



Sample Unit of Learning

Name of Unit of Learning: *“Staycation”*

Prior Knowledge: (Learning Outcomes previously covered that support the learning)

1.5 Explain how the processes of erosion, deposition and transport shape our fluvial, marine and glacial landscapes

2.1 Describe the economic and social impacts of how we interact with the occurrence of volcanoes, earthquakes and fold mountains

Learning Outcomes: (Across the strands)

2.9 assess the interrelationships between the physical world, tourism, and transport.

3.4 Consider the factors affecting the location and origin of rural and urban settlement in Ireland

3.5 Examine the causes and effects of urban change in an Irish town or city

Action verbs: (Clarifies what the student will be able to do when the learning outcome is achieved)

Assess: Judge, evaluate or estimate the nature, ability or quality of something

Consider: Describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability

Examine: Consider an argument / concept in a way that uncovers the assumptions and relationships of the issue

By the end of the unit students will know and be able to do: (The Geography Dept will examine the learning outcomes and outline what students will know, be able to do, understand and value by the end of the unit of learning.)

1. Define tertiary activities
2. Identify the factors which attract tourists to the area e.g., climate, physical landscape, culture, city breaks
3. Name and locate tourist attractions on the O.S. Map and Aerial Photo of Clonmel e.g., River Suir, Comeragh mountains/ Slievenamon, forest trails, history, horse-racing/stud farms
4. Explain why people visit tourist attractions in Clonmel
5. Explain the positive and negative impacts of tourism in Clonmel e.g., new roads, jobs, pollution
6. Identify different types of transport links in Clonmel and why they developed in the area
7. Explain how the function of Clonmel has changed over time
8. Examine the factors which have influenced the growth and development of Clonmel as a nucleated settlement
9. Consider the impacts of the growth of Clonmel

Elements: How the student will experience the learning outcomes (learning experiences)

Patterns, Processes, Systems and Scale

Patterns:

- Factors which influence the growth of tourism

Geographical Skills

- Name and locate tourist attractions on O.S. maps and aerial photos

Sustainability

Economic:

- Seasonal nature of Tourism
- Cost of land

Environment:



<ul style="list-style-type: none"> • Tourism growth and the development of transport links • Factors influencing the growth and development of Clonmel • Patterns of growth in Clonmel • Factors influencing the change in function of Clonmel over time <p>Processes:</p> <ul style="list-style-type: none"> • Development of tourist amenities • Population growth and expansion of Clonmel • Change in function of Clonmel over time <p>System:</p> <ul style="list-style-type: none"> • Tourism in Clonmel – Causes and consequences • Growth and development of Clonmel – causes and consequences <p>Scale:</p> <ul style="list-style-type: none"> • Local, national and global tourism 	<ul style="list-style-type: none"> • Identify transport links on O.S. maps and aerial photos • Draw a sketch map of the town showing tourist attractions and transport links • Gather data from a wide range of sources • Examine CSO statistics on the growth of the town • Draw a graph to show the growth of Clonmel over time 	<ul style="list-style-type: none"> • Exploitation of the physical landscape • Loss of farmland <p>Social:</p> <ul style="list-style-type: none"> • Sustaining a sense of community • Maintaining the heritage of the town
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Geoliteracy: To help students become geoliterate they need to recognise and understand interconnections, interactions, and implications in the physical and human world

<p>Interactions</p> <ul style="list-style-type: none"> • Human interaction with the physical and human landscape around Clonmel • Tourism and the creation of jobs 	<p>Interconnections</p> <ul style="list-style-type: none"> • Physical and Human factors and Tourism • Tourism, Transport and the growth of Clonmel 	<p>Implications</p> <p>Social:</p> <ul style="list-style-type: none"> • Preservation of the town's heritage • Social Problems <p>Economic:</p> <ul style="list-style-type: none"> • Jobs (direct & indirect) • Growth of services • Seasonal tourism <p>Environmental:</p> <ul style="list-style-type: none"> • Pollution • Traffic congestion
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Checking in on learning:	
Ongoing Formative Assessment	Possible examples
Questioning & Observations Group Work Structured Inquiry	Placemat and Sorting Activities Tourist brochure Study of an aspect of geography in Clonmel
Department Resources:	Individual notes:
<ul style="list-style-type: none"> https://www.southeastireland.com/pclonmel-tipperary-ireland.html https://tipperary.com/listings/clonmel-community-tourist-office/ https://lit.ie/en-IE/current-students/Smarter-Travel/Clonmel/Public-Transport-to-Clonmel https://www.tipperarycoco.ie/sites/default/files/Corporate%20Plan%202020-2024.pdf https://npf.ie/wp-content/uploads/2017/09/0449-Elected-Members-of-Tipperary-County-Council.compressed.pdf https://www.checkout.ie/drinks/leo-varadkar-opens-bulmers-sustainability-project-in-clonmel-164714 https://www.zerowastemarketplace.ie/ https://www.heritagecouncil.ie/content/files/Clonmel-Town-Walls-Management-Plan.pdf https://www.youtube.com/watch?v=D1swTV3qyYs https://www.hri.ie/hri/publication/tipperary.pdf 	
Links to other programmes e.g. L1LP/L2LP/JCSP	
<p>Communicating and Literacy</p> <p>1.2 Ask questions to obtain information 1.24 Produce a piece of work for display 1.35 Access a range of websites on the internet 1.36 Find information for a project on the web</p> <p>Numeracy</p> <p>2.33 Use a simple map to find a given location 2.34 Draw a simple map to give directions 2.25 Use a ruler to draw and measure different lengths of lines 2.29 Use a calculator to solve simple problems</p> <p>Living in a community</p> <p>4.6 Participate co-operatively in a group situation 4.15 Identify familiar places & organisations in a local community</p>	Other subject areas:



Preparing for work

5.6 List three local employment opportunities

Reflection: (Reflection occurs during and after a unit of learning, both as an individual teacher and with your Geography Department. This will support future planning.)

What worked well?

What can be improved?

How can it be improved?