



**St. Michael's School**

# **Whole School Plan for Geography**

**June 2025**

## **Introductory Statement and Rationale**

### **(a) Introductory Statement:**

This Geography plan has been devised by the teaching staff of St. Michael's School. It is our response to conform to the principles outlined in the 1999 Primary School Curriculum, and to review our practices in light of these principles, combined with the special educational needs of our pupils.

It has been produced and written in light of the:

- St. Michael's School Mission Statement;
- The NCCA Primary School Curriculum;
- Junior Cycle L1LP and L2LP
- Senior Cycle L1LP and L2LP
- QQI Level 3
- Other subject areas e.g. (Horticulture)
- Draft Guidelines for the Education of Pupils with a Mild General Learning Disability;
- Draft Guidelines for the Education of Pupils with Moderate General Learning Disabilities;
- School Initiatives e.g. Green schools
- Teachers' Recommendations.

### **(b) Rationale:**

The purpose of this Geography plan is to provide an overview of the teaching of geography as practised here in St. Michael's School, and is intended to inform and guide teachers (including the induction of new teachers) in their teaching and learning of the geography curriculum. This plan emphasises the fact that the geography curriculum needs to be presented in a relevant and differentiated manner, highly structured to meet the challenging needs of our pupil population. In effect, as this plan is implemented, it will realise our underpinning mission, which is to ensure that our pupils receive a broad and balanced geography curriculum. This plan will also provide a reference framework for the future planning in geography.

We, at St. Michael's School, recognise that geography is an integral part of the Social, Environmental and Scientific Education (S.E.S.E.) of our pupils. The distinct role geography plays in S.E.S.E. is one of helping our pupils to understand and appreciate the physical and human features of their immediate and natural environment. It helps them to make sense of their own surroundings and that of the wider world. It also encourages them to appreciate how people need and depend upon each other, promoting an understanding of, and respect for, the various diversities, cultures and ways of living that people throughout the world engage in.

Through our teaching of geography, we seek to provide opportunities for our pupils to explore, investigate and develop an understanding of the natural, human, social, physical and cultural environment in which he/she lives and those of the wider world. The inclusion of geography in the curriculum can help our pupils acquire open, critical and responsible attitudes, so as to enable them to live as informed and caring members of local and wider communities in an interdependent world. It is important as it contributes to their personal and social development, in particular, to the pupil's understanding of his/her own locality and community and enhances their sense of belonging, which is critical to the development of their social competence and self-esteem.

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## **Vision and Aims**

### **(a) Vision:**

We believe that the geography curriculum we offer should be broad, balanced and relevant. Cognisant of best practice our school will adopt a spiral approach. In this way geographical topics will be developed in increasing detail at progressive levels. We believe that the geography curriculum will enable our pupils to make sense of the natural and human environments in which they live, and of the wider world, and will foster pupils' responsibilities for immediate and wider environments. It will help to prepare them to contribute and play a role in their communities, by encouraging them to appreciate the interdependence of people. We seek to assist our pupils to develop their abilities to explore, analyse, question, and appreciate the roles they play in their immediate and wider localities.

Our vision celebrates the uniqueness of each pupil, and strives to cater for their needs whilst always acknowledging their strengths. We undertake to ensure that each pupil will be given opportunities to experience, enjoy and succeed in acquiring geographical skills through active participation, appropriate to his/her level of development and ability.

**(b) Aims:**

We endorse the aims of the Primary School Curriculum for geography, which are to:

- 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 environments and an understanding of human interdependence;
- develop an 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.

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## **Curriculum Planning**

### **1. Strands and strand units:**

The strands of the Geography primary curriculum in the primary School present the geographical topics which pupils will explore through the study of: (1) Human Environments; (2) Natural Environments; and (3) Environmental Awareness and Care (see curriculum documents for corresponding strand units).

The teacher may plan different and appropriate points of access to the same topic particularly where there is a wide range of ability in the class. The immediate environment

will always be studied first with subsequent extension to regional, national and global environments.

## **2. Skills and concepts development:**

### (1) A sense of place:

We want our pupils to have a feeling for, and an understanding of, the essential characteristics of “place”. This will involve learning about the people who live in a place and how the human activity and natural processes have shaped the landscape. We will try to provide our pupils with the ability to appreciate what it might be like to live there.

The pupil’s sense of place will be first developed in relation to the child’s own home and immediate surroundings and will then be extended to explore wider environments. The child’s sense of place will also encompass his/her attitudes to places and people, the sense of belonging and security in his/her home place and the attitudes he/she displays towards people and places in other areas. For our pupils this aspect of the curriculum is very important as it provides opportunities for the teacher to identify important aspects relating to locality and community which they may not have learned incidentally and to plan appropriately.

### (2) A sense of space:

This refers to pupils’ perceptions of the position of objects in space, and how they are interconnected. Our pupils will be provided with opportunities to explore his/her surroundings in an effort to acquire the knowledge of both location and spatial awareness. For our pupils, problems of perception, be they visual, auditory, tactile or kinaesthetic may interfere with how they interpret information about the world around him/her leading to poor spatial awareness, therefore further experiences and study will need to be provided. It is important that our pupils are able to give and follow clear instructions and directions.

