. <i>(Choose an environment in another European country and an environment in a non – European country.)</i></p> <p>County, regional and national centres.</p> <p>Trade and Development issues.</p>		
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We are aware that the children’s knowledge and sense of awareness is extending to wider environments at county, regional, national and international level. This then is reflected back to our own locality. This is reflected in the above curriculum. We never forget the children’s growing knowledge of their own local environment.

We are aware that undue repetition of content is to be avoided so the children will be taught different content objectives in each class. To this end, teachers in our school co-operate in the choice of content objectives, contrasting places within Ireland and countries. In as far as possible, opportunities are provided to individual teachers to study locations of interest to them.

Our school is located in the countryside. It is situated near Bunratty and Newmarket-on-Fergus villages and Shannon Airport. There are rivers and lakes nearby including the Ratty river, The Shannon estuary, Ballycunneen lake. With these natural features and countryside all co-existing together they provide many opportunities for investigating environmental issues.

Suggested locations for the Strand/Strand Unit

Human Environments - People living and working in the local area:

Location:	Contact details:
Bunratty Folk Park	Shannon Heritage: 061 360788.
Ardnacrusha Generating Station:	To request a tour write to: Station Manager, Ardnacrusha Generating Station, Ardnacrusha, Co. Clare.
Seed Savers:	061 921856
UL Sport Adventure Centre	061 376622
Irish Farmers Association:	01 4500266
National Parks and Wildlife Service:	01 8883242
Staff from Senans Rugby grounds:	PRO – Robbie Hoban 086-8289070
Newmarket on Fergus Post Office:	061-368189
Participants from Newmarket on Fergus Gaa club:	Liam Clancy – Games Development Officer
Staff from AIB & BOI Shannon:	Ann Moloney (AIB) 061-361055
Staff from Shannon Fire Station:	061-715494
Craggaunowen	Shannon Heritage: 061 360788.
Mooghaun Woods	Shannon Heritage: 061 360788.
Staff from Shannon Garda Station:	061-365900
Staff from: Dromoland Castle Hotel	061-368144
Staff from Bunratty Castle Hotel:	061-478700
Staff from CO-OP	061-361223
Sacristan of The Wells Church	Mary Barron (061-364643)
Newmarket on Fergus Agricultural Show:	

*In relation to **transport** we hope to introduce the children to staff from:*

Shannon airport	061 712000
Bus Service	061 418855
Train Service	Irishrail.ie
Private transport	Brigdales:
Search and Rescue	Bunratty Search and Rescue 061 364466
Commercial transport (lorries)	Eoin Gavin 061 713486
Garda traffic corps	Shannon Garda

*In relation to **settlement** we aim to study some of the following homes:*

Type:	Location:
Semi-Detached	Dún Áras, Gleann Cora, Boheroan
Terraced	Ballycar Road
Estates	An Tobar
Detached	Hill Road, Low Road,
Farmhouses	Ballycunneen House
Apartments	Boheroan
Fort	Mooghaun
Ancient Settlement	Mooghaun,

Older v's Newer areas of settlement:

- Ballycunneen House- renovated house
- Clonmoney N.S current school vs. The old school (Changes in the current building also)
- Drumline Graveyard v Lemanagh Graveyard
- Bunratty Graveyard – new part v old part
- Shannon Shamrock Hotel v Bunratty Castle Hotel

Suggested locations/activities for the Strand - Natural Environments

Forestry: Mooghaun Woods

Weather: Observations can be made in the school yard to see how weather affects the land, our way of life, our homes and sailing/boating. Use wind guru.com. Shannon Airport Meteorological Station

Land, rivers and seas of Ireland: The River Shannon & Estuary. The Ratty River, River Fergus, O'Garney River, Ballycunneen, Kilnasoolagh & Fenloe Lakes.

Suggested locations/activities for the Strand/Strand Unit: Environmental Awareness and Care/Environmental Awareness

Ballycunneen House & Lake

Search & Rescue – Bunratty

Weather Station – Shannon

Tidy Towns Committee Bunratty – Mikey Roughan

Obair Office (Tidy Towns) – Newmarket

Mooghaun Fort, O'Regan Park, Folk Park; Craggaunowen;

Recycling Centre; Local Bottle & Clothing Banks – Shannon Town

2. Skills Development

We are aware that the development of Geographical skills is of equal importance to strand content in this curriculum.

