



North Dublin Muslim National School

Ratoath Road

Dublin 7

20152L

Geography Policy

January 2020

Introductory Statement

This policy was created in 2011. It has been reviewed several times by staff and management, most recently in November 2019. It incorporates the key messages, skills, content and methodologies of the Geography curriculum. The plan forms the basis of each teacher's long and short-term planning in Geography. It informs new or temporary teachers of our approaches and methodologies in this subject area.

Rationale

Geography is an integral part of the Social, Environmental and Scientific Education (SESE) of pupils. At the North Dublin Muslim National School, SESE provides opportunities for each child to explore, investigate, and develop an understanding of the natural, human, social, and cultural environment in which they live. The distinct role Geography plays in SESE is one of helping the child understand and appreciate the physical and human features of their immediate and wider environments. This policy is drawn up in keeping with the 1999 Primary School Curriculum and conforms to the principles outlined in this curriculum. As a whole-school policy, it guides the organised teaching and learning at the North Dublin Muslim National School.

Vision

The geography curriculum enables children to make sense of the natural and human environments in which they live and in the wider world. As such, 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 different cultures and ways of life. The Geography curriculum fosters children's responsibility for the environment.

Aims

Through the implementation of this policy, the staff at the North Dublin Muslim National School aim to:

- endorse the aims of the SESE Geography curriculum.
- develop knowledge and understanding of local, regional, and wider environments and their interrelationships
- encourage an understanding and appreciation of the variety of natural and human conditions on the Earth
- develop empathy with people from diverse backgrounds and an understanding of human interdependence
- 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)
- encourage the development of a sense of place and spatial awareness
- encourage the development of caring attitudes and responsible behaviour towards the environment, and involvement in the identification, discussion, resolution and avoidance of environmental problems
- develop an understanding of appropriate geographical concepts.

Content

The three strands of the Geography curriculum are:

- Human Environments
- Natural Environments
- Environmental Awareness and Care

One of the key messages in this Geography Curriculum is that children start developing geographical concepts by exploring their local, immediate environment. In this way, the children get a strong sense and appreciation of their own place. This will be reflected in teaching at all class levels.

Junior and Senior Infants

Strand and Strand units	Year one	Year two
<p>Strand: Human environments</p> <p>Strand unit: Living in the local community</p>	<p>My family and community</p> <ul style="list-style-type: none"> • explore and discuss his/her membership of the family, school and local community • identify and discuss the roles of people who serve the local community eg postal worker, garda, shop worker, doctor, nurse, refuse worker, road worker, lorry driver, bus driver, teacher <p>Homes</p> <ul style="list-style-type: none"> • recognise that people live in homes • describe areas within the home • associate activities with areas within the home and outside the home • acquire some awareness of different types of homes in the locality flat, cottage, house, caravan, trailer • make simple drawings of home, immediate surroundings and 	<p>School</p> <ul style="list-style-type: none"> • become aware of, discuss and appreciate the people in the school community classmates, other pupils, teachers, caretaker, secretary • describe areas within the school • associate activities with areas within the school and outside the school • make simple drawings of school, immediate surroundings and journeys to and from school <p>People at work</p> <ul style="list-style-type: none"> • discuss the work of people in the home, at school, in the local community, in towns or countryside nearby and in wider environments • become aware of some buildings and places where people work, especially those in the locality home, school and immediate environs