### (3) Maps, globes and graphical skills:

The use of maps, diagrams, photographs, models, plans, globes and relevant aspects of digital technology to record, interpret and communicate spatial information is a distinct skill which will be developed through the geography curriculum. These skills can

contribute to social competence and offer our pupils mechanisms to communicate information other than through written texts.

#### (4) Geographical investigation skills:

Certain skills relating to geographical investigation are relevant to many other areas of the curriculum, most noticeably science. These include the skills of questioning, observing, predicting, investigating, estimating, measuring and analysing. These skills emphasise the role of the pupil as an active participant in exploration.

### **3. Children's ideas:**

Geography activities may include children's ideas/perceptions of personal space. It is important that pupils investigate their personal and immediate environment, progressing from there. Pupils may then develop an ability to compare and contrast their own local environment with other larger environments including the global environment. It is important to explore feelings and opinions about places as well as to develop geographical skills.

Through daily interaction and activities, teachers will need to explore pupils own understandings and ideas. Possible approaches which the teachers may use include:

- talk and discussion;
- questioning;
- listening;
- problem-solving tasks;
- drawings;
- teacher-designed tasks and tests,
- Concept-mapping.

### **4. Approaches and methodologies:**

The use of a wide variety of approaches and methodologies are an essential element to this geography plan. These may include:

- active learning;
- problem solving;

- developing skills through the elements of content,
- talk and discussion;
- guided discovery;
- co-operative learning;
- use of the environment;
- project work;
- independent research tasks;
- use of speakers,
- artefacts, photographs, maps, atlases and globes;
- fieldwork and scaffolding of structured play and discovery
- digital technology

Our teaching of geography will involve a variety of teaching and learning styles appropriate to the topics being taught. In organising our teaching and learning, pupils will be given the opportunity to work as individuals, in pairs and groups, to both develop independent learning, and the ability to work collaboratively. We will provide a variety of contexts for learning e.g. in the classroom, within other areas of the school (e.g. the library, school grounds and immediate vicinity) and fieldwork. Teaching and learning may include practical, investigative, oral, written and problem-solving activities.

Priority methods may include: the explicit teaching of the language of geography (including spatial language); the need to model the use of skills; the use of Physical Education (P.E.) to develop spatial awareness and direction; the appropriate use of picture symbols and concrete objects; repetition of material; additional demonstration; review; use of appropriate websites and apps, and the facilitation of the transfer of knowledge to real-life contexts.

### **Junior Cycle**

Class teachers of Junior Cycle will include elements of the geography plan that fit in with Junior Cycle learning outcomes while being appropriate and meaningful for their classes. Details are included in Appendix 2

## **Senior Cycle**

Senior cycle classes will engage with Geography as part of the SESE plan outlined in Appendix 3. Pupils will engage with Geography across a range of strands and topics over a two-to-three-year programme. Pupils will access material at a level and pace suited to their abilities.

### **5. Linkage and Integration:**

Geography will be linked with other subjects as appropriate. i.e. Science, Maths, History, English, Art. It is linked across a variety of learning outcomes with the JC L1LP and L2LP, short courses and with learning outcomes in the post JC programmes including SC L1LP and L2LP, School based leaver's programme and QQI level 3.

### **6. Assessment and record keeping:**

Assessment will be used to identify what pupils know, understand, can do and to inform future planning. It is an integral part of the teaching and learning of geography here, in St. Michael's School.

A blend of formative and summative assessment may be used to assess learner progress.

Assessment tools may include:

- teacher observation;
- class work and homework;
- teacher-designed tasks and tests;
- work samples;
- objectives checklist;
- portfolios and projects;
- photographs and drawings;
- use of digital technology
- and curriculum profiles.

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

- a) Pupil's **knowledge** of the world;
- b) Pupil's ability to use geographical **skills**;
- c) Pupil's development of values and **attitudes**.

#### **7. Equality of participation and access:**

We believe that all pupils have the right to fully participate in and enjoy the geography curriculum. All pupils in this school will be supported as they participate in and engage with the geography curriculum, at a level suited to their own needs and abilities. As the population of the school diversifies, and different nationalities present, reference will be made to their related nations, as a matter of inclusion and awareness among all pupils.

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### **Organisational Planning**

#### **8. Timetable:**

In the Primary School, time allocation for geography may vary according to age, ability and focus of work, but should approximate 1 hour per week.

In the Junior and Senior Cycles pupils are following their post primary programmes with an integrated approach and also engaging in additional subjects and certification such as: Home Economics, Woodwork, CSPE, Information Technology, Art and Music.

In the Junior Cycle Geography is encompassed in many aspects of the Priority Learning Units (PLU's), Classroom Based Assessments (CBA's) and short courses.

In the Senior Cycle pupils will begin QQI Level 3 modules and/or St Michael's school leavers programme. Geography will be incorporated into the SESE section of this programme. See Appendix 3. Time allocations in the Senior school should remain flexible, as individual teachers remain free to use their professional judgement to adjust the guidelines to suit individual pupil needs and the class circumstances.

