Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Geography

Professional Learning Booklet

2023-2024

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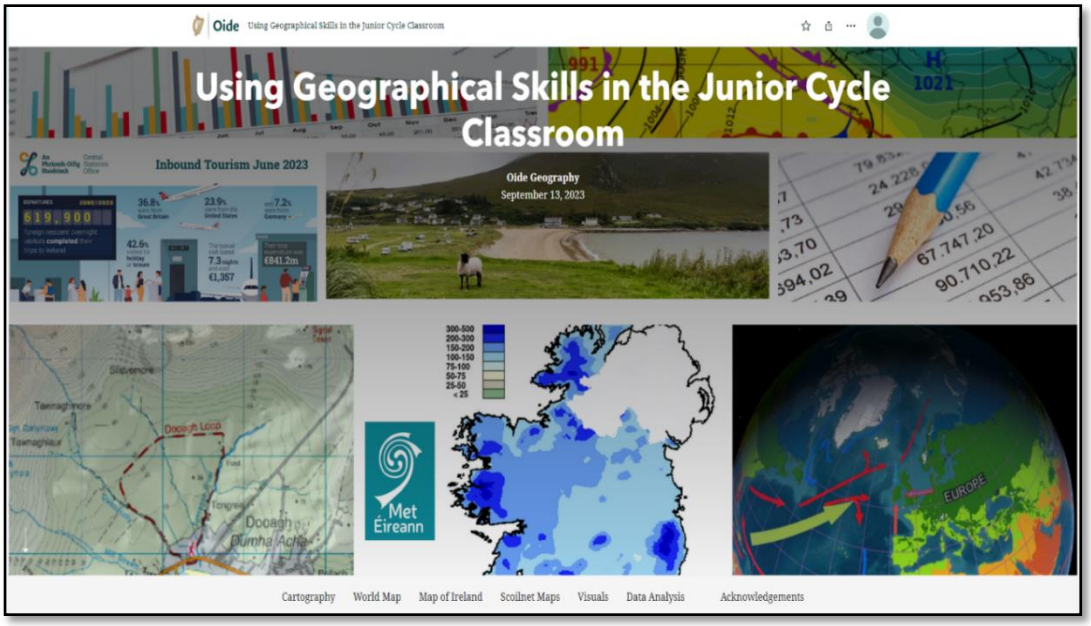
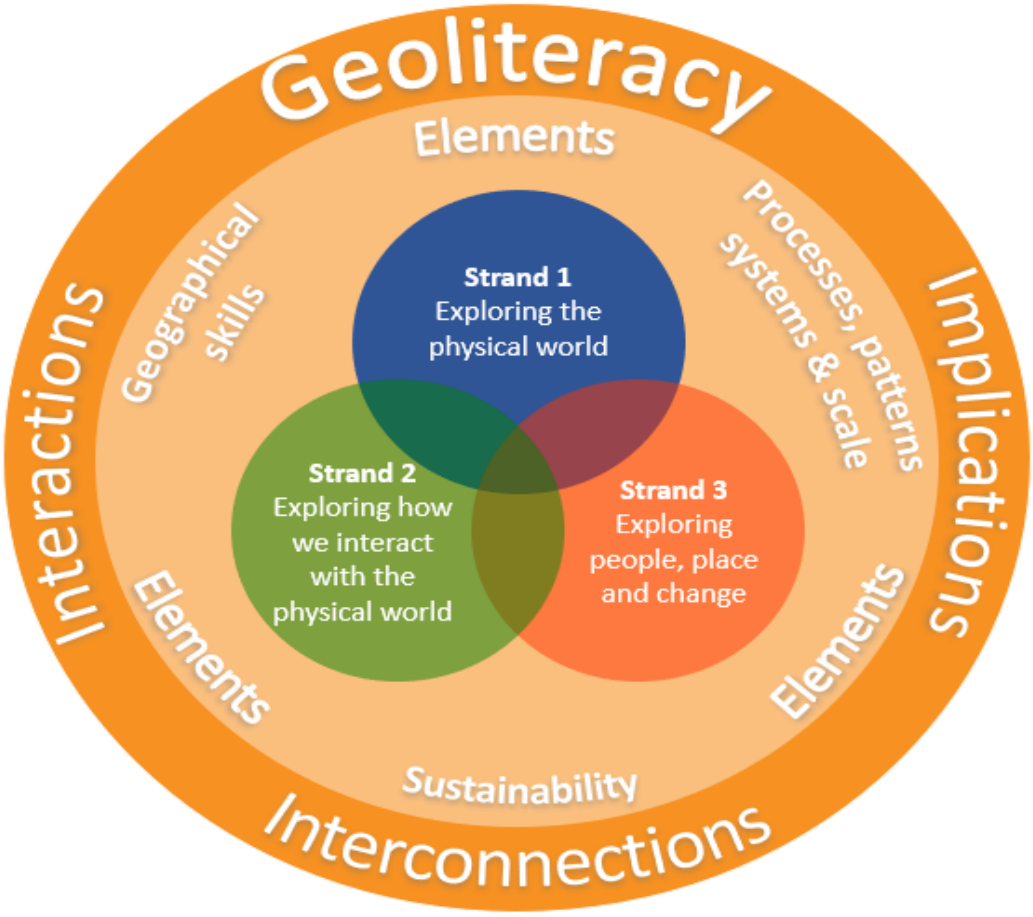