The skills working as a Geographer are;

- A sense of place and space
- Maps, globes and geographic skills
- Geographical investigation skills (Questioning, Observing, Predicting, Investigating and experimenting, Estimating and measuring, Analysing, Recording and communicating, Evaluating)

These skills will be developed through the content of the strands and strand units. Strategies for development of these skills will involve the children being actively involved in fieldwork and outdoor investigations as suggested in Teacher Guidelines starting on page 68, wherever practical.

- A sense of place will be developed through direct and indirect experiences first in relation to the child's own school and immediate surroundings but will later extend to include wider environments.
- The use of maps, globes and atlases will be used in an age appropriate way from infants to 6th class and will encompass a wide range of graphical skills.
- The geographical investigation skills will be included in various indoor and outdoor investigation work.

By following the content of this curriculum and by developing the geographical skills the children in the school are given opportunities to work as geographers at every class level.

3. Children's ideas

We plan to use the children's ideas of places and spaces as a starting point for all geographical activity.

We find out what the children already know by

- Talk and discussion
- Play and experimenting
- Enquiry process and Questioning
- Brainstorming
- Concept maps

We do this to build on the children's previous knowledge or to challenge the existing ideas if they are not accurate.

4. Approaches and Methodologies

A variety of approaches

Our teachers will follow the recommended sequential approach for Geography whereby local areas are followed and 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 and trails
- Survey
- Interview
- Models
- Maps
- Photographers
- Artefacts
- Story

5. Linkage and Integration

Planning for integration

When we are studying the local environment, we will study both the natural and human environments and the effect one has on the other.

When we are studying distant places under the Human Environment strand, we also learn about the natural environments of these places. The strand Environmental Awareness and Care is by its nature, linked strongly with the other two strands.

Integration

We will explore possibilities to integrate the SESE subjects to all class levels, we will refer to the Teaching Guidelines in Geography History and Science in order to choose topics or themes for SESE integration.

In particular the use of environmental trails in Geography will compliment the study of Living things in Science while the strand of environmental awareness and care is common to both curricula. The use of trails will also lead to the study of how places and features have been shaped by the actions of people in the past and so integrate naturally with local studies in History. Opportunities also exist for integration with other subject areas such as

- S.P.H.E.
- Mathematics
- Visual Arts
- Physical Education
- Oral Language and Literacy
- Gaeilge
- Religion
- Music

6. Multi-Grade Teaching

Clonmoney often has classes that include multi grades. On a yearly basis the teachers meet to discuss how best to facilitate learning in these classes, to the best of the schools ability. Teachers discuss booklists which are devised to meet the needs of the curriculum. Children from infants to first class work from worksheets & stories devised by teachers while the senior classes (2nd to 6th) work from the **Small World SESE programme**, series of books. In so far as possible the books are used in a biannual system whereby a pupil in 3rd or 4th class this year will follow the *Small World 4* and the following year will see the teacher follow the *Small World 3*. Occasionally there may be a need to use an alternative programme such as *Earthlinks* or *Unlocking SESE*. This feeds into the Book Rental scheme that is available in the school.

The use of an integrated approach within the SESE and the broader curriculum will facilitate blocks of time to be utilised in an efficient way and will be particularly useful in our multi class situation. We will differentiate the work for the different ages by setting tasks for the older children that will demand more complexity in terms of content, process and outcome. We will provide resources for each class level so that they can work independently as another class level is being attended to.

7. Assessment and Record Keeping

As in all subject areas assessment is an integral part of the teaching and learning of S.E.S.E. Geography.

We as a staff have a common understanding of its purpose and the ways in which the progress of children's Geography will be assessed, documented and reported.

Assessment in Geography in our school will fulfil the following roles,

- A diagnostic role/-to identify areas of difficulty in order to respond to the needs of the child.
- A summative role- to establish the outcomes of learning after completing a unit of work.
- An evaluative role-to assist teachers in assessing their own practice, methodologies, approaches and resources.

Assessment and record keeping will be carried out regularly. Depending on the task a variety of assessment methods will be used.

The methods we use are:

Group work on projects,
Work samples, portfolios and projects
Individual work in the child's copy,
Filling out answers to tasks on fieldtrips,
Drawings,
Construction of models, i.e., river basin and its environs.
Teacher Observation.
Giving Tests

A record of the child's application and progress is kept in the school reports which are carried from class to class annually. These records will inform the teacher of the progress of the child; the effectiveness of teaching methodologies employed and will inform future planning.