#### **9. Resources and ICT:**

The main resource for geography is the environment. An Environmental Audit was comprehensively prepared as part of our science plan and was reviewed for application here (Appendix 2).

A variety of resources (textbooks/photocopiable books) are available as well as a central library, and individual resources, such as atlases and globes are available in some classes. P.E. equipment may also be used to enhance and demonstrate concepts. All staff are responsible for the proper safe use and maintenance of all equipment and resources.

The geography curriculum has much scope for the involvement of DT, which offers specific learning opportunities to further develop geographical skills. ICT should be incorporated into the teaching and learning process and pupils should be provided with opportunities to use modern technology to enhance their learning. Appropriate software and computer applications should be used to practice, enhance, reinforce and consolidate learning in geography. We have access to the internet so that we can use the web as a geographical resource. Some interesting and important websites addresses are provided (Appendix 8 SESE Policy).

#### **10. Health and safety:**

All geography classes will be taught by a teacher. Pupils will be instructed in the proper use of equipment and in the manner of which they are to behave. All staff members should observe safety procedures when structuring activities/fieldtrips and every effort should be made to enable pupils to become aware of, and adopt safe practices. Teachers should also refer to the school's Health and Safety Policy. Details of the procedure to be used to evacuate the building in the event of a fire are posted in each classroom.

#### **Important Considerations in the Undertaking of Field Trips:**

Pupils can only attend field trips, outside of the school grounds, upon completion of an annual permission slip, signed by their parents/ guardians. The school's official outing record book must also be completed by the teacher. An outings First Aid kit must be brought on each and every field trip. Teachers should always be aware of potential health and safety issues at any sites and safety procedures noted for field trips. Adequate supervision is a pre-requisite for all school trips. Creative, careful planning and preparation will be used when undertaking field trips. Pupils must be shown how to respect the environment, to preserve it, for their own use and for those of future generations. Due to

its close proximity and ease of access, frequent use of the Phoenix Park for field trips will be encouraged, whenever applicable.

### **11. Individual teachers' planning and reporting:**

The experiences of the pupils' environments which they bring to school and the geographical work they have completed to date will form the starting point for teachers planning. Proper planning and differentiation of lessons and materials/topics to be covered are a pre-requisite to the delivery of the geography programme. Planning should take cognisance of what the community has to offer in creating relevant and effective learning experiences for our pupils.

Schemes of work should be sufficiently flexible to respond to and capitalise on our pupils' experiences and natural phenomena (for example: a storm, or the building of a new road) which may occur from time to time. The treatment of the strand units should show repetition (where necessary) and progression in the levels of skills used and in the depth of treatment they are accorded. Teachers will strive to achieve a balance between knowledge and skills.

Maintaining an accurate record of pupils' work is also an essential aspect of reporting. Staff will inform other members of staff as to the progress achieved by a pupil.

### **12. Staff development:**

- Staff will attend all relevant seminars and in-service days, and ensure compliance with the geography curriculum; the guidelines for the education of pupils with a mild learning disability and this plan.
- Staff will be encouraged to research and try out new approaches and methodologies.
- Teachers will have access to books, resource material and websites dealing with geography.
- Teachers can also further enhance their knowledge with information from other relevant agencies such as Trocaire, Tree council etc. (see appendix 8 for the relevant websites).

### **13. Parental Involvement:**

Parents and families 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. Their input is encouraged and welcomed. Families from other cultures may be encouraged to share their heritage, if they so wish or if it is appropriate.

### **14. Community Links:**

Community involvement is a vital element of the implementation of the geography plan, and where practicable, all connections with other schools and localities in the community will be exhausted and utilised to the best potential available. The local library is a valuable source of knowledge for our pupils.

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### **Review:**

This policy was reviewed by the staff on March 11<sup>th</sup> 2025 and ratified by the Board of Management on 18<sup>th</sup> June 2025