Structure of the Geography Specification for Junior Cycle



Geoliteracy refers to students' ability to develop far reaching decisions through geographical

Interactions refers to how systems, both human and natural, interact.

Interconnections refers to the linkage between people, places, environments, and spatial patterns, either by tangible links such as roads or intangible links such as politics.

Implications refers to the individual's ability to reason the consequences of their decision making and that of others.

Junior Cycle Geography Learning Outcomes

Elements	Strand 1: Exploring the physical world
• Processes, patterns, systems and scale • Geographical Skills • Sustainability	**Students should be able to:** 1.1 describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth 1.2 distinguish between different categories of rock type, referring to composition and formation 1.3 analyse the processes and effects of weathering and mass movement on our landscape 1.4 assess a soil type in a local area in relation to composition and vegetation 1.5 explain how the processes of erosion, deposition and transportation shape our fluvial, marine, and glacial landscapes 1.6 classify global climates, and analyse the factors that influence the climate in Ireland 1.7 investigate the formation and behaviour of a significant weather event 1.8 gather, record, and interpret weather data 1.9 differentiate between the types of energy resources produced by the physical world 1.10 investigate a range of physical processes active in a chosen location and the connections between them
Elements	Strand 2: Exploring how we interact with the physical world
• Processes, patterns, systems and scale • Geographical Skills • Sustainability	**Students should be able to:** 2.1 describe the economic and social impacts of how we interact with the occurrence of volcanoes, earthquakes, and fold mountains 2.2 evaluate the environmental, economic, and social consequences of rock exploitation and energy resources 2.3 identify how the physical landscape influences the development of primary activities 2.4 assess the exploitation of water, fish stocks, forestry, and soil as natural resources 2.5 describe a local secondary activity in relation to its function and the factors that influence its location 2.6 examine the causes and implications of climate change 2.7 investigate examples of how people interact with and manage surface processes 2.8 investigate how people respond to a natural disaster 2.9 assess the interrelationships between the physical world, tourism and transport.
Elements	Strand 3: Exploring people, place and change
• Processes, patterns, systems and scale • Geographical Skills • Sustainability	**Students should be able to:** 3.1 use the demographic transition model to explain populations' characteristics and how populations change 3.2 investigate the causes and consequences of migration 3.3 examine population change in Ireland and in a developing country 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 3.6 identify global patterns of economic development 3.7 compare life chances for a young person in relation to gender equality, health care, employment, and education opportunities in a developed and a developing country 3.8 evaluate the role of development assistance in human development 3.9 synthesise learning of population, settlement and human development within the process of globalization

Sample Unit of Learning

As Cold as Ice

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

1.4 assess a soil type in a local area in relation to composition and vegetation

2.2 evaluate the environmental, economic, and social consequences of rock exploitation and energy sources

Learning Outcomes: (Across the strands)

1.5 explain how the processes of erosion, deposition and transportation shape our fluvial, marine, and glacial landscapes

2.6 examine the causes and implications of climate change

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

1.10 investigate a range of physical processes active in a chosen location and the connections between them

Action verbs:

- **Explain:** give a detailed account, including reasons or causes
- **Examine:** consider an argument or concept in a way that uncovers the assumptions and relationships of the issue
- **Assess:** judge, evaluate or estimate the nature, ability, or quality of something
- **Investigate:** observe, study, or make a detailed and systematic examination in order to establish facts and reach new conclusions

By the end of the unit students will know and be able to:

