



GEOGRAPHY POLICY

Introduction

The following geography policy was reviewed by the staff of St. David's N.S. in April 2023. It is to be ratified by the Board of Management at their next meeting.

Vision

We seek to assist the children in our school in achieving an understanding of their school environment and the wider world. The children will learn about people and places and the relationships between them. In doing so, the children will acquire the necessary skills to continue learning about these things at a suitable level of detail for their class level.

Aims

We endorse the aims of the Geography Curriculum on page 14-15 of the curriculum statement as follows:

- 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;
- 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.

The following geography plan will be addressed under the following headings: -

Curriculum Planning:

1. Strands and strand units
2. Skills development
3. Children's ideas
4. Approaches and methodologies
5. Linkage and integration
6. Multi-grade teaching
7. Assessment and record keeping
8. Children with different needs
9. Equality of participation and access

Organisational Planning:

10. Timetable
11. Resources and ICT
12. Health and safety
13. Individual teachers' planning and reporting
14. Staff development
15. Parental involvement
16. Community links

Curriculum Planning

Strands and strand units Curriculum Planning

Teachers are familiar with the strands, strand units and content objectives for the relevant class level(s). *Note: all strands and strand units must be covered each year but not all content objectives need to be addressed within a strand unit.*

Refer to Curriculum

- Infant classes pp. 17-27
- First and Second classes pp. 29-43
- Third and Fourth classes pp. 45-61
- Fifth and Sixth classes pp. 63-84

There is continuity and progression in the geography programme from class to class. In infants - second class a thematic approach is used. Checks are made to avoid gaps and undue repetition between classes.

In the strand unit *People and other lands*, one location in Europe and one location in another part of the world agreed per year from 3rd to 6th class. See Appendix.

Skills and concepts development

A holistic approach is taken towards the teaching of geography so that there is a balance between skills development and the acquisition of knowledge throughout the programme.

Strategies are used by each class to develop the child's geographical skills. The skills of working as a geographer are:

- A sense of place and space
- Maps, globes and graphical skills
- Geographical investigation skills – Questioning, Observing, Predicting, Investigating and Experimenting, Estimating and Measuring, Analysing, Recording and Communicating, Evaluating.

These skills are developed through the content of the strands and strand units. Strategies for development of these skills involve the children being actively involved in fieldwork, trails and outdoor investigations as suggested in the curriculum.

A sense of place and space is developed through the direct and indirect experiences first in relation to the child's own home and immediate surroundings but will later extend to include wider environments.

The use of maps, globes and atlases are used in age-appropriate ways from infants to sixth class and will encompass a wide range of graphical activities.

The geographical investigation skills are included in various indoor and outdoor investigation work. By following the content of this curriculum and by developing the geographical skills, the children in our school are given opportunities to work as geographers at every class level.

Children's ideas

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

Approaches and methodologies

Key methodologies of the Primary Curriculum used as part of the geography programme are:

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

Teachers follow the recommended sequence for geography – local, regional, national, European and global and then reflect it back to their own location;

Approaches and methodologies used in learning about places are *photographs, internet, etc.* (See pp. 64-67 Teacher Guidelines);

Approaches and methodologies used in learning about the environment are *fieldwork, exploratory trails, photographs* (See pp. 68-73 Teacher Guidelines);

Fieldwork is incorporated into the geography programme (See pp. 74-80 Teacher Guidelines);

Approaches and methodologies used to investigate human environments are *fieldwork, surveys, photograph packs, artefacts, interviews*, (See pp. 81-96 Teacher Guidelines);

Approaches and methodologies used to investigate natural environments are *fieldwork, trails, photograph packs* (See pp. 97-115 Teacher Guidelines);

Approaches and methodologies used in learning about other places are *artefacts, atlases, globes, interviews, photograph packs, internet*, (See pp. 116-126 Teacher Guidelines);

Mapping skills and mapping concepts are developed as part of the geography programme: *local maps, plans, photographs, internet, models* (See pp. 127-144 Teacher Guidelines);

Maps, globes and atlases are selected and used in the school. (See pp. 145-154 Teacher Guidelines).

Linkage and integration

Linkage: (Refer to pgs. 44-46 Teacher Guidelines)

- There are many opportunities to link one strand with another strand in the geography programme e.g. Human/ Natural environment.
- Strands are linked using a thematic approach.