Signed: *Sr. Bernadette Carron*

Date: 18.06.2025

**Chairperson, Board of Management**

## Appendix 1: Strand and Strand Units for Primary Class Levels

### Primary School SESE Plans

#### SESE St. Mark's Class

	<b>History</b>	<b>Geography</b>	<b>Science</b>
<p><b><u>Term 1</u></b> <b>Myself</b></p> <p><b>Seasons (Autumn/ Winter)</b></p>	<ul style="list-style-type: none"> <li>• Personal History</li> <li>• Important life events</li> <li>• People in my Family</li>   <li>• Story</li> <li>• (Feasts, Christmas)</li> </ul>	<ul style="list-style-type: none"> <li>• Human Environments</li> <li>• Homes</li> <li>• Living in the local community</li> <li>• People who help us</li> <li>• People who work in school</li> </ul>	<ul style="list-style-type: none"> <li>• Learning body parts</li> <li>• Myself</li> <li>• Variety and characteristics of humans</li>   <li>• Weather changes</li> <li>• Materials (clothes)</li> </ul>
<p><b><u>Term 2</u></b> <b>Spring</b></p> <p><b>Toys &amp; Games</b></p>	<ul style="list-style-type: none"> <li>• Story</li> <li>• Chronology</li> <li>• People &amp; Things of the past</li> <li>• Toys &amp; games now and in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Change of environment (spring tree, new life)</li> <li>• Plants in our local environment</li> </ul>	<ul style="list-style-type: none"> <li>• Hot and cold</li> <li>• Heat and energy</li>   <li>• Light and dark</li> <li>• Day &amp; Night</li> </ul>
<p><b><u>Term 3</u></b> <b>Our Environment and others.</b></p> <p><b>Country: Australia</b></p>	<ul style="list-style-type: none"> <li>• Continuity &amp; Change in the local environment</li> <li>• Aboriginals – Native people of Australia</li> </ul>	<ul style="list-style-type: none"> <li>• Our Environment – Living in local community</li> <li>• People &amp; Places in other areas</li> <li>• Australia on map – Differences between Ireland and Australia</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Awareness and Care</li> <li>• Attributes of local environment</li> <li>• Caring for my locality</li>   <li>• Plant &amp; animal life</li> </ul>

		weather, hobbies etc.	<ul style="list-style-type: none"> <li>• Caring for my locality</li> </ul>
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## St. Luke's SESE

Subject Timeframe	History	Geography	Science
<b><u>Term 1</u></b>			
Growing Up	This is me! (timeline)	Living in the local community (work)	My growing body
Homes	Now and then homes	Weather, signs of the seasons	Taking care of my body
Autumn	Autumn celebrations, Halloween games from the past	People in other places – Africa (homes)	Plants and animals (influence of weather)
Energy			Materials, properties and characteristics (materials and change)
Winter	The Children of Lír	Space exploration	Energy and forces (electricity)
<b><u>Term 2</u></b>			
Playtime	Toys / games from the past	Living in the local community (playground / playroom)	Energy and forces – push and pull forces in the playground
Recycling	Spring traditions around the world	Caring for my locality (recycling)	Magnets – push and pull forces
Spring	Ancient Egyptians, daily life in ancient Egypt, their beliefs, pyramids, hieroglyphics	Weather	My senses
The environment	Tír na nÓg	Working in Ireland/ work in my area	Materials (recycling)
Work			Pollution

<b><u>Term 3</u></b>			
Transport and travel / work	Now and then travel Watching the weather	Working in travel (living in the local community)	Modes of transport Materials (building bridges)
Summer	The Legend of Fionn MacCool, the Giants Causeway	Weather / weather in other countries	Plants and animals, life cycle of the butterfly
The environment		Habitats	

### St. Johns Class SESE Plan

<i>Subject:</i>	<b>History:</b>	<b>Geography:</b>	<b>Science:</b>
<i>Timeframe:</i>			
<b><u>Term 1:</u></b>			
Growing Up	Myself: Personal History (Timeline / Storyline / Family Tree).	Homes / Houses.	
Playtime	Toys / Games from the past. The story of the creation of Lego.	Living in the local community (My local area and locations within my locality). Simple Mapping and/or mapwork. (The local natural environment).	Taking care of my body.
Where I live	Stories; The Story of the creation of Lego.  Change and continuity (How school life has changed through the years).	Living in the local community (People who help us / Work).	Materials, properties, and characteristics (Materials and change).
Winter Autumn Spring Summer	Weather (The History and development of weather forecasting).	Weather; Weather forecast.	Weather / Seasons and their impacts. (Appropriate Clothing).
Transport &		Environmental care (Recycling).	

<p>travel</p> <p>Energy</p>	<p>Modes of Transport (Travelling now and then).</p> <p>How global warming has changed over the years and the impact of Global Warming.</p>	<p>(Caring for my locality).</p>	<p>Energy and forces (Forces).</p>
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<p><b><u>Term 2:</u></b></p>	<p>Change and continuity; Technology and Machinery, how farming and farming methods, technology and machinery have developed over time.</p> <p>“St. Bridgit” and “St. Patrick” (Also relates to Feasts and Festivals in the Past).</p> <p>The history of two chosen countries; First chosen country is Spain and the second one is optional, but</p>	<p>Farming; The work of the people who supply food to us. Influences/Impacts that the weather and seasonal changes have on farming. (Human/Natural Environments).</p> <p>People and places in other areas. (European county; Food, Landmarks &amp; Animals of that country/s).</p>	<p>Compost (Planting &amp; Gardening).</p> <p>Plants and animals; life cycles. Differentiate between both plants and animals relating to specific features like / dislikes and similarities. (Cows; Milking).</p> <p>The Story of the Chick/Hen.</p> <p>The country’s national animal or Living Things; Focusing on Living Things that have an Egg. Hatching from an Egg. Group and sort living things according to certain characteristics (e.g., whether they lay eggs). Recognise and describe the parts of living things (such as; the scales of a snake, the webbed</p>
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	<p>must be from the continent of Europe.</p>		<p>feet of a duck, and the shell of a turtle). Develop an awareness of animals in their local habitat and/or those further afield.</p>
<p><b><u>Term 3:</u></b> Summer</p> <p>Energy &amp; Forces; Heat</p>	<p>Story; Discussing and noticing how our summer plans have changed from generation to generation. The story of the Mill in Chapelizod.</p> <p>How homes were heated in the olden days, compare how heat evolved over the centuries in both our homes and in school.</p>	<p>Weather / Seasons and their impacts. Temperature (Degrees Celsius). and/or Weather in foreign countries.</p> <p>Sources of heat. Solar Energy. Heating and Cooling (Materials and Change). Planet Earth in Space.</p>	<p>Plants and animals (Living things). Observe, identify and explore signs of seasons in the local environment (e.g., trees, animals, ponds etc.). Become familiar with the life cycle of the tree through learning about and observing each season. Understand that seasonal changes occur in living things and examine the changes to plant and animal life during the different seasons.</p> <p>Temperature, heat and living things. Comprehend what the word temperature means, e.g., temperature is a measurement of how hot something is. Measure and compare temperatures in</p>

