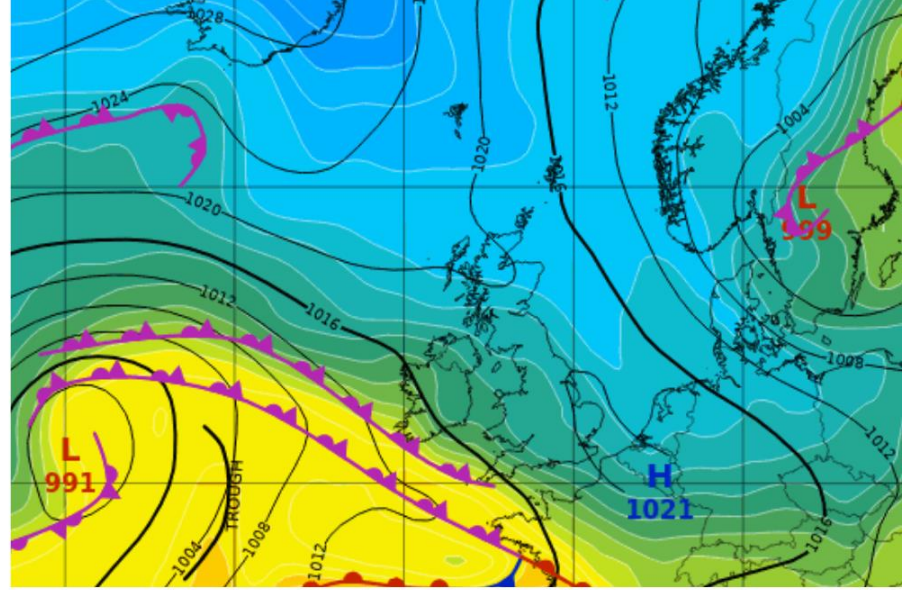




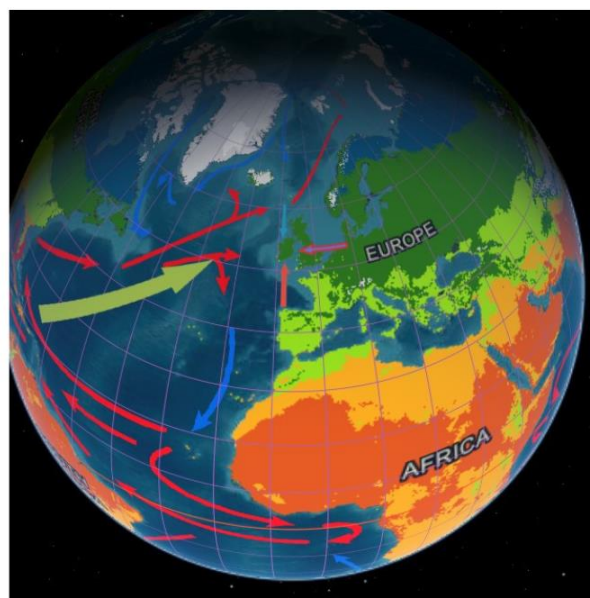
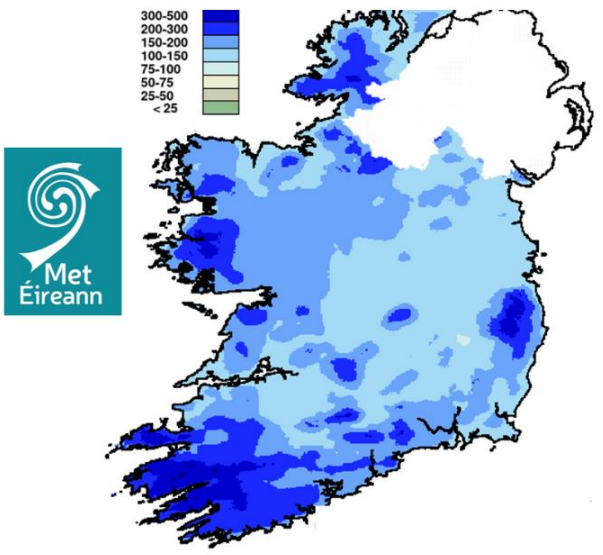
Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers



Using Geographical Skills in the Junior Cycle Classroom





Who is Oide?

Oide is a new Department of Education support service for schools, officially launched on September 1st, 2023. The service is the result of the integration of CSL, NIPT, JCT and PDST, bringing together a wealth of expertise and resources to better support our education system.