The assessment records will form the basis for reporting and discussing the child's progress with parents. This information will be relayed at parent/teacher meetings.

8. Children with Different Needs

Each child will have the chance to partake in learning activities appropriate to their needs.

- Teachers will use a mixture of whole-class teaching and group work, with different groups set tasks of various complexities.
- Teachers will develop their questioning techniques spanning from simple recall to more complex and analytical skills so that all pupils will have opportunities for success.
- Map work will be graded for the less able and the more able students.
- Different ways of recording and communicating findings will be encouraged: drawing, ICT, written records, oral reports and models.

- All children benefit from active involvement in the environment so all will be encouraged to participate in fieldwork.
- The exceptional able child will be encouraged to undertake additional research and recording their geographical findings in a variety of ways.
- Content, methods of recording and desired learning outcomes will be differentiated for children with general learning difficulties.

The draft guidelines for children with general learning disabilities NCCA are available in our school for teachers to consult where necessary.

9. Equality of Participation and Access

Clonmoney National School recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment.

The geography programme and classes are used to integrate the culture of all pupils.

Organisational Planning

10. Timetable

The guiding S.E.S.E. time is 2 hours 15 mins per week for infants, but for higher classes it is 3 hours to be used blocked or otherwise.

Teachers will use discretionary curriculum time (2 hours per week) for SESE as they feel appropriate.

It is envisaged that this school plan will be of assistance to all staff present and yet to come. It will be guide in their long and short terms plans and a reference when teachers are doing their Cuntas Míosúil.

Homework:

Homework in geography can either be formal, informal or a combination of both. The prescribed geography homework will reflect the active learning approach and will reinforce information already taught during class through relevant worksheets, text book or workbook exercises. It may also require pupil to undertake some research e.g. looking and observing at maps, looking at weather forecast or other programme of interest.

11. Resources and ICT

- We use text books as a resource in our teaching of geography. S.E.S.E. texts are subject to teacher choice of most appropriate geography book in the case of mixed classes.

- We have access to a stock of photographs of the local human and natural environment which will be used as a methodology for teaching Geography (Heritage Centre).
- Education Resource Packs such as "Agri Aware"
- Archaeology in the classroom
- Environmentalists in the community will be asked to talk to the children and share their knowledge with them.
- I-pad for recording geographical excursions
- Design making- laminate school trails
- Compass work and activities
- Interactive Whiteboard resources and websites
- A list of software
- Green Team- The Green team will help to inform and support the pupils in relation to environmental awareness.
- The school website will be used as a forum to inform both parents and the community of our geographical exploits.
- A list of local areas, urban/rural studies, European countries, faraway country for each class was decided upon for each class grouping.
- Parents/Guardians- Some parents have come in and described their careers and how these careers impact the school community. Parents have sometimes volunteered photographs of places mentioned in class. Reference books from home are a welcome support. Some send in artefacts from a time or place relevant to the class topic.
- In order to create a map rich environment we intend to use the following resources for mapping
 - ✓ Maps or plans of classrooms
 - ✓ Map of our school
 - ✓ Local Street plan
 - ✓ Ordnance Survey maps of County
 - ✓ Ireland Wall maps
 - ✓ Europe wall maps
 - ✓ World Wall maps
 - ✓ Atlases – a variety of different ones is a good idea – each have their own strengths
 - ✓ Globes
 - ✓ Satellite Images : www.met.ie
 - ✓ Leisure maps / Tourist maps showing trails etc
 - ✓ Transport route maps : those found on bus timetables
 - ✓ Aerial photos particularly of local areas
 - ✓ Historical Maps or previous OS versions
 - ✓ Electronic Maps: CD ROMs and internet have good interactive maps.

I.C.T.

We have access to the internet and laptops so that we can use the web as a geographical resource and we have identified some useful websites.

<https://www.clareed.ie/ict-resources/teacher-resources/69-geography-curriculum-ict.html> *Links to various strand units*

www.bbc.co.uk

www.met.ie

www.askaboutireland.ie

www.topmarks.co.uk

www.barnabybear.net

www.scoilnet.ie

Google maps app.