	(Old and New / Past and Present.		different places (such as the classroom and in the yard).
The Romans.			Group and sort living things according to where they live (for example, in a hot or cold place). Develop an awareness of animals from different environments.

	<b>History</b>	<b>Geography</b>	<b>Science</b>
<b>Term 1</b> <b>Family</b>	<b><u>Myself and My Family:</u></b> <b>My Family:</b> -Events and dates -Comparing ages -Same and different -Family Tree -Viking Family Life	<b><u>Human Environments:</u></b> <b>Living in the local community:</b> <b>My family and community</b> -Where do I live -School bus -Type of house I live in -My home community -My school community A Galway Community	<b><u>Living Things</u></b> <b>Myself</b> <b>Human Life Process</b> <b>Plants and Animals</b> -Physical similarities/differences -Living things grow and change -My senses -Autumn
	<b>People</b>	<b><u>Story: Stories</u></b> Communication -Marconi (Radio) -A. Graham Bell (telephone) Viking Exploration	<b><u>Human Environments</u></b> <b>People and Places in other areas</b> Homes around the world / Homelessness Christmas around the world
<b>Term 2</b> <b>Changes</b>	<b><u>Myself and My Family</u></b> <b>Feasts and Festivals in the Past</b> <b><u>Story: Stories</u></b> -Spring Traditions near and far -The Legend of Setanta Oisín in Tir na nÓg	<b><u>Natural Environments</u></b> <b>Weather</b> <b>The local natural environment</b> <b><u>Human Environments</u></b> <b>People and Places in other areas - Asia</b> -Winter Weather -Spring weather -Pond Life -Chinese New Year	<b><u>Living Things: Plants and Animals</u></b> <b><u>Materials: Materials and Change</u></b> -Reindeer -The frog -An apple tree -Insulation -Sound
	<b>My Life</b>	<b><u>Myself and My Family</u></b> <b>My Family</b> <b>When my grandparents were young</b> <b>Games in the past</b> Favourite Childhood Places Games then and now Going to school	<b><u>Natural Environments:</u></b> <b>Weather</b> <b>The local natural environment</b> <b>Environmental Awareness and Care – Caring for my locality</b> <b><u>Human Environments:</u></b> <b>People and Places in other areas</b> Ireland -Weather in Ireland /Wild Atlantic Way -Water Conservation

Subject Timeframe	History	Geography	Science
<b><u>Term 3</u></b> <b>Respect</b>	<b><u>Change and Continuity</u></b> Change and continuity in the local environment <b><u>Story:Stories</u></b> Chapelizod then and now Aras An Uachtaran Space travel through time Chris Hadfield	<b><u>Environmental Awareness and Care</u></b> <b><u>Caring for my locality</u></b> <b><u>Natural Environments</u></b> <b><u>Planet Earth in space</u></b> The Phoenix Park pond The River Liffey Trees, flowers, animals The Planets A view from space Tourism in Dublin	<b><u>Environmental Awareness and Care</u></b> <b><u>Caring for my locality</u></b> <b><u>Energy and Forces</u></b> <b><u>Sound/Magnetism/Force</u></b> <b>s</b> Air, water, soil – comparing growth without light,water Litter awareness Sounds in my environment Electricity at school + home Static electricity Floating and sinking

From Curriculum for First and Second Classes, with some Learning outcomes taken from Third Class.

Linked to SPHE Curriculum Plans

## **Appendix 2: Geography in the Junior Cycle**

In the Junior Cycle, Geography is specifically taught through the following PLU's:

PLU's	Element	Learning outcomes	Terminology
Communicating & Literacy	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	1.3 Following a series of spoken instructions	Data, evidence, fossil, research, artefact, primary/secondary source, decade, century, encyclopaedia, archive, biography, book review, historian, timeline, myths and legends, dates, record, journal, CV, profile, education, work experience, interview.
	Using non-verbal behaviour to get the message across	1.11	
	Reading to obtain basic information	1.12 1.14	
	Using expressive arts to communicate	1.23 1.24	
	Using suitable technologies for a range of purposes	1.34 1.35 1.36	
Numeracy	Developing an awareness of temperature	2.13 2.14 2.15 2.17	
	Developing an awareness of length and distance	2.23-2.27	
	Developing spatial awareness	2.32-2.37	
Personal Care	Knowing how to stay safe	3.27 3.28 3.29 3.30	

	Using local facilities	4.14-4.17	
	Finding out about work	5.6 5.9	
	Preparing for a work related activity	5.22 5.23	
	Taking part in a work related activity	5.24-5.32S	

It is also incorporated through thematic and topic teaching across all the PLU's and short courses.