Structure of the Day



Oide

9.15am - 10.45am

Session 1

11.00am - 11.15am

Coffee Break

11.15am - 1.00pm

Session 2

13.00pm - 14.00pm

Lunch Break

13.30pm - 3.30pm

Session 3



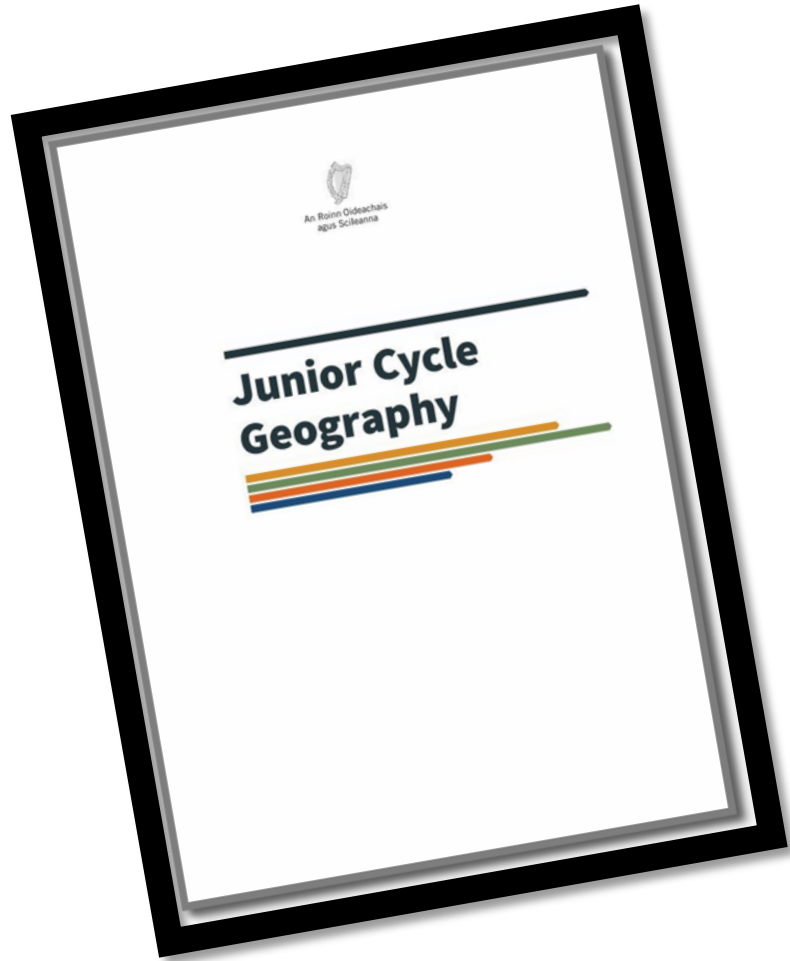
Learning Intentions

- Understand how the development of Geographical Skills in our classroom can enable students to think like geographers
- Plan for the integration of Geographical Skills across the 3 years of Junior Cycle Geography

Geographical Skills



Oide



Students will develop their graphicacy through:

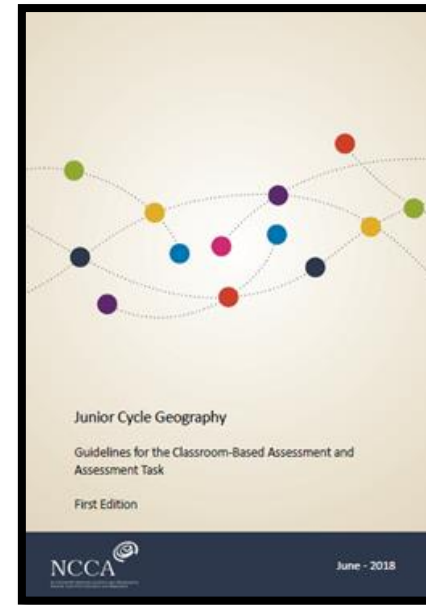
- **Mapping:** Cartographic skills relating to a variety of scales
- **Visuals:** Reading and interpreting a variety of relevant visual stimuli
- **Data analysis:** Reading and interpreting a variety of data sets

(Source: *Junior Cycle Geography Specification, NCCA, 2017, p.11*)