	<p>journeys to and from home</p> <ul style="list-style-type: none"> • begin to appreciate the need for shelter for a family 	<p>shops, farms, offices, parks</p> <p>People at play</p> <ul style="list-style-type: none"> • become aware of and discuss play spaces eg at home, at school, in the locality, in other places • suggest ways in which these places may be kept clean and safe • make simple drawings of these places, immediate surroundings and journeys to and from these places
<p>Strand: Human environments</p> <p>Strand: People and places in other areas</p>	<ul style="list-style-type: none"> • develop some awareness of people living in other areas eg people encountered in stories, pictures, on television 	<ul style="list-style-type: none"> • acquire some awareness of different types of homes in places outside the locality • become aware of some links between the school or local community and people in other places relatives and friends living in other places eg food grown by farmers in other parts of Ireland or places and people I visit on holiday.
<p>Strand: Natural environments</p> <p>Strand unit: The local natural environment</p>	<ul style="list-style-type: none"> • become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school eg hill, seashore, hedgerow, forest, bog, waste ground • observe, discuss and investigate water in the local environment eg rainfall, puddles and streams, water, sand and stones in streams, ponds, lakes or at the seashore 	<ul style="list-style-type: none"> • observe, collect and investigate a variety of natural materials in the local environment eg mud, sand, pebbles, stones and rocks <p>group these materials according to a number of criteria (e.g. colour, texture, hardness)</p> <ul style="list-style-type: none"> • record and communicate experiences and observations using oral language and pictures.
<p>Strand: Natural environments</p> <p>Strand Unit: Weather</p>	<ul style="list-style-type: none"> • observe and discuss a variety of weather conditions using simple vocabulary eg rainy days, sunny days, foggy days • record weather observations using a weather chart or diary 	<ul style="list-style-type: none"> • become aware of some of the effects of different weather conditions on human, animal and plant life in the local environment • discuss the suitability of different kinds of clothes for different weather

		<p>conditions</p> <ul style="list-style-type: none"> • recognise that some weather patterns are associated with seasonal change and distinguish between summer and winter.
<p>Strand: Natural environments</p> <p>Strand Unit: Planet Earth in space</p>	<ul style="list-style-type: none"> • identify and discuss the sun, the moon and stars 	<ul style="list-style-type: none"> • recognise the difference between day and night.
<p>Strand: Environmental awareness and care</p> <p>Strand unit: Caring for my locality</p>	<ul style="list-style-type: none"> • observe, discuss and appreciate the attributes of the local environment beauty and diversity of plants and animals in a variety of habitats • appreciate that people share the environment with plant and animal life 	<ul style="list-style-type: none"> • develop a sense of responsibility for taking care of and enhancing the environment • identify, discuss and implement simple strategies for improving and caring for the environment. <p>Things I can do</p> <p>caring for clothes, toys and other possessions</p> <p>keeping home and surroundings clean and tidy</p> <p>caring for living and non-living things in the locality</p> <p>things we can do together</p> <p>keeping classroom, school and play spaces clean, tidy and safe</p> <p>disposing of litter appropriately</p> <p>collecting paper, cans and other materials for recycling</p> <p>caring for living and non-living things in the locality.</p>

First and Second Classes

Strand and Strand units	Year one	Year two
<p>Strand: Human environments</p> <p>Strand unit: Living in the local community</p>	<p>My family and community</p> <ul style="list-style-type: none"> • explore and discuss his/her role and that of others in the family, school and local community • become aware of and learn to value the diversity of people who live in the local community and the contribution they make • begin to recognise the interdependence of individuals and groups in the local community eg people we rely on to bring us food and other things and ways in which we can help others in the community • develop some awareness of people living in other areas and of the links between them and the local community eg people encountered in stories, pictures, on television <p>People at work</p> <ul style="list-style-type: none"> • investigate the work of people in a range of locations in the locality eg home, schools and youth clubs, shops, offices, factories, farms, garda station, hospital, health centre, hotels, restaurants, centres for visitors • investigate the work of people involved in transport and communications • discuss and record simply the buildings and places where people work, especially those in the locality • discuss and record simply journeys to workplaces • become aware of the work of people in other areas who supply 	<p>Homes and shelter</p> <ul style="list-style-type: none"> • recognise that people live in a variety of homes • describe his/her home, its location and surroundings • record some of these features using simple drawings, plans, displays, models and sketches • investigate materials used to construct homes and identify materials of local origin • discuss and record simply journeys to and from homes • develop an awareness and appreciation of different types of homes in the locality and in other areas eg houses, farmhouses, cottages, apartments, flats, caravans, trailers, mobile homes, homes in shanty towns • develop an awareness of homelessness <p>People at play</p> <ul style="list-style-type: none"> • appreciate the roles of people who help at play eg family and friends, dance teachers and drama teachers, park-keepers, attendants, youth leaders and sports coaches • describe location and features of play spaces <p>at home, at school, in the locality and in other places</p> <ul style="list-style-type: none"> • discuss, and record simply, journeys to and from play spaces.

