Geography

Professional Learning Booklet

2022-2023

Contents

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Building Units of Learning on Local Geography

Click on the image of the StoryMap

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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.

Looking Back to Move Forward

By looking back and identifying the important aspects of learning from our workshops over the past 5 years we can continue to move forward with Junior Cycle Geography

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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 globalisation

Activity 1: Linking Local Geography to Learning Outcomes

- Identify **aspects of local geography** in your area
- What **Learning Outcomes** could be linked to these aspects of local geography?

Link Local Geography to Learning Outcomes Worked example - Clonmel	
Identify aspects of Local Geography (Physical and Human Geography)	**Links to Learning Outcomes**
Examples:	Possible links to Learning Outcomes:
River Suir	1.5, 2.7, 2.9, 2.4, 3.8
Comeragh Mountains & Slievenamon	1.1, 1.3, 2.1
Soil Type - e.g brown earth	1.4, 1.5
Dairy farming and bloodstock	2.3, 1.4
Origin and growth of settlement	3.4, 3.5
Changes in urban land use	3.5, 3.2, 2.5
Tourism - e.g., Suir Blueway, race course	2.9, 1.1, 1.5
Factories - e.g., Medite Factory	2.5, 3.6, 3.9

Link Local Geography to Learning Outcomes	
Identify aspects of Local Geography *(Physical and Human Geography)*	**Links to Learning Outcomes**

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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

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

Patterns, Processes, Systems and Scale	Geographical Skills	Sustainability
Patterns: • Factors which influence the growth of tourism • 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 **Processes:** • Development of tourist amenities • Population growth and expansion of Clonmel • Change in function of Clonmel over time **System:** • Tourism in Clonmel – Causes and consequences • Growth and development of Clonmel – causes and consequences **Scale:** • Local, national and global tourism	• Name and locate tourist attractions on O.S. maps and aerial photos • 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	**Economic:** • Seasonal nature of Tourism • Cost of land **Environment:** • Exploitation of the physical landscape • Loss of farmland **Social:** • Sustaining a sense of community • Maintaining the heritage of the town

Geoliteracy: To help students become geoliterate they need to recognise and understand interconnections, interactions, and implications in the physical and human world

Interactions	Interconnections	Implications
• Human interaction with the physical and human landscape around Clonmel	• Physical and Human factors and Tourism	**Social:**

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• Tourism and the creation of jobs	• Tourism, Transport and the growth of Clonmel	• Preservation of the town's heritage • Social Problems **Economic:** • Jobs (direct & indirect) • Growth of services • Seasonal tourism **Environmental:** • Pollution • Traffic congestion

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: • 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	**Individual notes:**

Links to other programmes e.g. L1LP/L2LP/JCSP

Communicating and Literacy **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	**Other subject areas:**

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1.36 Find information for a project on the web **Numeracy** **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 **Living in a community** **4.6** Participate co-operatively in a group situation **4.15** Identify familiar places & organisations in a local community **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?

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Activity 2: Building a Unit of Learning on Local Geography

Fill in the template below

Click here to enter Unit of Learning Title		
Prior Knowledge: (Learning Outcomes previously covered that support the learning)	**Learning Outcomes:** (Across the strands)	
Action verbs: (Clarifies what the student will be able to do when the learning outcome is achieved		
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.)		
Elements: How the student will experience the learning outcomes (learning experiences)		
Patterns, Processes, Systems and Scale	**Geographical Skills**	**Sustainability**
Geoliteracy: To help students become geoliterate they need to recognise and understand interconnections, interactions, and implications in the physical and human world		
Interactions	**Interconnections**	**Implications**

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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:**
Links to other programmes e.g. L1LP/L2LP/JCSP	
	Other subject areas:

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?

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Junior Cycle Action Verbs

Analyse:

study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions

Assess:

judge, evaluate or estimate the nature, ability, or quality of something

Classify:

group things based on common characteristics

Compare:

give an account of the similarities and/or differences between two (or more) items or situations, referring to both/all of them throughout

Consider:

describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability

Describe:

develop a detailed picture or image of, for example a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model

Distinguish:

make the differences between two or more concepts or items clear

Evaluate (data):

collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods

Evaluate (ethical judgement):

collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about ideas, solutions or methods

Examine:

consider an argument or concept in a way that uncovers the assumptions and relationships of the issue

Differentiate:

recognise or ascertain what makes something different

Explain:

give a detailed account, including reasons or causes

Identify:

recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Interpret:

use knowledge and understanding to recognise trends and draw conclusions from given information information

Investigate:

observe, study, or make a detailed and systematic examination in order to establish facts and reach new conclusions

Synthesise:

to draw together, in written or other forms, different ideas, data, information and/or knowledge to create a new idea or deeper understanding

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Activity 3: Supporting Inclusion

Identify possible links between the Learning Outcomes in <u>your</u> Unit of Learning and a sample of Learning Outcomes from the PLUs (L2LP)