Geoguesser app.

Google trek app.

Clare education site – resources section – Geography.

Windguru.com

12. Health and Safety

In terms of health and safety issues, we are aware of the possible dangers of taking children on fieldtrips outside school premises. Every effort will be made to make the circumstances as safe as possible. Children will be taught to handle equipment to limit the risk to them.

13. Individual Teachers' Planning and Reporting

The curriculum is presented as a two-year cycle. Teachers consult this school plan and the curriculum documents before drawing up their own school plans, which are designed as follows –

(a) Fortnightly

(b) Termly scheme

(c) Cúntas Míosiúl

(These will be reflected on at the end of the school year as an aid to the effectiveness of school plan).

14. Staff Development

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

See Curricular Plan overview below.

15. Parental Involvement

Parents have an important role to play as custodians of local knowledge that can be shared with their children as they explore the various aspects of the local environment.

Parents are encouraged to come to the school to help out in the delivery of this programme by:

a. participating in surveys and interviews

b. by helping out in supervision of fieldwork when/if needed

c. Talking to the children about their lives, work, cultural and leisure interests .

Parents are invited to celebrate and view results of projects, surveys, investigations in the school or read about them in the school newsletter/website.

Parents will be encouraged to invite the children to view places of interest like orchards, farms or distinctive natural environments with which they are familiar.

Parents will be advised to study the Primary School Curriculum; Your child's learning, Guidelines for Parents (NCCA); The What, Why and How of children's learning in primary school, NCCA DVD (2006).

Parents/Guardians- Some parents have come in and described their careers and how these careers impact the school community. Parents have sometimes volunteered photographs of places mentioned in class. Reference books from home are a welcome support. Some send in artefacts from a time or place relevant to the class topic.

Parents can be involved pending on individual teachers tasks. To date, parents have been wonderful in accompanying us to chosen interesting venues.

The appropriate homework for each class will be assigned and parental involvement is recommended and encouraged.

16. Community Links

- People in the local community who have an interest and knowledge in the environment will be invited to speak to the children.
- The local library will be a source of knowledge for the children.
- Local businesses will be approached to host a visit to a factory or other work –place
- The work of some national agencies relates to aspects of the Geography programme. As well as accessing materials produced by these agencies specifically for schools, we will welcome visits by speakers from these organisations . ie Bord Na Mona , Duchais , ESB , Tree Council

Personnel from Concern/ Trócaire / Fair Trade will be invited to speak with the senior pupils about trade and development issues, about issues involving the developing world such as famine and fair trade

17. Success Criteria

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

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

Implementation

Roles and Responsibilities

The plan will be supported, developed and implemented by:

- The Board of Management of Clonmoney School
- The principal
- The parents/guardians of children at Clonmoney School
- The staff of Clonmoney National School

Timeframe

Timeframe for implementation: From **January 2018**

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the Geography curriculum. We aim to review this plan in 2019. On this date we will refer to the tasks in our action plan and check that they have been completed in accordance with the agreed time frame.

Roles and Responsibilities

The following people will be involved in the review of the Geography plan:

- The Board of Management of Clonmoney National School
- The principal
- The teachers
- The pupils
- The parents/guardians of Clonmoney National School

Ratification

This school plan for Geography will be distributed to all teachers by January 2018 with a view to having it ratified by the Board of Management.

This plan was ratified by the Board of Management on:

Date: _____

Signed: _____

(Chairperson Board of Management)

First & Second				
Human Environments	<ul style="list-style-type: none"> • Living in the local community • People and places in other areas 	1st Class	2nd (Small World SESE)	
Natural Environments		<ul style="list-style-type: none"> • The local natural environment • Weather • Planet Earth in space 	September: Homes October: Weather November: My Community December: River Shannon, Winter Christmas around the World January: Drawing Plans, Aerial View February: People at work, People Who help us, India March: Journey to school, Seasonal Change, Recycling April: Land & Sea, Uses of Water May: Planet Earth in Space, The sun, Postman June: Seasonal Change Food from around the World	September: 1) My locality, 2)Factfile –Ireland, 3) Soil October: 1)Plan of a Castle 2)Using maps & keys November: 1)Theme & Buildings- People who build, Homes around the World December: Christmas around the World, Country Study-China January: Theme-Water-Water Conservation, The Water Cycle February: Food in Season March: 1)Theme Heat -Countries Around the world, 2)Hospitals April: Tourist map of Ireland May: Map of Ireland, Country - Ethiopia June: Theme - Space
Environmental Awareness & Care			<ul style="list-style-type: none"> • Caring for my locality 	
Third & Fourth Classes				
Strand	Strand Unit	Topic Name & Resources		
Human Environments	<ul style="list-style-type: none"> • People living and working in the local area and 	3rd (Small World)	4th (Small World) September:	