	food and other products to us	
<p>Strand: Human environments</p> <p>Strand unit: People and places in other areas</p>	<ul style="list-style-type: none"> • become familiar with some aspects of the lives of people and especially of children in Ireland, Europe and other areas eg <ul style="list-style-type: none"> peoples and communities needs of people for food, shelter and clothes school, play and work games, songs and customs, festivals and feasts environments in which people live adapting to environments use of local building materials 	<ul style="list-style-type: none"> • appreciate ways in which people in different areas depend on one another and on people living in other parts of the world
<p>Strand: Human environments</p> <p>Strand unit: The local natural environment</p>	<ul style="list-style-type: none"> • identify, explore and discuss aspects of some major natural features in the local environment aspects such as names, location, appearance, flora and fauna of features such as hill, mountain, bog, moor, river, lake, bay, beach or headland • observe, discuss and investigate water in the locality <ul style="list-style-type: none"> observe and record relationship between rainfall, puddles, drains and streams investigate how water can move materials of different sizes and weights in simple experiments, in streams and at the sea learn about water and its uses 	<ul style="list-style-type: none"> • observe, collect and investigate a variety of natural materials in the local environment <ul style="list-style-type: none"> collect and examine soil, mud, sand, pebbles, stones and rocks compare and contrast samples and group them into broad sets (e.g. sand, stones, plant material) investigate qualities of materials (e.g. hard or soft, colour, texture, wet or dry) recognise that soils and rocks are habitats for living things such as worms, lichens, barnacles • record and communicate experiences and observations using simple drawings, plans, displays, models and sketches.
<p>Strand: Human environments</p> <p>Strand unit: Weather</p>	<ul style="list-style-type: none"> • observe and record varying weather conditions using appropriate vocabulary and simple equipment • begin to associate cloud cover and other conditions with different 	<ul style="list-style-type: none"> • identify ways in which weather influences the lives of people eg clothes, homes, games, farming and other work, travel • observe and record the influences weather and seasonal changes have

	<p>types of weather</p> <ul style="list-style-type: none"> • begin to make and test simple weather predictions 	<p>on people, animals and plants in the locality</p> <ul style="list-style-type: none"> • contrast weather in the locality with that in other areas
<p>Strand: Human environments</p> <p>Strand unit: Planet Earth in space</p>	<ul style="list-style-type: none"> • recognise the sun as a source of heat and light • identify the sun, the moon, stars, day and night 	<ul style="list-style-type: none"> • develop familiarity with the spherical nature of the Earth.
<p>Strand: Environmental awareness and care</p> <p>Strand unit: Caring for my locality</p>	<ul style="list-style-type: none"> • identify, discuss and appreciate the natural and human features of the local environment • observe and develop an awareness of living things in a range of habitats in local and wider environments • observe similarities and differences among plants and animals in different local habitats • develop an awareness that air, water, soil, living and non-living things are essential to the environment • begin to realise that people, animals and plants depend on each other • realise that there is both an individual and a community responsibility for taking care of the environment 	<ul style="list-style-type: none"> • identify, discuss and implement simple strategies for improving and caring for the environment <p>caring for clothes, toys and other possessions</p> <p>caring for living things in the locality</p> <p>keeping home, classroom, school and play spaces clean, tidy and safe</p> <ul style="list-style-type: none"> • identify and help to implement simple strategies for protecting, conserving and enhancing the environment <p>planting trees and flowers</p> <p>developing school garden</p> <p>engaging in anti-litter campaigns</p> <ul style="list-style-type: none"> • become aware of ways in which the environment can be polluted or harmed <p>litter, pollution, vandalism.</p>

