

Leaving Certificate Geography

Unifying Strand

Applying geographical thinking and skills

Applying geographical thinking and skills is a Unifying Strand which builds upon learning from the Junior Cycle Geography concept of Geoliteracy and the contextual elements of processes, patterns, systems and scale; geographical skills; and sustainability.

The Unifying Strand supports students to develop their disciplinary knowledge including their understanding of the nature of geographical knowledge and how this is generated and communicated through inquiry.

Students will apply the learning outcomes outlined in the Unifying Strand in an integrated manner throughout their learning in the three contextual strands:

Strand 1: The physical environment, **Strand 2:** The human environment, and **Strand 3:** The global environment.

Through the learning outlined in the Unifying Strand, students will develop an understanding of the value and importance of geographical thinking, and the potential contribution that geography can make to understanding and responding to economic, environmental and social challenges. They will further develop their graphicacy skills, formulating questions, engaging with and generating data and information, and planning, carrying out, evaluating, and communicating as part of their geographical inquiries.

Strand 2

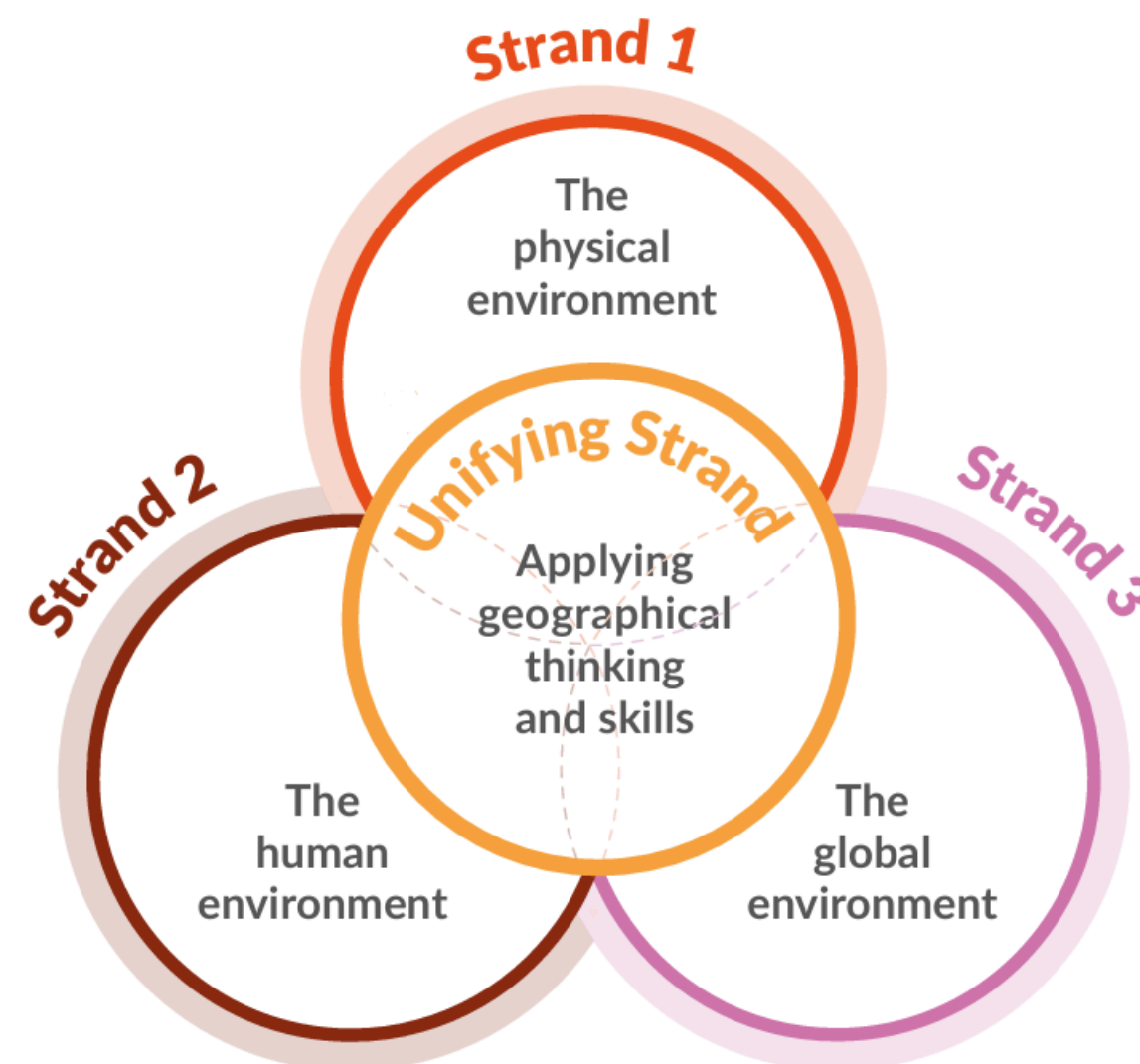
The human environment

In **Strand 2**, students focus on key aspects of human geography including human settlement, population, and migration. Students will engage with learning in this strand through the settings specified and through other relevant local, Irish, international and/or global settings as appropriate.

Throughout their study of **Strand 2**, students will encounter and apply the disciplinary learning outlined in the Unifying Strand in an integrated manner. In **Strand 2**, students consider their local and national places, including the influence of place on human activity and sustainable responses to the challenges facing rural and urban settlements in Ireland.

Strand 2 also facilitates student learning about population size, distribution, and characteristics. Students gain awareness of the complex nature of migration, the social, economic and environmental factors affecting migration and the impacts of migration.

Overview of the Strands



Strand 1

The physical environment

In Strand 1, students focus on physical processes and systems, and human interactions. Students will engage with learning in this strand through the settings specified and through other relevant local, Irish, international and/or global settings as appropriate.

Throughout their study of **Strand 1**, students will encounter and apply their geographical thinking and skills from the Unifying Strand in an integrated manner. In **Strand 1**, students build their knowledge of the processes of tectonic activity and appreciate the potential beneficial and adverse outcomes of natural hazards.

They evaluate the effectiveness of management strategies in preparing and responding to earthquakes. This strand also provides an opportunity for students to consider the rock cycle. Students will examine surface processes, developing their awareness of fluvial, coastal and glacial environments, impacts and management responses.

They will deepen their understanding of weather through the study of the atmosphere and the influence of the ocean on weather processes. They will explore climate zones, the influence of climate on Ireland's biome, and consider a range of sustainable responses to climate change.

Strand 3

The global environment

In **Strand 3**, students focus on agriculture and fisheries, tourism, globalisation, development and geopolitics. Students will engage with learning in this strand through the settings specified and through other relevant local, national, international, and/or global settings as appropriate.

Through their study of **Strand 3**, students will encounter and apply the disciplinary learning outlined in the Unifying Strand in an integrated manner. In **Strand 3**, students consider the importance and changing nature of agriculture and fisheries in Ireland, and the impact of European Union (EU) policies on both agriculture and the fishing industry.

They study tourism in Ireland and build their understanding of mass tourism. Students consider the factors influencing globalisation, the four freedoms of the EU and the impact of globalisation on one Multi-National Corporation (MNC) in Ireland. They engage with approaches to and measures of development, and with the Government of Ireland's development assistance and cooperation programme. Students explore the importance of geopolitics and consider geopolitics in action through the study of a territorial dispute.