- Outline a brief history of glaciation in Ireland
- Define what a glacier / ice-sheet is and explain how glaciers are formed
- Describe the global distribution of ice and identify places where glaciers are found
- Explain the processes of glacial erosion, transportation, and deposition and explain how these processes shape the landscape (features of erosion & deposition)
- Identify features of glacial erosion and deposition on OS maps, aerial photographs and satellite images
- Identify the factors that attract tourists to glaciated landscapes
- Name and locate tourist attractions in a glaciated landscape using maps and photographs
- Assess the relationship between the glaciated landscape, tourism, and transport
- Explain how melting glaciers impact people living in Ireland or other countries and what the future implications of melting glaciers are?
- Consider links between climate change and melting ice caps/sheet/glaciers

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

Patterns

- Location of global ice sheets and glaciers
- The route a glacier takes from upland to lowland
- Landforms of glacial erosion in upland areas
- Landforms of glacial deposition in lowland areas
- Areas affected by melting ice
- Glaciated landscape and transport
- Glaciated landscapes and tourism

Processes

- How ice sheets and glaciers are formed
- How ice moves
- Erosion (plucking, abrasion, freeze thaw action)
- Transportation and deposition of material
- Global warming and retreating ice sheets and glaciers

System

- How ice is formed
- How glacial processes shape the landscape
- Human activities and their interactions with the glacial landscape

Scale

- Local, national and global
- Ice sheets around the world today

Geographical Skills

- Identify where global ice sheets are on a world map and areas affected by climate change and melting ice
- Analyse maps, photographs, satellite imagery of glacial landscapes and identify landforms and patterns
- Draw and label diagrams of glacial landforms
- Draw and label a sketch map of Achill's glaciated landscape, transport network and tourist attractions
- Gather data from a wide range of sources e.g. climate and weather data to show climate change or data on tourism in Achill.
- Organise and interpret data to establish facts and reach new conclusions e.g. tourism in Achill, climate change etc.
- Present geographical information clearly and concisely to show their understanding

Sustainability

Economic:

- Sustainability of tourism e.g. seasonal nature of tourism in Achill
- Tourism in glaciated areas e.g. skiing, Alps, glaciers in New Zealand etc.

Environment:

- Exploitation of the natural environment
- Impact of melting ice

Social:

- Supporting local communities e.g., Ski Resorts in the Alps & National Parks in Ireland (improved infrastructure, health, retail etc. as a result of tourism)

Geoliteracy: To help students become geoliterate they need to recognise and understand interconnections, interactions, and implications in the physical and human world		
Interactions • The interaction between glacial processes of erosion, transportation and deposition and the effect this has on the landscape • How people interact with a glaciated landscape • The glaciated landscape and tourism • Glaciation, climate change and people	**Interconnections** • Glacial landscapes and transport networks • Glaciation and tourism • Human behaviour, climate change and melting ice • The effects that glaciated areas have on the location of settlements	**Implications** **Social:** • Outmigration due to unemployment (ski resorts/seasonality of tourism?) • Loss of community services **Economic:** • Employment opportunities • Seasonal employment • Improved infrastructure because of tourism (glaciated landscape) **Environmental:** • Climate Change • Loss of habitats and biodiversity • Tourism and degradation of the physical landscape

Checking in on learning:

Ongoing Formative Assessment	**Possible examples**
Types of assessment	**Evidence of learning**
	Role of the student in assessment

Department Resources:	Individual notes:
• https://achilltourism.com/ • https://timeforgeography.co.uk/videos-list/glaciation/corries/ • https://timeforgeography.co.uk/videos-list/glaciation/Aretes/ • https://timeforgeography.co.uk/videos-list/glaciation/Pyramid-peaks/ • https://timeforgeography.co.uk/videos-list/glaciation/formation-of-U-shaped-valleys/ • https://timeforgeography.co.uk/videos-list/glaciation/formation-drumlins/ • https://timeforgeography.co.uk/videos-list/glaciation/glacial-deposits-types-moraine/ • https://timeforgeography.co.uk/videos-list/glaciation/antarctica-ice-melt-global-sea-level/	

Links to other programmes e.g. L1LP/L2LP/JCSP	
	• https://www.jct.ie/geography/resources • http://www.jcsp.ie/resource_category/view/1308 • Statements - JCSP

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?

Teacher Activity 1: Using Cartographic Skills to interpret the landscape of Achill Island

Using **Scoilnet Maps (or printed map)** discuss

- What **Cartographic Skills** do you students need to interpret the landscape of Achill
- Explain how **Cartographic Skills** will develop their understanding of the geography of the area

What Cartographic Skills do your students need to interpret the landscape of Achill Island? Explain how each skill will develop their understanding	
Grid Reference	Students can give accurate locations e.g. in identify landforms.