## **Appendix 3: SESE in Senior Cycle**

### **St Michael's Senior Cycle Programme for SESE**

	Learning Outcomes The student should be able to:	Year 1	Year 2
<h1>Weather</h1>			
<b><u>Curricular Links:</u></b>			
<b>Science:</b> Water Cycle, States (solid/liquid/gas), Thermometers, Energy and Forces			
<b>History:</b> Local Studies, Historical Instruments for measuring weather; Historical storms e.g. Katrina			
<b>Geography:</b> Meteorology maps, countries affected by extreme weather, climate/climate change			
1.	Develop an understanding of what weather means (measure temperature, rainfall etc.)		
2.	Investigate the seasons and their changes		
3.	Become aware of weather in other parts of the world and its consequences		
4.	Think about the consequences of extreme weather		
5.	Investigate how the weather affects what we eat (foods for summer/winter, seasonal meals etc..)		
6.	Investigate how the weather affects what we wear (opportunities to study travel brochures etc..)		
7.	Investigate how the weather effects the activities that we do (opportunities to investigate the effect of weather on farming, fishing etc..)		
8.	Investigate the work of emergency services during various weather conditions		
9.	Investigate our changing weather and climate change		
<h1>Energy</h1>			
<b><u>Curricular Links:</u></b>			
<b>Science:</b> Living Things; Energy and Forces; Environmental Awareness and Care			
<b>History:</b> Life, Society, Work and Culture in the Past			
<b>Geography:</b> Human Environments; Environmental Awareness and Care			

10.	Explore why our bodies need energy		
11.	Explore how humans get energy from food		
12.	Become aware of our use of electricity etc..		
13.	Suggest ways of saving energy		

## Waste

### Curricular Links:

**Science:** Materials, Environmental Awareness and Care

**History:** Life, Society, Work and Culture in the Past, Continuity and Change Over Time

**Geography:** Human Environments, Environmental Awareness and Care

14.	Develop an awareness of the different categories of waste		
15.	Develop an understanding of the problems caused by waste		
16.	Investigate where waste goes		
17.	Evaluate the impact of lifestyle on the planet		
18.	Investigate how to recycle waste		
19.	Influence others to recycle waste		

## Homes

### Curricular Links:

**Science:** Materials, Environmental Awareness and Care

**History:** Local Studies, Life, Society, Work and Culture in the Past, Continuity and Change Over Time

<b>Geography:</b> Human Environments, Environmental Awareness and Care			
20.	Develop an understanding of what a home is		
21.	Become aware of the type of building they live in		
22.	Develop an awareness that different homes are suitable for different people and animals		
23.	Use maps/Google Earth etc.. to study homes		
24.	Investigate various homes from around the world		
25.	Develop an awareness of the cost of homes		
26.	Investigate the range of jobs involved in the building of a home		
27.	Develop an awareness that some people are homeless		
28.	Develop an awareness of how to help support people who are homeless		

## **Events and Festivals**

### **Curricular Links:**

**Science:** Living Things, Energy and Forces, Materials, Environmental Awareness and Care

**History:** Local Studies, Story, Early People and Ancient Societies, Life, Society, Work and Culture in the Past, Eras of Change and Conflict, Politics, Conflict and Society, Continuity and Change Over Time

**Geography:** Human Environments, Natural Environments, Environmental Awareness and Care

The student should be able to:

29. Develop an awareness of current news events as they occur and as are relevant to the various curricular links above e.g volcanoes, effects of climate change etc..

30. Become aware of various local, national and international events and festivals as they occur in the calendar e.g St Brigid's Day, St Patrick's Day, Chinese New Year

## **Local Studies**

<p><b><u>Curricular Links:</u></b></p> <p><b>Science:</b> Living Things, Energy and Forces, Materials, Environmental Awareness and Care</p> <p><b>History:</b> Local Studies, Story, Early People and Ancient Societies, Life, Society, Work and Culture in the Past, Eras of Change and Conflict, Politics, Conflict and Society, Continuity and Change Over Time</p> <p><b>Geography:</b> Human Environments, Natural Environments, Environmental Awareness and Care</p>
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The student should be able to:

31. Become familiar with the immediate area surrounding their school using the curricular links as listed above e.g Phoenix Park Project, Chapelizod Village Project

Opportunities may arise for pupils to research and present information about their own locality.