Third and Fourth Classes

Strand and Strand units	Year one	Year two
<p>Strand: Human environments</p> <p>Strand unit: People living and working in the local area and People living and working in a contrasting part of Ireland</p>	<p>People and Communities</p> <ul style="list-style-type: none"> learn about and come to appreciate and respect the people and communities who live and work in the locality and in a contrasting part of Ireland <p>Natural Environmental Features and People</p> <ul style="list-style-type: none"> become aware of the natural features in the locality and in a contrasting part of Ireland and their relationship to the lives of people living in these places 	<p>Settlement: Homes and other buildings</p> <ul style="list-style-type: none"> explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland <p>People at work</p> <ul style="list-style-type: none"> explore and investigate, especially through practical studies, a small number of the common economic activities of people in the locality and in a contrasting part of Ireland <p>Transport and communications</p> <ul style="list-style-type: none"> become aware of forms of transport and transport routes in the locality and in a contrasting part of Ireland become familiar with the communication methods available investigate work of people involved in transport and communications.
<p>Strand: Human environments</p> <p>Strand unit: People and other lands</p>	<ul style="list-style-type: none"> study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world 3rd Class – Spain & Peru (Suggested) develop an awareness of the interdependence of these people and people in Ireland begin to develop a sense of belonging to local, county, national, European and global communities. 	<ul style="list-style-type: none"> study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world 4th Class – Norway and Tanzania (Suggested) develop an awareness of the interdependence of these people and people in Ireland begin to develop a sense of belonging to local, county, national, European
<p>Strand: Human environments</p> <p>Strand unit:</p>	<ul style="list-style-type: none"> become familiar with the location and names of urban areas in the county, some of their important buildings, factories 	<ul style="list-style-type: none"> become familiar with the location and names of a few of the larger towns and cities in the region and in Ireland.

County, regional and national centres	<p>and other features</p> <ul style="list-style-type: none"> • develop some knowledge of the relative location of the county and neighbouring counties 	
<p>Strand: Natural environments</p> <p>Strand unit: The local natural environment</p>	<ul style="list-style-type: none"> • investigate and become familiar with some natural features in the local environment • estimate distances and establish cardinal directions during the exploration of these features 	<ul style="list-style-type: none"> • observe and explore ways in which these features have affected the lives of plants, animals and humans • investigate the ways in which these features have been used by humans and the changes which have occurred as a result
<p>Strand: Natural environments</p> <p>Strand unit: Land, rivers and seas of my county</p>	<ul style="list-style-type: none"> • become familiar with the names and locations of some major natural features in the county 	<ul style="list-style-type: none"> • develop some familiarity with the relationship of these features with each other and with elements of the built environment such as roads, bridges, towns and cities
<p>Strand: Natural environments</p> <p>Strand unit: Rocks and Soils</p>	<ul style="list-style-type: none"> • Observe collect and examine different soil materials in the immediate and other environments. • Sort and group constituent materials in samples. 	<ul style="list-style-type: none"> • Compare and contrast materials focusing on certain criteria. • Begin to explore influence of soils and rocks on animal and plant life.
<p>Strand: Natural environments</p> <p>Strand unit: Weather, climate and atmosphere</p>	<ul style="list-style-type: none"> • use simple equipment to observe and record weather phenomena • record and display simple weather observations in systematic way using graphs, charts and common meteorological symbols • use analysis of weather recordings to begin to associate simple descriptions of clouds, amount of cloud cover, wind direction and other conditions with particular types of weather; 	<ul style="list-style-type: none"> • Study weather variations during the year and their influence on plants animals and humans • Begin to appreciate the importance of solar energy for the Earth • Develop some awareness of weather and climate patterns and their relationship with plant animal and human life in some environments in other parts of the world • Collect and record weather lore

	<p>make and test weather predictions</p> <ul style="list-style-type: none"> • compare temperatures indoors and outdoors, in shade and sunlight, on different sides of the same building, and explore reasons for differences 	<p>from the locality</p>
<p>Strand: Natural environments</p> <p>Strand unit: Planet Earth in space</p>	<ul style="list-style-type: none"> • observe, describe and record the positions of the sun when rising and setting and the changing lengths of day and night during the seasons • investigate shadows, directions and sunlight • understand the importance of sunlight for plants and animals 	<ul style="list-style-type: none"> • begin to understand the influence of the sun on weather and atmospheric conditions • become aware of the dangers of sunlight for skin and eyesight