Integration: (Opportunities for integration are referred to in the Curriculum at the end of each strand unit)

- Activities which integrate geography with the other SESE subjects include field trips, photograph packs, construction of apparatus, use of investigative tools, maps;
- Activities which integrate geography with other subjects include map-making, measuring, graphs, data compilation, predicting, number, Gaeilge (place names), visual arts, music, religion, ICT;
- Theme based activities are used to support integration, and will be recorded as part of the school plan.

Multi-grade teaching

Specific issues that need to be considered in multi-grade situations are

- *Using a thematic approach*
- *Integration with other subjects: SESE – history and science; SPHE; maths; language programme; visual arts; PE (Teacher Guidelines pp. 45-46)*
- *Selection of textbooks*
- *Classroom organisation and planning*
- *Professional dialogue.*

Assessment and record keeping

As in all subject areas, assessment is an integral part of the teaching and learning of Geography. We as a staff have a common understanding of its purpose and the ways in which progress of children in 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 practices, methodologies, approaches and resources.

We recognise that assessment techniques used in geography must seek to assess progress in:

- a) Children's knowledge of the environment and of the world
- b) Children's ability to use geographical skills

c) Children's development of attitudes

The assessment tools we will use in Geography will include:

1. Teacher Observation
2. Teacher designed tasks and tests
3. Work samples
4. Pupil projects

This information forms part of class and school planning. Teachers share information with children/parents, through school reports, parent-teacher meetings, and informal meetings with parents. Praise, encouragement of and discussion with children, giving valuable feedback.

Children with needs

It is important that all children experience a rounded environmental education. Geography plays a pivotal role in this education and so we will do our best to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities: -

- Teachers support and ensure the participation of children with special educational needs through tailoring the activities and expectations to the child's ability level insofar as is possible;
- Teachers will use a mixture of whole-class teaching, pair and group work, with different pairs/groups set tasks of various complexities;
- Teachers use a variety of questioning techniques spanning from simple recall to more complex and analytical techniques so that all pupils have opportunities for success;
- Map work is differentiated for the less able and the more able students;
- Different ways of recording and communicating findings is encouraged e.g. drawing, ICT, written records and oral reports;

- All children benefit from active involvement in the environment so all are encouraged to participate in fieldwork;
- Content, methods of recording and desired learning outcomes will be differentiated for children with general learning difficulties;
- Children with exceptional ability/interest in geography are encouraged and supported, by being afforded opportunities for extended project work etc.;
- Children who were born or have lived in other countries are encouraged to contribute to the geography programme, by sharing their knowledge and experiences.

Equality of participation and access

(Refer to school's Equality Policy)

Provision for children with physical difficulties will be made so that they can access the geography curriculum;

Children whose first language is not English will be supported in accessing the geography curriculum;

The geography curriculum in our school allows children to learn about and come to value the diversity of peoples, cultures and societies in Ireland and throughout the wider world and so promote cultural awareness.

Organisational Planning

Timetable

Time is allocated at each class level for geography as per *Primary School Curriculum Guidelines*.

Resources and ICT

Geography resources are stored in store room. In addition teachers store geography resources suited to their particular class in their classroom. Additional resources or materials needed are available. (See pp. 164-171 Teacher Guidelines), aerial photographs, local photographs, globes, posters. ICT (Refer to pp. 155-156 Teacher Guidelines);

We recognise the many benefits of incorporating ICT into geography lessons; Interactive whiteboards and screens are in every classroom and are ideal for the whole-class study of maps/ images, including route plotting, discovering change in areas over time and accessing new & dynamic materials. Pupils can also make use of laptops and iPads for research and project type activities. Specific websites recommended for studying geography include: Google Maps/ Earth, Scoilnet.ie (which includes a free subscription to World Book Online Encyclopaedia), Askaboutireland.ie, YouTube

Health and Safety

During fieldwork, teachers should be aware of the safety implications of any work being undertaken and children should be encouraged to observe safety procedures during all tasks. The following is a summary of safety issues in the different strands of the curriculum:

Outdoor work should be based in areas that are accessible and safe. A preliminary visit by teachers should be used to identify any possible hazards. When working with plants and animals, pupils should wear gloves to protect from allergic reactions. Children should wash their hands after handling animals, plants or soil. Cuts, grazes and skin infections should be covered. Prior to engaging in any outdoor work, the children and teacher should discuss how they will care for the animals and plants they may collect. Children should draw up their own conservation code before working in the outdoor environment.