## Europe and the Wider World

<p><b><u>Curricular Links</u></b></p> <p><b>Science:</b> Living Things, Energy and Forces, Materials, Environmental Awareness and Care</p> <p><b>History:</b> Local Studies, Story, Early People and Ancient Societies, Life, Society, Work and Culture in the Past, Eras of Change and Conflict, Politics, Conflict and Society, Continuity and Change Over Time</p> <p><b>Geography:</b> Human Environments, Natural Environments, Environmental Awareness and Care</p>
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The student should be able to:		
32. Learn about a small number of the major natural features of Europe (Refer to Primary School Curriculum for Geography p.79 )		
33. Become familiar with the names and approximate location of a small number of major world physical features (Refer to Primary School Curriculum for Geography p.79		
34. Become familiar with some aspects of the lives of a variety of peoples e.g Stone Age peoples, Bronze Age peoples, Egyptians etc... (Refer to Primary School Curriculum for History p.67)		

**Appendix 4: Geography Environmental Audit, St. Michael's School, 2025.**

**How can we use our school environment as a resource for the teaching of Geography?**

**1. (a) Develop awareness, observe and explore landscape features our school/local environment?**

Woodland	√	Wall	√
Hedgerow	√	Peatland	
Hill	√	Soil	√
Bog		Grassland	√
'Waste' ground		Mountains	
Highlands		Valley	
Lowlands		Low Land	
Banks	√	Drumlins	
Headlands		Wildlife area	√
Marshy area	√		

**(b) Water in the environment**

Pond	√	Lakes	
Stream	√	Estuaries	
River	√	Beach	
Canal		Seashore	

**2. Areas in the environment in which weather observations might be made.**

- Car park,
- Phoenix Park,
- Gardens,
- View of mountains
- Yard,
- Outside classrooms.

**3. Which of these trees can pupils explore in our school environment?**

Oak	√	Beech	√	Cypress	√	Holly	√
Hawthorn	√	Chestnut	√	Cedar	√	Cherry	√

Rowan	√	Lime/Linden	√	Spruce		
Hazel	√	Ash	√	Pine	√	
Crab apple	√	Sycamore	√	Larch	√	
Birch	√	Willow	√	Alder	√	

**4. What plants grow in our local environment - can we use them to enable pupils to explore variety of...**

Stems	Eg. ash tree has a thick, grey, vertical trunk/chickweed has a thin, green, horizontal stem All plants.
Leaves	All trees, monkey puzzle, sycamore, beech, holly, chestnut, oak and ash.
Roots	Potatoes, vegetables, pine, beech, peony.
Bark	All trees, silver birch.
Flowers	Daffodils, crocuses, tulips, buttercups, daisies.
Fruit	Rowan tree, cherry tree, blackcurrants
Buds	Sycamore, horse chestnut, cherry blossom, daffodils.

**5. What simple food chains exist in the school environment?**

- insects----birds
- fishing trips
- leaves----worms----bird
- plant----slug----hedgehog
- food/litter----magpies/crows
- weasels----mice
- nuts----squirrels----foxes.

**6. How can we make our local environment a better place for observing animals?**

- Leaving ‘naturalized’ areas—quiet areas,
- Create a natural pond life,
- Birds- feeding tables and nesting tables,
- Wildlife area,
- Fill in fountain/ pond,
- Compost heaps,
- Nesting boxes,
- Create definite habitats,
- Create a small observation station.
- Bug Hotel – “Ladybug Lodge”

**7. List the natural materials evident in the school/local environment.**

Mud	√	Pebbles	√
Soil	√	Sand	
Rocks	√	Water	√
Stones	√	Other	

**8. What evidence can we see of the human/built environment in our school?**

Walls	√	Types of surfaces	√
Buildings	√	Paths	√
Windows	√	Roof Types	√
Drains	√	Evidences of services	√
Oil Tank	√	Shelter	√
Fencing	√	Astro/Other?	

**9. What examples of the following can pupils observe and explore in the school/local environment?**

<b>Buildings in which the following materials are used</b>			
<b>Brick</b>	Main school to cill height	<b>Corrugated iron</b>	Sheds, sides of water tank
<b>Steel girders</b>	Phoenix Room	<b>Roof Tiles</b>	Glen College Canteen
<b>Stone</b>	Steps by canteen -granite	<b>Slate</b>	Ozanam Villa
<b>Concrete blocks</b>	Walls	<b>Wood</b>	Garden Shed, Internal doors.
<b>Mass concrete</b>	Walls, foundations	<b>Aluminium</b>	Flashing on roofs
<b>Pebble dash</b>	Walls	<b>PVC</b>	School windows
<b>Thatch</b>	Crib at Christmas	<b>Glass</b>	Shop windows

**10. List some examples of- homes, buildings, settlements**

<b>Single-storey Buildings</b>	School building, cottages.	<b>Three-storey buildings</b>	Old House, Convent
<b>Two-storey buildings</b>	Local houses, Ozanam Villa	<b>Buildings with more than three storeys</b>	Local Apartments
<b>Oldest buildings in the locality</b>	Farmleigh, Castleknock College, Main house with oak paneling, Mount Sackville, Ashtown Castle, Castleknock Castle	<b>Recently constructed buildings</b>	Apartment blocks and shops in Chapelizod, Glen College Administration/ Horticulture buildings, Footbridge, Bungalows St. Louises's, Pottery Room.