Learning Outcomes in <u>your</u> Unit of Learning	A sample of Learning Outcomes from the PLUs
	Communicating and Literacy (PLU)
	1.2 Ask questions to obtain information
	1.15 Find key information from different forms of writing e.g. newspapers
	1.35 Access a range of websites on the internet e.g. scoilnet
	1.36 Find information for a project on the web
	Numeracy (PLU)
	2.23 Use appropriate language to describe the units of length and distance
	2.25 Use a ruler to draw and measure different lengths of lines
	2.32 Use appropriate vocabulary to describe direction
	2.33 Use a simple map to find a given location
	2.35 Calculate the distance between two places on a map
	Living in a Community (PLU)
	4.6 Participate cooperatively in a group situation

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Activity 4: Create a Learner Experience

- What **aspect(s)** from **what your students will be able to do** will focus on?
- Outline **one** learner experience (student activity) on this aspect(s)
- Link the learner experience to **L2LP**
- Show how the learner experience incorporates **the Elements** and support **Geoliteracy**
- How will this activity **assess** student learning?

Worked Example: Staycation
What aspect(s) from what the students will be able to do will you focus on in your learner experience? • Identify factors which attract tourist to an area e.g. physical landscape • Name and locate tourist attractions on the O.S. Map and Aerial Photo of Clonmel • Explain why tourists visit Clonmel
Outline the learner experience/student activity: Placemat and Sorting Activity (Group Work). Students will: (a) Sort photos under headings linked to aspects of tourism (b) Share ideas on why tourists visit Clonmel and write them on the placemat (c) Agree on the top 4 reasons for visiting Clonmel
Identify links to L2LPs 1.2 Ask questions to obtain information   4.15 Identify familiar places & organisations in the local community 1.24 Produce a piece of work for display   4.6 Participate cooperatively in a group situation
What Elements are incorporated in this activity and how is it supporting Geoliteracy? **ELEMENTS:** **Process** - Development of tourist amenities **Patterns** - Factors which influence the location of tourist amenities **System** - Why tourists come to Clonmel and the impact on the area (causes & effects) **Geographical Skills** Name and locate tourist attractions on O.S. maps & aerial photos **Scale** - Local and national tourism **Sustainability** - Maintaining the heritage of the town and public transport supporting sustainable tourism **GEOLITERACY:** **Interconnections** between the river Suir and tourism **Interactions** between the physical landscape and the development of tourist amenities **Implications** e.g., job creation (economic implication)
How will you assess your students in this activity? Students create a **tourist brochure** for Clonmel to show evidence of their learning

Unit of Learning Topic:
What aspect(s) from **what the students will be able to do** will you focus on in your learner experience?
Outline the learner experience/student activity
Identify links to **L2LPs**
Which **Elements** are incorporated in this activity and how is it supporting **Geoliteracy?**
How will you **assess** your students in this activity?

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Activity 5: Individual Reflection on Planning

Use this space to reflect on what you learned today in terms of planning Units of Learning

- **What is <u>working well</u> in planning your Units of Learning?**

- **What needs <u>further</u> attention?**

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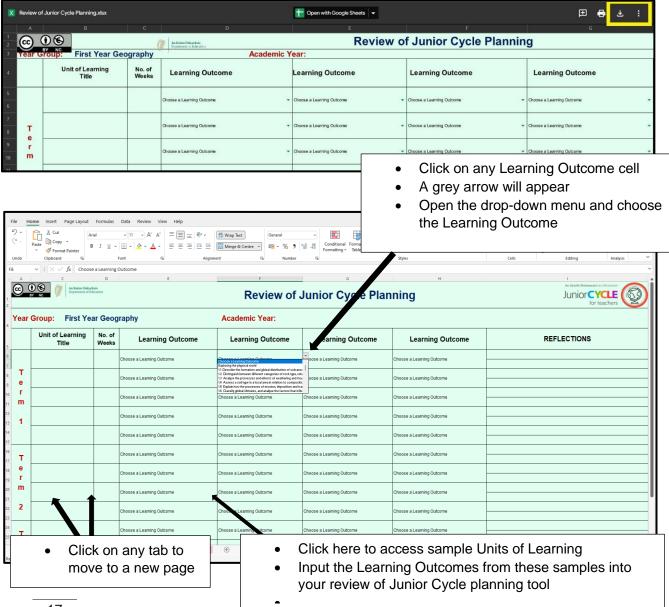
Activity 6: Review of Junior Cycle Planning

Download the Review of Junior Cycle Planning tool

- The download button is on the top right of the screen (see image below)

Consider:

- Where might your unit of learning fit in your 3-Year Plan?
- Where might the sample units of learning fit?

- Click on any Learning Outcome cell
- A grey arrow will appear
- Open the drop-down menu and choose the Learning Outcome

- Click on any tab to move to a new page

- Click here to access sample Units of Learning
- Input the Learning Outcomes from these samples into your review of Junior Cycle planning tool

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