Individual teachers' planning and reporting

The whole school plan and the curriculum documents for geography will provide information and guidance to individual teachers for their long and short-term planning.

Teachers will plan using the strands and strand units. The Cuntas Míósúil serves to review and develop the whole school plan/individual preparation for following years, by being made available openly to all teachers, in order to monitor progression.

Staff development

Teachers have access to reference books and the Internet. School personnel can research new approaches and methodologies. They can arrange for opportunities to try out resources on a pilot basis and assess whether or not they should be purchased. There are limited appropriate geography courses available through CPD. Teachers are encouraged to attend. Teachers are encouraged to share the expertise acquired at these courses, informally. Time is allocated where possible, at staff meetings to discuss aspects of the geography curriculum. Teachers can avail of internal and/or external expertise to inform and upskill the school community in these areas.

Parental involvement

Where appropriate, parents will be invited to become involved in supporting the geography plan. e.g.

- *accompanying classes on field trip;*
- *helping with gardening*
- *giving talks on their experiences in other countries. etc.*

Community links

Groups/individuals in the community may be invited in to share their expertise about the location and environment. KCC is involved in the Green Schools Initiative.

Success Criteria

The criteria which will indicate success are:

- Teachers' preparation based on this plan
- Procedures outlined in this plan consistently followed

Implementation Review

Roles and Responsibilities

The plan is being supported, developed and implemented by all of the teachers in the school.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the geography curriculum.

(a) Roles and Responsibilities

Those involved in the review will be:

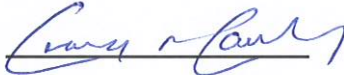
- *Teachers*
- *Pupils*


(b) Timeframe

This plan will be reviewed as needed

RATIFICATION

Ratified by Board of Management on: 26/06/23

Signed: 
Chairperson


Principal

	Junior & Senior Infants – Odd Years	Junior & Senior Infants – Even Years
September	Theme: Myself <ul style="list-style-type: none"> • My Classroom • My Teacher Strand(s): Human Environments Strand Unit(s): Living in the Local Community	Theme: Myself <ul style="list-style-type: none"> • Rooms in My Home • People Who Help Me in School Strand(s): Human Environments Strand Unit(s): Living in the Local Community
October	Theme: Autumn <ul style="list-style-type: none"> • The Park • Trick or Treating Strand(s): Human Environments Strand Unit(s): Living in the Local Community	Theme: Autumn <ul style="list-style-type: none"> • Farming in Autumn • The Firefighter Strand(s): Human Environments Strand Unit(s): Living in the Local Community
November	Theme: Homes <ul style="list-style-type: none"> • The Builder • This is My Home Strand(s): Human Environments Strand Unit(s): Living in the Local Community	Theme: Sound <ul style="list-style-type: none"> • Musical Instruments from Around the World • Scotland Strand(s): Human Environments Strand Unit(s): People and Places in Other Areas
December	Theme: Winter <ul style="list-style-type: none"> • Winter is Here! • My Winter Clothes Strand(s): Natural Environments Strand Unit(s): Weather	Theme: Winter <ul style="list-style-type: none"> • North Pole and South Pole • Endangered Animals Strand(s): Human Environments; Environmental Awareness and Care Strand Unit(s): People and Places in Other Areas; Caring for my Locality