Fifth and Sixth Classes

Strand and Strand units	Year one	Year two
<p>Strand: Human environments</p> <p>Strand unit:</p> <p>People living and working in the local area and People living and working in a contrasting part of Ireland</p>	<p>People and Communities</p> <ul style="list-style-type: none"> learn about and come to appreciate and respect the people and communities who live and work in the locality and in a contrasting part of Ireland <p>Features and People</p> <ul style="list-style-type: none"> become aware of the natural features in the locality and in a contrasting part of Ireland and their relationship to the lives of people living in these places 	<p>Settlement: Homes and other buildings</p> <ul style="list-style-type: none"> explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland <p>People at work</p> <ul style="list-style-type: none"> explore and investigate, especially through practical studies, a small number of the common economic activities of people in the locality and in a contrasting part of Ireland <p>Transport and communications</p> <ul style="list-style-type: none"> learn about the methods of transport and transport routes in the locality and in a contrasting part of Ireland. become aware of the advantages and disadvantages and roles of these methods learn about the available methods of communication become familiar with the work of people in these activities
<p>Strand: Human environments</p> <p>Strand unit:</p> <p>People and other lands</p>	<ul style="list-style-type: none"> study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world 5th Class – Italy and New Zealand (Suggested) develop an increasing awareness of the interdependence of these people and people in Ireland learn to value and respect the diversity of the peoples and their lifestyles in these areas and other parts of the world. Develop a sense of belonging to local, county, national, 	<ul style="list-style-type: none"> study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world 6th Class – Greece and USA (Suggested) develop an increasing awareness of the interdependence of these people and people in Ireland learn to value and respect the diversity of the peoples and their lifestyles in these areas and other parts of the world. Develop a sense of belonging to local, county, national, European and international communities.

	European and international communities.	
<p>Strand: Human environments</p> <p>Strand unit: County, regional and national centres</p>	<ul style="list-style-type: none"> • become aware of the location of counties of Ireland, some of their towns and cities; the origins and geographical significance of their place names. • identify some of their important buildings, features, facilities, parks and work-places. 	<ul style="list-style-type: none"> • learn of the movement of people to and or from these centres • become familiar with the names, locations and some well-known features of the capital cities of the European Union.
<p>Strand: Human environments</p> <p>Strand unit: Trade and development issues</p>	<p>Trade</p> <ul style="list-style-type: none"> • explore, through the study of some major world commodities, trade issues <p>Or Famine</p> <ul style="list-style-type: none"> • became aware of the causes and effects of famine • examine the work of relief agencies and become aware of the Irish involvement in them • discuss possible short and long term solutions to famine • compare the experience of famine in Ireland with that of other countries <p>Or Development and aid</p> <ul style="list-style-type: none"> • Come to appreciate the inequalities between the developed and the developing world • Explore some of the issues and problems associated with aid • Acquire some knowledge of the origins, work and Irish involvement in some major international organisations. 	
<p>Strand: Natural environments</p> <p>Strand unit: The local natural</p>	<ul style="list-style-type: none"> • investigate and learn about the main natural features in the locality and county • observe and develop simple understanding of the links between these features 	<ul style="list-style-type: none"> • investigate the influence of these features on plants and on the lives of animals and people • become aware of the ways in which people, animals and plants have exploited and or altered these features

environment		
<p>Strand: Natural environments</p> <p>Strand unit: Land, rivers and seas of Ireland</p>	<ul style="list-style-type: none"> • become familiar with the names and locations of some major natural features in Ireland • become familiar with the relationship of these features with each other, with elements of the built environment and with significant natural features of Ireland • understand some of the interrelationships between these natural features and the lives of plants, animals and humans. 	
<p>Strand: Natural environments</p> <p>Strand unit: Physical features of Europe and the world</p>		<ul style="list-style-type: none"> • learn about a small number of the major natural features of Europe • become familiar with the names and approximate location of a small number of major world physical features
<p>Strand: Natural environments</p> <p>Strand unit: Physical features of Europe and the world</p>	<p>Rocks</p> <ul style="list-style-type: none"> • collect and identify some common rocks in the locality • identify and explore the use of stone in building and other human activities • develop simple understanding of the structure of the Earth • learn about the characteristics of some common rock types and where they may be found in Ireland and in other parts of the world 	<p>Soils</p> <ul style="list-style-type: none"> • collect and examine soil samples and their constituents • compare soil samples from different parts of the locality • learn of the relationship of plants and farming to soil types • be familiar with some ways of changing and/or improving soil structure.
<p>Strand: Natural environments</p> <p>Strand unit: Weather, climate and</p>	<p>Weather observations</p> <ul style="list-style-type: none"> • use simple equipment to make detailed weather observations and recordings 	<p>Weather and climate</p> <ul style="list-style-type: none"> • explore weather patterns over the year in the locality using a variety of geographical and analytical