Geographical Skills - CBAs

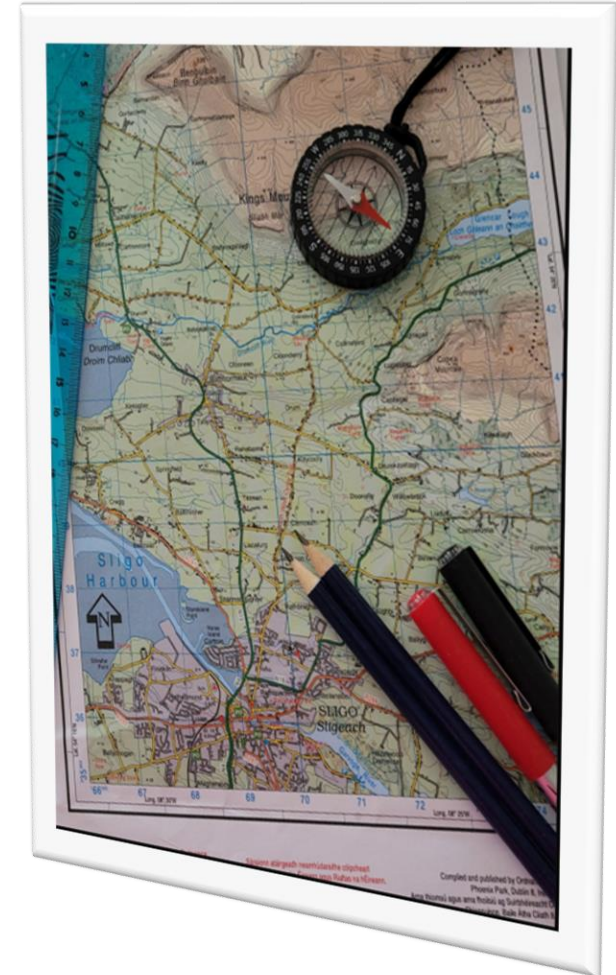
- Maps
- Satellite Imagery
- Photographs
- Graphs
- Diagrams
- Sketching





Why Develop Geographical Skills?

- Think like geographers
- Analyse relationships and make connections
- Develop knowledge and understanding





Oide Using Geographical Skills in the Junior Cycle Classroom

Inbound Tourism June 2023

DEPARTURES: 619,900
Foreign resident overnight visitors completed their trips to Ireland

36.8% came from Great Britain
23.9% came from the United States
and 7.2% came from Germany

42.6% visited for holiday or leisure
The typical visit lasted 7.3 nights and cost €1,357
Their total expenditure was €841.2m

Using Geographical Skills in the Junior Cycle Classroom

Oide Geography
September 13, 2023

Met Éireann

Cartography World Map Map of Ireland Scoilnet Maps Visuals Data Analysis Acknowledgements



Learning Intentions

- Understand how the development of Geographical Skills in our classroom can enable students to think like geographers
- Plan for the integration of geographical skills across the 3 years of Junior Cycle Geography

CBA2 My geography



Geographical skills

Reading and interpretation skills:

Students will develop their graphicacy through:

- Mapping: Cartographic skills relating to a variety of scales.
- Visuals: Reading and interpreting a variety of relevant visual stimuli.
- Data analysis: Reading and interpreting a variety of data sets.

Applied skills:

- Asking geographical questions: Engaging with the key geographical questions of who, what, where, when, how and why.
- Investigating geographical data: Gathering data from diverse sources in various ways to develop information that will inform responses.
- Organising and interpreting geographical data: Different types of data may be separated and classified in visual, graphic forms: paper and computer-generated maps, or various geospatial images.
- Analysing geographical information: Geographic information involves seeking patterns, relationships, and connections.
- Presenting geographical information: Managing and assembling data so that it is clear and concise.

Field investigations are encouraged where appropriate.





Sources of Information

- **Primary Sources:** maps, aerial photographs, data tables and graphs
- **Secondary Sources:** newspaper articles and video clips



Gathering Data



POPULATION RESOURCES

GLOBAL FISH PRODUCTION



Our World
in Data

This link brings you to the Our World in Data Fish and Overfishing website. Use the [table of contents](#) to access available data and maps.

U.N. POPULATION FUND



This link brings you to the UNFPA World Population Dashboard. Choose a [country indicator](#) or click on the [grey icons](#) on the left to get more information.

MIGRATION DATA PORTAL



MIGRATION DATA PORTAL
The bigger picture

This link brings you to the UNFPA Migration Data Portal. Use the [world migration map](#) or examine the theme migration to get more information.