January	<p>Theme: Play</p> <ul style="list-style-type: none"> • Play Spaces • The Playground <p>Strand(s): Human Environments Strand Unit(s): Living in the Local Community</p>	<p>Theme: Sport</p> <ul style="list-style-type: none"> • I Like to Play • Treasure Hunt <p>Strand(s): Human Environments Strand Unit(s): Living in the Local Community</p>
February	<p>Theme: Places</p> <ul style="list-style-type: none"> • Ireland • A Tour of Dublin (from the classroom) <p>Strand(s): Human Environments Strand Unit(s): People and Places in Other Areas</p>	<p>Theme: Places</p> <ul style="list-style-type: none"> • France • Different Homes in Different Places <p>Strand(s): Human Environments Strand Unit(s): People and Places in Other Areas</p>
March	<p>Theme: Spring</p> <ul style="list-style-type: none"> • Spring is Here! • Springtime on the Farm <p>Strand(s): Human Environments; Natural Environments Strand Unit(s): Living in the Local Community; Weather</p>	<p>Theme: Spring</p> <ul style="list-style-type: none"> • Weather Watch • Easter Egg Hunt <p>Strand(s): Natural Environments; Human Environments Strand Unit(s): Weather; Living in the Local Community</p>
April	<p>Theme: Transport</p> <ul style="list-style-type: none"> • Getting Home from School • The Pilot <p>Strand(s): Human Environments Strand Unit(s): Living in the Local Community</p>	<p>Theme: Space</p> <ul style="list-style-type: none"> • Day and Night • Sun, Moon and Stars <p>Strand(s): Natural Environments Strand Unit(s): Planet Earth in Space</p>
May	<p>Theme: Food</p> <ul style="list-style-type: none"> • Composting and Recycling • Italy <p>Strand(s): Environmental Awareness and Care; Human Environments Strand Unit(s): Caring for my Locality; People and Places in Other Areas</p>	<p>Theme: Water</p> <ul style="list-style-type: none"> • Water All Around! • Don't Waste Water <p>Strand(s): Natural Environments; Environmental Awareness and Care Strand Unit(s): The Local Natural Environment; Caring for My Locality</p>
June	<p>Theme: Summer</p> <ul style="list-style-type: none"> • Summer is Here! • At the Seaside <p>Strand(s): Natural Environments Strand Unit(s): Weather; The Local Natural Environment</p>	<p>Theme: Summer</p> <ul style="list-style-type: none"> • Campsite Map • The Beach - Let's Clean Up <p>Strand(s): Natural Environments; Environmental Awareness and Care Strand Unit(s): The Local Natural Environment; Caring for My Locality</p>

-	1 st /2 nd Odd Years	1 st /2 nd Even Years
---	--	---

September	<p>Theme: Myself</p> <ul style="list-style-type: none"> • Who is in my class? • Making our class a happy place (Rules) • School garden- map/school a bird's eye view • People who help me in the community <p>Strand(s): Human Environments</p> <p>Strand unit(s): Living in the Local Community</p>	<p>Theme: Myself</p> <ul style="list-style-type: none"> • Where I live. • Celebrating Diversity • People at Work <p>Strand(s): Human Environments</p> <p>Strand unit(s): Living in the Local Community</p>
October	<p>Theme: Autumn/India</p> <ul style="list-style-type: none"> • Signs of Autumn • India - factfile • Sandeep's Day <p>Strand(s): Natural Environments, Human Environments</p> <p>Strand unit(s): Weather, People and Places in other areas</p>	<p>Theme: Autumn</p> <ul style="list-style-type: none"> • Signs of Autumn <p>-Weather, clothes, animals, trees, days etc.)</p> <ul style="list-style-type: none"> • Famous European Clocks • Aerial View <p>Strand(s): Natural Environments</p> <p>Strand unit(s): Weather</p>
November	<p>Theme: Houses and Homes</p> <ul style="list-style-type: none"> • Different types of Homes • Map of the Fairy-tale Forest • Things I want and need in my home <p>Strand(s): Human Environments</p> <p>Strand unit(s): Living in the Local Community</p>	<p>Theme: Sound</p> <ul style="list-style-type: none"> • The Newsreader • A map to the School Concert <p>Strand(s): Human Environments</p> <p>Strand unit(s): Living in the Local Community</p>
December	<p>Theme: Winter/Christmas</p> <ul style="list-style-type: none"> • Winter is Here (signs and months What happens in Winter) • Reindeer Map (NSEW) • Lapland <p>Strand(s): Natural Environments, Human Environments</p> <p>Strand unit(s): Weather, People and Places in other Areas</p>	<p>Theme: Winter/ Antarctica</p> <ul style="list-style-type: none"> • Winter Walk • Fact File on Antarctica • Taking Care of My Community in Winter <p>Strand(s): Natural Environments, Human Environments, Environmental Awareness and Care</p>