<p>atmosphere</p>	<p>of phenomena</p> <ul style="list-style-type: none"> • record and display simple weather observations in systematic way using graphs, charts and common meteorological symbols • use analysis of weather recordings to associate simple descriptions of clouds, amount of cloud cover, wind direction and other conditions with particular types of weather; make and test weather predictions • collect weather lore, especially local traditions and knowledge <p>The atmosphere</p> <ul style="list-style-type: none"> • develop simple understanding of some atmospheric features 	<p>skills.</p> <ul style="list-style-type: none"> • begin to appreciate the difference between climate and weather • develop some awareness of weather patterns in other parts of Ireland and factors influencing climate in the locality and in Ireland • explore the relationship between climatic factors and aspects of building construction • become aware of the characteristics of some major climatic regions in different parts of the world • explore the relationship of climate to plant, animal and human life.
<p>Strand: Natural environments</p> <p>Strand unit: Planet Earth in space</p>	<p>The Earth and the sun</p> <ul style="list-style-type: none"> • observe and record the positions of the sun when rising and setting at different times of the day • investigate the relative lengths and directions of shadows and the intensity of sunlight at the different times of the year • observe the changing lengths of day and night during the seasons • understand the importance of sunlight as a source of energy for plants and animals • become aware of the influence of the sun on atmospheric conditions • become aware of the dangers 	<p>The Earth, moon and Solar system</p> <ul style="list-style-type: none"> • recognise that the Earth, its moon, the sun, other planets and their satellites are separate bodies and are parts of the solar system • develop a simple understanding of the interrelationship of these bodies, including day and night and seasonal movements • recognise a few of the major star constellations

	of sunlight for eyesight and skin	
<p>Strand: Environmental awareness and care</p> <p>Strand unit: Environmental awareness</p>	<ul style="list-style-type: none"> • identify, discuss and appreciate attractive and unattractive elements of natural and human environments • explore some examples of the inter-relationship of climate, natural features, flora, fauna and human life in different environments in Ireland and in some of the main climatic regions of the world • recognise and investigate aspects of human activities which may have positive or adverse effects on environments 	<ul style="list-style-type: none"> • become aware of the importance of the Earth's renewable and non-renewable resources • foster an appreciation of the ways in which people use the Earth's resources • come to appreciate the need to conserve the Earth's resources
<p>Strand: Environmental awareness and care</p> <p>Strand unit: Caring for the environment</p>		<ul style="list-style-type: none"> • examine a number of ways in which local and other environments could be improved or enhanced • identify and discuss a local, national or global environmental issue • come to appreciate individual, community and national responsibility for environmental care

Skills and Concepts

The development of geographical skills is of equal importance to strand content in this curriculum. The skills of Geographical Investigation—a sense of space and place, and mapping and graphical skills—will be developed through the content of the strands and strand units. The skills and concepts outlined in the 1999 curriculum are as follows:

- Questioning
- Estimating and measuring
- Observing
- Analysing
- Predicting
- Recording and communicating
- Investigating and experimenting
- Evaluating

Strategies for development of these skills will involve the children being actively involved in fieldwork and outdoor investigations. Maps, globes, and atlases will be used in age-appropriate ways from Infants to 6th class. By following the content of this curriculum and by developing their geographical skills, the children in our school are given opportunities to work as geographers at every class level.

Children's Ideas

Children's ideas of places and spaces will be used as a starting point for all geographical activity. Children show what they already know through:

- Talk and discussion
- Questioning and listening
- Annotated drawings
- Brainstorming
- Concept maps

Approaches and Methodologies

The key methodologies of the Primary Curriculum in the teaching of Geography will be utilised:

- Active Learning
- Problem-solving
- Developing skills through content
- Talk and discussion
- Co-operative learning
- Use of the environment
- Geography trails around school and local area

Teachers will follow the recommended sequence for geography – local, regional, national, European and global and then reflect on their location.