Features of Quality for CBA 2

Engage with the key geographical questions

Active engagement with gathering and analysing data

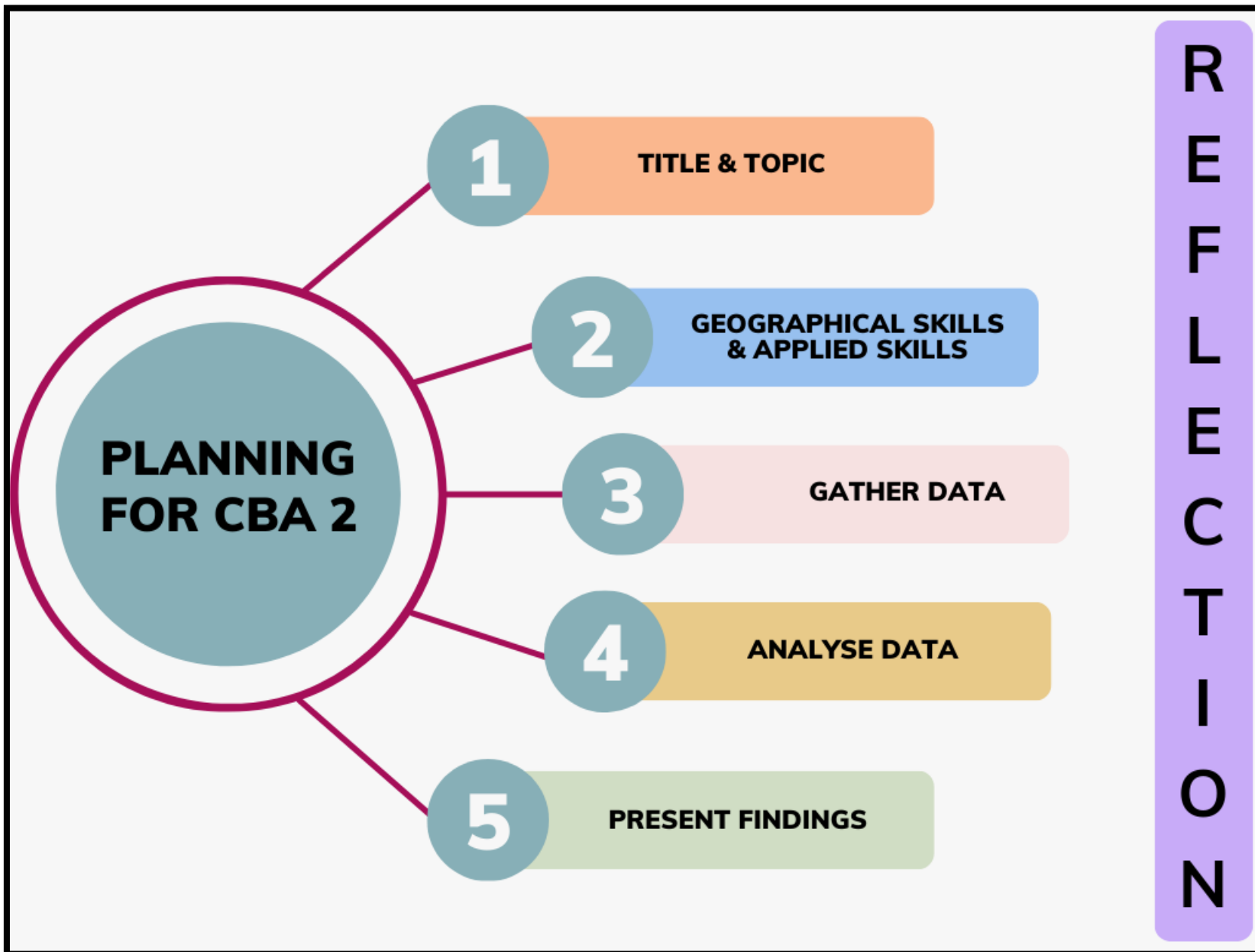
Consider sustainability

Demonstrate awareness processes, patterns and systems

Draw conclusions

Organise a response to show understanding

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



Student Evaluation & Reflection Template CBA 2

(Source: Junior Cycle Geography Guidelines for the Classroom-Based Assessment and Assessment Task, NCCA, 2018, p. 30)



