

# Croom National School

## Geography Policy

### **Introductory Statement:**

This policy was formulated following a consultation process involving The Principal, class teachers, resource teachers and learning support teacher.

### **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.

#### **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

### **Infant Classes, First and Second Classes**

#### **1. Strands and Strand Units**

##### **Strands**

Human environments

Natural environments

Environmental awareness and care

##### **Strand Units**

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

- The local natural environment
- Weather
- Planet Earth in space
- Caring for my locality

## Curriculum Planning 3<sup>rd</sup> – 6<sup>th</sup> Classes

### Strands

Human environments

### Strand units

- People living and working in the local area
  - People living and working in a contrasting part of Ireland
  - People and other lands
- 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
  - An environment in another European country
  - An environment in a non-European country
  - Country, regional and national centres
  - Trade and development issues

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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
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Environmental awareness  
And care

- Environmental awareness
- Caring for the environment

## **2. Skills Development**

### **Infant Classes, First and Second Classes**

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
- Recording and communicating

### **3<sup>rd</sup> to 6<sup>th</sup> Classes**

#### **Skills and concepts development**

A sense of place  
And space

- A sense of space

Maps, globes and  
graphical skills

- Using pictures, maps and models
- Maps and globes

Geographical  
investigation  
Skills

- Questioning
- Observing
- Predicting
- Investigating and experimenting

- Estimating and measuring
- Analyzing
- Recording and communicating
- Evaluating

A sense of place

### **3. Approaches and Methodologies**

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

### **4. 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.

### **5. Multi-grade teaching**

- Using a thematic approach
- Integration with other subjects: SESE – history and science; SPHE; Maths; Language programme; Visual Arts; PE
- Selection of text books
- Classroom organization.

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

Children's progress in Geography is assessed through:

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

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

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. The S.N.A. supports particular children and groups as directed by the class teacher. Children who experience bereavement and loss, serious illness or other major personal and loss, serious illness or other major personal situations are supported and consideration is given to meeting their individual needs in the most appropriate manner.

### **8. 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

## **9. Timetable**

As per curriculum guidelines - SESE Infants 2 hours 15 minutes  
1<sup>st</sup> – 6<sup>th</sup> Classes 3 hours

## **10. Resources and ICT**

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

Primary Curriculum Support Programme	<a href="http://www.pcsp.ie">www.pcsp.ie</a>
School Development Planning Support	<a href="http://www.sdps.ie">www.sdps.ie</a>
Irish National Teachers Organisation	<a href="http://www.into.ie">www.into.ie</a>
National Council for Curriculum and Assessment	

## **11. Health and Safety**

As per School Tours/Excursions Policy and Safety Statement

## **12. Individual Teacher's Planning and Reporting**

Teachers will base their yearly and short term plans on the approaches set out in the whole school plan for Geography.

## **13. 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.

## **14. Parental Involvement**

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

## **15.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

### **Implementation**

#### **Roles and Responsibilities**

Class teachers are responsible for the implementation of the Geography programme in their own classes.

### **Review**

2017

### **Ratification and Communication**

Ratified by the Board of Management Date:\_\_\_\_\_

Signed: \_\_\_\_\_

Very Rev. J. Kennedy P.P.