		Strand unit(s): Weather, People and Places in other Areas, Caring for My Locality
January	<p>Theme: Play</p> <ul style="list-style-type: none"> • Toys from Around the World • The Playground - plan your own • The Park Ranger <p>Strand(s): Human Environments</p> <p>Strand unit(s): People and Places in Other Areas, Living in the Local Community</p>	<p>Theme: Ireland and Weather</p> <ul style="list-style-type: none"> • The Counties of Ireland • Irish Mountains • The Provinces of Ireland <p>Strand(s): Natural Environments</p> <p>Strand unit(s): The Local Natural Environments</p>
February	<p>Theme: Places (Spain)</p> <ul style="list-style-type: none"> • Spain - Fact File • Natural Features on Earth • Meet Francisco ! (other Spanish Child similar.) <p>Strand(s): Human Environments, Natural Environments</p> <p>Strand unit(s): People and Places in Other Areas, The Local Natural Environment</p>	<p>Theme: Spring</p> <ul style="list-style-type: none"> • The Signs of Spring • Spring Cleaning • Pond Life <p>Strand(s): Natural Environments, Environmental Awareness and Care</p> <p>Strand unit(s): Weather, Caring for my Locality , The Local Natural Environment</p>
March	<p>Theme: Spring – The Farm</p> <ul style="list-style-type: none"> • Spring Walk • The Water Cycle • Recording Rainfall <p>Strand(s): Natural Environments</p> <p>Strand unit(s): Weather</p>	<p>Theme: Australia</p> <ul style="list-style-type: none"> • Australia Day • Australian Fact File • Aboriginal Art <p>Strand(s): Human Environments</p> <p>Strand unit(s): People and Places in Other Areas</p>

April	<p>Theme: Transport</p> <ul style="list-style-type: none"> • Transport around the world • Examining a Map • An Garda Síochána <p>Strand(s): Human Environments</p> <p>Strand unit(s): People and Places in Other Areas, Living in the Local Community</p>	<p>Theme: Space and Weather</p> <ul style="list-style-type: none"> • The Sun • The Planets • A view from Space <p>Strand(s): Natural Environments</p> <p>Strand unit(s): Planet Earth in Space</p>
May	<p>Theme: Food</p> <ul style="list-style-type: none"> • Food From Around the World • The Baker • The Banana Plant <p>Strand(s): Human Environments</p> <p>Strand unit(s): People and Places in Other Areas, Living in the Local community</p>	<p>Theme: Water</p> <ul style="list-style-type: none"> • Water Conservation <p>Strand(s): Environmental Awareness and Care</p> <p>Strand unit(s): Caring for my Locality</p>
June	<p>Theme: Summer</p> <ul style="list-style-type: none"> • Signs of Summer (months, clothes, protection from the sun etc.) • Features of the Beach <p>Strand(s): Natural Environments</p> <p>Strand unit(s): Weather, The Local Natural Environment</p>	<p>Theme: Summer</p> <ul style="list-style-type: none"> • Weather in Ireland and Other Areas • The Lifeguard <p>Strand(s): Natural Environments, Human Environments</p> <p>Strand unit(s): Weather, Living in the Local Community</p>

3rd and 4th class - Geography		
	3rd and 4th class - Odd years	3rd and 4th class - Even years
September	<p>Theme: Habitats</p> <ul style="list-style-type: none"> • Animal habitats • Plant habitats <p>Strand: Natural Environments</p> <p>Strand Unit: The local natural environment</p>	<p>Theme: Nature is wonderful</p> <ul style="list-style-type: none"> • Nature • Place names <p>Strand: Natural Environments</p> <p>Strand Unit: The local natural environment</p>