Appendix A: Student Evaluation and Reflection Template for CBA 2

CBA 2: My geography	Title/Aspect(s) Chosen:	
What did I enjoy the most about completing this CBA? Give details		
What were the main challenges I faced? How could I overcome these in future investigations?		
What new geographical skills did I develop when completing this CBA? How could I use these in the future?		
Who or what organisation might be interested in my research/data collected? Why?		
Student:	Teacher:	Date:

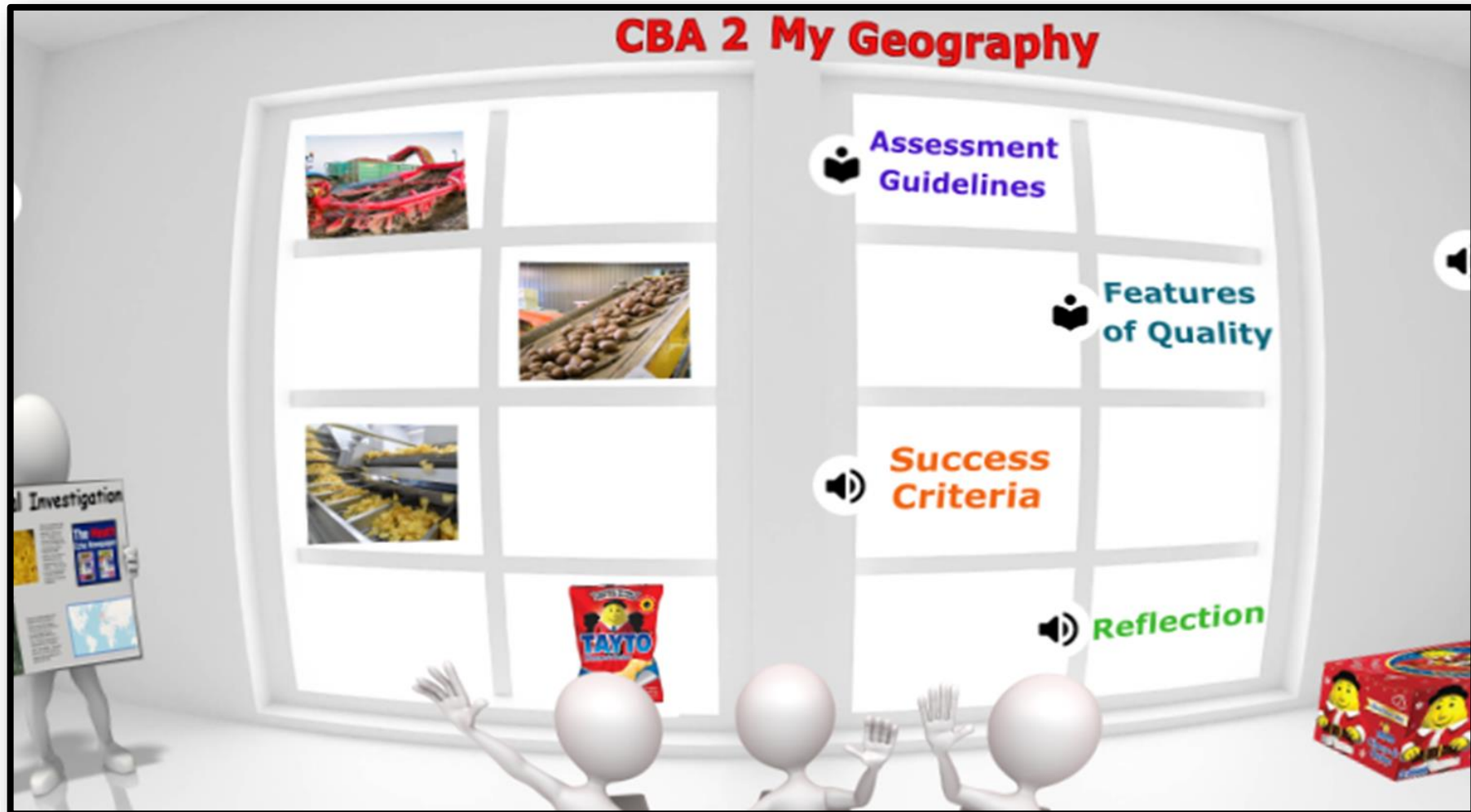


What CBA 2 are you considering with your students?

CBA 2 Virtual Room



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Teacher Activity 3: Planning for CBA 2



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School Name:		1
Title / Topic		
Geographical Skills & Applied Skills		
Gather Data		
Analyse Data		
Present Findings		
Reflection Questions		



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Thank you