What Cartographic Skills do your students need to interpret the landscape of Achill Island?	Explain how each skill will develop their understanding

Teacher Activity 2: Using Geographical Skills to support student understanding of local geography

- **Explore** your local area on **Scoilnet Maps**
- Select **one aspect** of **local geography**
- Investigate how you could use **Geographical Skills** to support student understanding of this aspect of local geography

Local Area:
Local Aspect:
Skills:

Teacher Activity 3: Planning for CBA 2

1. Based on what you explored in your **local area,** consider a possible **title/topic** for a local investigation with your students
2. **Discuss** and **identify possible investigation questions** that students can use through their CBA2 **"My geography"** local investigation
3. **Consider** what **research methods and geographical skills** your students could use e.g. use of OS maps, photographs, websites
4. **Identify resources** your students might use to gather data
5. **Consider** how your students will **analyse and present their findings**
6. **Create prompt questions** to support **student reflection**

Title/Topic	
Geographical Skills & Applied Skills	
Gather Data	
Analyse Data	
Present Findings	
Reflection Questions	

Classroom- Based Assessment 2

CBA 2 My geography. What your report should include:	
Processes, patterns, systems, and scale	**Sustainability**
• Investigate how the chosen geographical aspect relates to learning about a geographical process, pattern, or system. • Prepare a detailed response demonstrating the geographical significance of the chosen aspect investigated. • Outline the impact of the chosen aspect on the local area.	• Outline the sustainability considerations in relation to the chosen geographical aspect.
How you will prepare your response: *(geographical skills)*	
Students are encouraged to draw on as many geographical skills that are applicable to the individual response through the CBA process. • Students will prepare a response that demonstrates engagement with the key geographical questions of who, what, where, when how and why • Students will demonstrate the interactions, interconnections, and implications active in the chosen geographical aspect(s) • To investigate the key geographical questions identified, students will gather data from a wide variety of sources to develop information. Students are encouraged to engage in geographical investigations, including field work as part of their data gathering • Students will interpret, evaluate, and organise the data gathered to demonstrate how their response has been informed students will analyse their data to prepare an investigation response to the chosen geographical aspect(s)	

Advice for students

Work for this assessment will be supported by your classroom teacher. Once your classroom teacher and you have agreed on the local geographical aspect(s) that will form the basis of this Classroom-Based Assessment, you could ask yourself the following kinds of questions:

- Have I asked the key geographical questions of who, what, where, when how and why?
- What is the potential local environmental, economic, or social impact of my chosen aspect(s)?
- What are the future consequences of this aspect(s) on a local or a wider scale?
- Have I gathered data from a wide variety of sources, including online sources?
- Have I checked that the data I have gathered is reliable?

- If possible, did I interview or have a conversation with someone who can offer further insights or expertise to this aspect?
- Have I met with and talked to people who were impacted by this aspect?
- Does this aspect have any connections, consequences, or implications on a wider scale?
- Is the response investigated and organised in a clear logical manner?
- Is it presented in a creative and effective manner whichever the chosen format?
- Have I included an evaluation and reflection on my investigation?
- Who or what organisation might be interested in the findings from my investigation?

You may work on the Classroom-Based Assessment as an individual, in pairs or in groups. If undertaking the CBA as part of a pair or group, it is important to keep note of your own part in the process and your contribution to the group's work. You should indicate this in your response by using a symbol or your initials or a method agreed with your class teacher.

Features of Quality: My geography
Exceptional The response comprehensively engages with key geographical questions, including analysis of sustainability concerns and draws insightful, relevant conclusions The response demonstrates a comprehensive awareness of the processes, patterns and systems active in the chosen geographical aspect The response is exceptionally well-organised, demonstrating active engagement in gathering and analysing data from a wide range of sources.
Above expectations The response effectively engages with key geographical questions, including consideration of sustainability concerns, and draws relevant conclusions The response demonstrates very good awareness of the processes, patterns and systems active in the chosen geographical aspect The response is very detailed and well-organised, demonstrating good engagement in gathering and analysing data from a range of sources.
In line with expectations The response engages with some geographical questions, including some consideration of sustainability concerns and draws some interesting, though not always relevant conclusions The response demonstrates some awareness of the processes, patterns and systems active in the chosen geographical aspect The response is organised to a purpose and includes details and information which shows some engagement in gathering and analysing data from a number of sources.
Yet to meet expectations The response engages with few geographical questions and draws limited or no conclusions The response shows little or no awareness of the processes, patterns, and systems active in the chosen geographical aspect The response is haphazard or poorly organised and there is little detail on the sources used to gather data

Adapted from *Guidelines for the Classroom-Based Assessment and Assessment Task, First Edition* (NCCA, 2018, pages 21, 23 & 2

Notes