October	<p>Theme: Mountains</p> <ul style="list-style-type: none"> Mountains of my county/Ireland Natural features in my county <p>Strand: Natural Environments Strand Unit: The local natural environment</p> <p>Theme: Kildare</p> <ul style="list-style-type: none"> Counties of Ireland County study of Kildare <p>Strand: Human Environments Strand Unit: People living and working in a contrasting part of Ireland/ County, regional and national centres</p>	<p>Theme: Getting around</p> <ul style="list-style-type: none"> Transport in the local area Forms of transport <p>Strand: Human Environments Strand Unit: People living and working in the local area</p> <p>Theme: Trees</p> <ul style="list-style-type: none"> Trees in the local environment <p>Strand: Natural Environments Strand Unit: The local natural environment</p>
November	<p>Theme: European country study (Britain or other)</p> <ul style="list-style-type: none"> Develop a sense of belonging to a wider community Develop interdependence of European country with Ireland <p>Strand: Human Environments Strand Unit: People and other lands</p>	<p>Theme: European country study (Italy or other)</p> <ul style="list-style-type: none"> Develop a sense of belonging to a wider community Develop interdependence of European country with Ireland <p>Strand: Human Environments Strand Unit: People and other lands</p>
December	<p>Theme: Natural Environment</p> <ul style="list-style-type: none"> Natural environment Counties/Provinces <p>Strand: Human Environments Strand Unit: People living and working in a contrasting part of Ireland</p>	<p>Theme: People at work</p> <ul style="list-style-type: none"> Investigate activities of people in the community <p>Strand: Human Environments Strand Unit: People living and working in the local area</p>
January	<p>Theme: Electricity</p> <ul style="list-style-type: none"> Dangers of electricity How electricity is used in the community <p>Strand: Human Environments Strand Unit: People living and working in the local area</p>	<p>Theme: Rivers and Seas</p> <ul style="list-style-type: none"> Natural features in the area (Bog of Allen, River Liffey) Major rivers of Ireland <p>Strand: Natural Environments Strand Unit: The Local Natural Environments</p>
February	<p>Theme: Rainforest</p> <ul style="list-style-type: none"> Natural/Physical features of rainforest Impact of actions of people on rainforest <p>Strand: Environmental Awareness and Care</p>	<p>Theme: Non European country study (Japan or other)</p> <ul style="list-style-type: none"> Develop a sense of belonging to a wider community Develop interdependence of country with Ireland <p>Strand: Human Environments</p>

	Strand Unit: Environmental Awareness/ Caring for the environment	Strand Unit: People and other lands
March	<p>Theme: Soils</p> <ul style="list-style-type: none"> • Soil samples • What makes up soil? <p>Strand: Natural Environments Strand Unit: Rocks and Soils</p> <p>Theme: Materials</p> <ul style="list-style-type: none"> • Buildings around me <p>Strand: Human Environments Strand Unit: People living and working in the local area</p>	<p>Theme: Weather/Climate</p> <ul style="list-style-type: none"> • Solar energy • Weather patterns • Weather lore <p>Strand: Natural Environments Strand Unit: Weather, Climate and Atmosphere</p> <p>Theme: The Sun</p> <ul style="list-style-type: none"> • Positions of the sun • Shadows/sunlight • Dangers of sunlight <p>Strand: Natural Environments Strand Unit: Planet Earth in Space</p>
April	<p>Theme: Non European country study (Egypt or other)</p> <ul style="list-style-type: none"> • Develop a sense of belonging to a wider community • Develop interdependence of country with Ireland <p>Strand: Human Environments Strand Unit: People in other lands</p>	<p>Theme: County study</p> <ul style="list-style-type: none"> • Features of a variety of counties <p>Strand: Natural Environments Strand Unit: Land, Rivers and Seas of my county</p>
May	<p>Theme: Weather forecasting/Recording</p> <ul style="list-style-type: none"> • Weather predictions/observations • Comparing temperatures • Clouds • Recording weather forecast <p>Theme: Heat</p> <ul style="list-style-type: none"> • Using a thermometer • Compare temperatures • Ways homes/buildings are heated <p>Strand: Natural Environments Strand Unit: Weather climate and atmosphere</p>	<p>Theme: Animal study and appreciation</p> <ul style="list-style-type: none"> • Animals habitats/environments <p>Strand: Environmental Awareness and Care Strand Unit: Environmental Awareness</p>
June	<p>Theme: Buildings around me</p> <ul style="list-style-type: none"> • Town (from another county) study <p>Strand: Human Environments Strand Unit: People living and working in the local area/ People living and working in a contrasting part of Ireland</p>	<p>Theme: Rock study</p> <ul style="list-style-type: none"> • Rocks in the local environment • Constituents of rocks <p>Strand: Natural Environments Strand Unit: Rocks and Soils</p> <p>Theme: Light</p>

		<ul style="list-style-type: none"> • Dangers of looking directly at the sun • Light sources • The Sun Strand: Natural Environments Strand Unit: Planet Earth in Space
--	--	---