Linkage

When studying the local environment, children will study both the natural and human environments and the effect one has on the other. When studying distant places under the Human Environment strand, children will 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

Teachers will consider possibilities to integrate the SESE subjects at all levels. Teachers create their own integrated topics by referring to the Teacher Guidelines in Geography, History and Science. Theme based planning is used to support integration and is recorded in the individual teachers' planning. Geography may be integrated through the Aistear programme in junior and senior infant classes.

Assessment and Record Keeping

Assessment in Geography seeks to achieve a balanced picture of the children's progress in the acquisition of knowledge and skills, and in the development of important positive attitudes. Samples of assessment techniques in use include:

- Teacher observation of the children's learning
- Teacher-designed tasks and tests
- Work samples, portfolios, e.g. finished projects and investigations
- Teacher questioning
- Checklists
- Quizzes
- Curriculum profiles

Differentiation

It is important that all children experience a rounded, challenging and interesting 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 will use a mixture of whole-class teaching and group work, with different groups set tasks of various complexities. Teachers use a range of 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 differentiated for the less able and the more able students.

Different ways of recording and communicating findings will be encouraged, such as drawing, digital technology, written records, oral reports, and models. All children benefit from active involvement in the environment, so all will be encouraged to participate in fieldwork. Children will be provided with opportunities to work co-operatively.

Equality of Participation and Access

All children will have equal opportunities to participate in Geography lessons and activities. All pupils are included in all aspects of the subject.

Geography class is used as an opportunity to integrate and celebrate the culture of all the pupils.

Organisational Planning

In order to implement the National Literacy and Numeracy Strategy in National Schools time allocation for SESE subjects at the school is 1 hour 45 mins per week for Infant class and 2 hours per week for 1st to 6th Class.

On occasion, time will be blocked as appropriate. This might occur when working on an integrated project or exploring the local environment. In junior and senior infant classes Geography may be taught as part of the Aistear programme.

Resources and ICT

The school recognises the valuable role that the local area and local amenities can have in the teaching of geography. In addition, there are many resources in the school including maps, globes and atlases. A full list of resources can be found on the shared drive.

Classes have access to the internet on interactive whiteboards and individual devices so that they can use many online geographical resources including Google Earth, Google Maps and scoilnet.ie.

Health and Safety

A Health and Safety policy is in place at the school which covers safety considerations relating to teaching and learning and out-of-school activities.

Individual Teachers' Planning and Reporting

The curriculum is presented as a two-year cycle which is evident from the way in which we have planned the content to be taught each year. We will introduce SESE integrated topics in a planned way. Both assessment of and assessment for learning will assist in the evaluating progress in Geography and inform future teaching.

Staff Development

Teachers have opportunities to attend in-service workshops and summer courses that may extend their understanding of Geography as a distinct subject and as part of SESE. Teachers are made aware of Geography CPD which is available.

Parental Involvement

Parents have an important role to play helping their children as they explore the various aspects of the local environment. Parents are welcome to view results of projects, surveys, investigations in the school or read about them in the school newsletter or on our school website.

Community Links

People in the local community who have an interest and knowledge in the environment may be invited to speak to the children. The local library may be used as a resource along with other local buildings and natural environments.

Success Criteria

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

- Implementation of the Geography curriculum will be evident in each teacher's work
- Continuity of content and methodology will be evident in teachers' preparation
- Ongoing assessment will show that pupils are acquiring concepts taught and an ability to engage with others in a manner appropriate to their age range and ability
- Inspectors' suggestions/reports
- Teacher/parent feedback
- Children's feedback

Roles and Responsibilities

- The policy will be supported, developed, implemented and reviewed at regular intervals by:
 - The Board of Management
 - The principal
 - The staff of the North Dublin Muslim National School
 - The parents/guardians of children at the North Dublin Muslim National School
- The principal will co-ordinate the progress of the policy, encourage and accept feedback on its implementation. Feedback will be reported to staff members as appropriate.

Timeframe & Review

The policy will be implemented fully by all staff from September 2020. The policy will be reviewed in 2024, or sooner if deemed necessary.

Communication

This policy will be made available to all staff through the school's shared drive. It will be also placed on the school website. Parents may view a copy of the policy in the school office by appointment.

Ratification

This policy was ratified by the Board of Management in 2019/2020.

Signed: _____ (Chairperson)

Signed: _____ (Principal)

Date: _____