<p>(H.E.)</p> <p>Natural Environments (N.E)</p> <p>Environmental Awareness & Care (E. A. & C.)</p>	<p>People living and working in a contrasting part of Ireland</p> <ul style="list-style-type: none"> • People and other lands • County, regional and national centres <p>The local natural environment</p> <ul style="list-style-type: none"> • Land, rivers and seas of my county • Rocks and soils • Weather, climate and atmosphere • Planet Earth in space <p>Environmental awareness</p> <ul style="list-style-type: none"> • Caring for the environment 	<p>September: Buildings All Around Me (H.E.); Local Natural Environment (N.E.)</p> <p>October: Living Together (H.E.)</p> <p>November: Life in Blanchardstown; Communications (H.E.)</p> <p>December: Ireland People & Places (H.E.) Mountains (N.E.)</p> <p>January: Britain (H.E.)</p> <p>February: Egypt (H.E.)</p> <p>March: Rainforests (N.E.)</p> <p>April: The Sun (H.E.)</p> <p>May: Weather (N.E.) & (E. A. & C.)</p> <p>June: Soils (N.E.)</p>	<p>Nature & Local Environment (N.E.)</p> <p>October: Transport (H.E.) Animals (E. A. & C.)</p> <p>November: People At Work (H.E.) Arranmore Island (H.E.)</p> <p>December: Weather (N.E.) Ireland – Rivers, land & Sea (NE)</p> <p>January: Rocks (N.E.)</p> <p>February: Italy (H.E.)</p> <p>March: Rivers & Seas (N.E.) Japan (H.E.)</p> <p>April: Energy (E. A. & C.)</p> <p>May: Solar System (N.E.)</p> <p>June: Sun & Light (N.E.)</p>
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5th & 6th Class			
Human Environments	<ul style="list-style-type: none"> • People living and working in the local area and People living and working in a contrasting part of Ireland • People and other lands • County, regional and national centres • Trade and development issues 	<p>5th (Small World) September: Counties & Towns of Ireland, Planet Earth in Space October: Irish Forests, Windy Weather November: Local Environment, Bays of Ireland</p>	<p>6th (Small World) September: Life in Rural Tipperary October: People at Work</p>
Natural Environments	<ul style="list-style-type: none"> • The local natural environment • Land, rivers and seas of my Ireland • Physical features of Europe and the world • Rocks and soils • Weather, climate and atmosphere • Planet Earth in space 	<p>December: Italy, More about Italy January: Rocks & Fossils Trade February: Europe, Care for the Environment March: Transport, Keeping in touch April: Making Maps, A place to Live May: Mountains & Seas, Community June: Australia, Game</p>	<p>November: Sligo-A story in Images & Maps, The Irish Coast December: Physical geography of Africa/Australia & Europe January: People and the Natural Environment, Our Environment February: Greece March: Study of a Bogland Area, The Moon April: Transport May: Weather & Climate June: China, Rocks and Soils</p>
Environmental Awareness & Care	<ul style="list-style-type: none"> • Environmental awareness • Caring for the environment 		

Topics not taught in 3rd to 6th Classes (To be included when Class Splits occur)

3rd/4th (Unlocking SESE 4)

- Natural features in my locality
- Communications
- Streetwise
- Fieldtrip – local Natural Environment
- Homelessness
- Transport
- Cities & Towns of Ireland
- The Bog
- My Home
- Tidy Towns
- Germany
- China
- Chinese New Year

5th/6th

- Countries & Towns of Ireland
- Planet Earth in space
- Irish Forests
- Windy Weather
- Local Environment
- Bays of Ireland
- Italy
- More about Italy
- Rocks & Fossils
- Trade
- Europe
- Care for the Environment
- Transport
- Keeping in touch
- Making Maps and Geography Extra
- A place to Live
- Mountains & Seas
- Community
- Australia
- Game