5th and 6th Class		
	5 th and 6 th – Odd Years	5 th and 6 th – Even Years
September	Theme: Rivers and Mountains <ul style="list-style-type: none"> • Name and location of major rivers • Name and location of major mountains Strand(s): Natural Environments Strand Unit(s): Lands, rivers and seas of Ireland	Theme: Counties of Ireland <ul style="list-style-type: none"> • Names and locations of counties • Significant features • Movement of people to and from centres Strand(s): Human Environments Strand Unit(s): County, regional and national centres
October	Theme: Interrelationships <ul style="list-style-type: none"> • Natural features and plants/animals and humans Strand(s): Natural Environments Strand Unit(s): Lands, Rivers and seas of Ireland	Theme: Local Project – Naas <ul style="list-style-type: none"> • The canal • Local lakes, rivers and hills • Local features of interest Strand(s): Natural Environments Strand Unit(s): The Local Natural Environment

November	<p>Theme: Space</p> <ul style="list-style-type: none"> • The Solar System • Day and night • Seasons <p>Strand(s): Natural Environments</p> <p>Strand Unit(s): Planet Earth in space</p>	<p>Theme: Local Project – Naas; Soil</p> <ul style="list-style-type: none"> • The canal • Local lakes, rivers and hills • Local features of interest • Soil types <p>Strand(s): Natural Environments</p> <p>Strand Unit(s): The Local Natural Environment</p>
December	<p>Theme: Shadows ; Dangers</p> <ul style="list-style-type: none"> • Create shadows • Dangers of the sun <p>Strand(s): Natural Environments</p> <p>Strand Unit(s): Planet Earth in Space</p>	<p>Theme: Diversity</p> <ul style="list-style-type: none"> • Ethnic, ,linguistic and religious groups <p>Strand(s): Human Environments</p> <p>Strand Unit(s): People and other lands</p>
January	<p>Theme: Rocks</p> <ul style="list-style-type: none"> • Collect and Identify rocks • Structure of the Earth <p>Strand(s): Natural Environments</p> <p>Strand Unit(s): Rocks and soil</p>	<p>Theme: Lives of people</p> <ul style="list-style-type: none"> • Environments and lives of people in Europe • Environments and lives of people in Non-European country <p>Strand(s): Human Environments</p> <p>Strand Unit(s): People and other lands</p>

February	<p>Theme: Working Life</p> <ul style="list-style-type: none"> • People living and working in contrasting parts of Ireland <p>Strand(s): Human Environments</p> <p>Strand Unit(s): People Living and Working in Ireland</p>	<p>Theme: Weather</p> <ul style="list-style-type: none"> • Weather lore • Weather observations • Climate and weather <p>Strand(s): Natural Environments</p> <p>Strand Unit(s): Weather, Climate and Atmosphere</p>
March	<p>Theme: Compare and Contrast</p> <ul style="list-style-type: none"> • Compare and contrast natural features in locality and other region in Ireland <p>Strand(s): Natural Environments</p> <p>Strand Unit(s): People living and working in Ireland</p>	<p>Theme: Plant animal and human life</p> <ul style="list-style-type: none"> • Interrelationships • Climatic regions in the world <p>Strand(s): Natural environments</p> <p>Strand Unit(s): Weather, climate and atmosphere</p>
April	<p>Theme: European Union</p> <ul style="list-style-type: none"> • Features of cities in the EU <p>Strand(s): Human Environments</p> <p>Strand Unit(s): County, regional and national centres</p>	<p>Theme: The Amazon Rainforest</p> <ul style="list-style-type: none"> • Inter-relationships in main climatic features • Impact of human behaviour <p>Strand(s): Environmental Awareness and Care</p> <p>Strand Unit(s): Environmental Awareness</p>

May	<p>Theme: Resources</p> <ul style="list-style-type: none"> • Renewable and non-renewable resources • Conserving resources <p>Strand(s): Environmental awareness and care</p> <p>Strand Unit(s): Environmental Awareness</p>	<p>Theme: Famine</p> <ul style="list-style-type: none"> • Causes • Solutions • Compare Ireland with other countries in famine <p>Strand(s): Human Environments</p> <p>Strand Unit(s): Trade and development issues</p>
June	<p>Theme: Irish Aid</p> <ul style="list-style-type: none"> • Ireland's involvement in Aid • Issues with Aid • Fair Trade <p>Strand(s): Human Environments</p> <p>Strand Unit(s): Trade and development issues</p>	<p>Theme: Resources</p> <ul style="list-style-type: none"> • Use of Earth's resources • Attractive and unattractive elements of natural environments <p>Strand(s): Environmental Awareness and Care</p> <p>Strand Unit(s): Environmental Awareness</p>