**11. What seasonal changes can pupils explore/observe in the school environment?**

Natural Environment, e.g. habitats  
Human Environment, e.g. buildings

- Autumn –colour of leaves
- Spring- flowers, buds, nests
- Winter- bare trees
- Summer- flowers, trees, growth of grass
- Buds/ leaves growing on trees
- Flower beds and pots
- Trees- leaves changing colour
- Vegetable patch

**12. Name a local building that you think enhances the environment? Why?**

- The water tower- shape, structure, use of materials
- Glenmaroon House/ Convent Building- old, different materials

**13. Name a building that, in your opinion, doesn't enhance the environment? Why?**

- Chapelized National School- doesn't fit in with the little houses in the village
- West County Hotel- unattractive appearance

**14. What examples of the positive impact of human activities on the environment can be observed/ explored by pupils in our school?**

- Horticulture garden by the yard
- Planting of a tree by the pupils of our school
- Recycling,
- Bird table,
- Plants and vegetables
- Flower beds,
- Well kept lawns.

**15. What examples of the negative impact of human activities on the environment can be observed/ explored by pupils in our school?**

- Toll bridge
- Buildings,
- Haphazard planning,
- Litter-attracts scavengers, spreads disease,
- Road/ Building works,
- Noise/ Visual/ Dust/ Pollution.

**16. What strategies for improving and caring for the environment can pupils implement in our school?**

- Litter awareness,
- Compost bins- show pupils how biodegradable matter can be reduced to natural state, whereas plastic does not disintegrate,
- Recycling/ litter control,
- Planting a wildlife garden,
- Maintaining gardens,
- Organic gardens,
- Cleaning yard,
- Green Schools Flag

**17. What strategies for improving and caring for the environment can be implemented by teachers/parents?**

- Make pupils aware of the role they have to play in the environment,
- Show pupils how to reduce, reuse, recycle. Talk about the impact of chewing gum, plastic bags etc. on the environment,
- Discuss ozone layer and greenhouse effect,
- Recycling/ litter control,
- Walk/ cycling more,
- Reduce packaging,
- Conserving energy,
- Planting a wildlife garden.
- Compost bins

**18. What local environmental issues can pupils investigate/help to resolve?**

- Recycling- clothes, bottles, cans, paper.
- Amount of traffic/ road safety eg: road safety issue, campaign for wider paths,
- Waste,
- Pollution in the River Liffey,
- Knocking down old buildings in Chapelizod to build apartments.

## Appendix 5: A List of Some Relevant and Useful Websites.

Website	Information
<a href="http://www.geography.org.uk">www.geography.org.uk</a>	Publishers of Primary Geography Handbook
<a href="http://www.acblack.com">www.acblack.com</a>	
<a href="http://www.cso.ie">www.cso.ie</a>	Central Statistics-office ed. Section
<a href="http://www.treecouncil.ie">www.treecouncil.ie</a>	Charts and posters
<a href="http://www.scoilnet.ie">www.scoilnet.ie</a>	
<a href="http://www.ncte.ie">www.ncte.ie</a>	
<a href="http://www.epa.ie/education">www.epa.ie/education</a>	(Environmental Protection Agency)
<a href="http://www.opw.ie">www.opw.ie</a>	Office of Public Works
<a href="http://www.sei.ie">www.sei.ie</a>	Sustainable Energy Ireland
<a href="http://www.irish-architecture.com">www.irish-architecture.com</a>	
<a href="http://www.irelandinformationguide.com">www.irelandinformationguide.com</a>	Information on counties
<a href="http://www.countytyrone.com">www.countytyrone.com</a>	Substitute Tyrone for information on another county.
<a href="http://www.trocaire.org">www.trocaire.org</a>	Information on Trocaire
<a href="http://www.met.ie">www.met.ie</a>	Weather information
<a href="http://www.bordglas.ie">www.bordglas.ie</a>	
<a href="http://www.multimap.com">www.multimap.com</a>	Maps and aerial photographs
<a href="http://www.graphicmaps.com">www.graphicmaps.com</a>	World atlas
<a href="http://www.imagesoftheworld.org">www.imagesoftheworld.org</a>	
<a href="http://www.cia.gov/cia/publications/factbook/geos/et.html">www.cia.gov/cia/publications/factbook/geos/et.html</a>	Countries factbook
<a href="http://www.picsearch.com">www.picsearch.com</a>	Pictures
<a href="http://www.agriaware.ie">www.agriaware.ie</a>	
<a href="http://www.webshots.com">www.webshots.com</a>	
<a href="http://www.worldinfozone.com">www.worldinfozone.com</a>	

www.failteireland.ie	
www.concern.ie	
www.developmenteducation.ie	
www.science.ie	
www.oiche.ie	
www.nasa.gov	
www.wateraid.com	
www.mapzone.com	
www.kingfisher.com	
www.scholastic.ie	
www.ncca.ie	
www.ria.ie	22 towns available nationwide
www.into.ie	
www.pesp.ie	Curriculum support
www.sdps.ie	