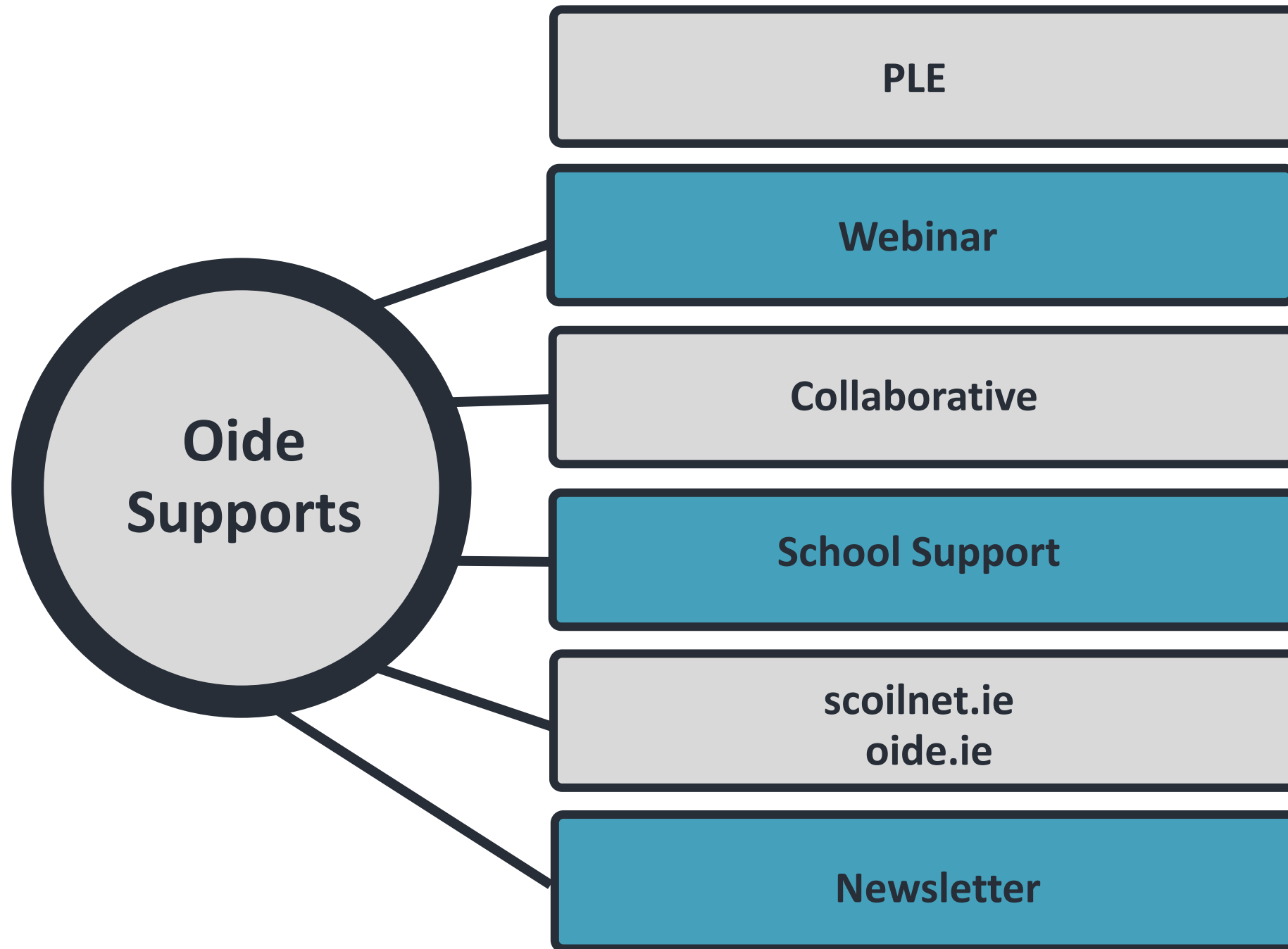




Supporting the Professional Learning of School Leaders and Teachers

2025-2026







Activity



Reading



Feedback



Reflection



Modelling

Overview of the Day

Session	Time	Content
Session 1	09:15 – 11:00	<ul style="list-style-type: none">• Leaving Certificate Geography Specification• Modelling a learner experience
Break	11:00 – 11:20	
Session 2	11:20 – 13:00	<ul style="list-style-type: none">• Making connections between the unifying strand and contextual strands• Designing a learner experience
Lunch	13:00 – 14:00	
Session 3	14:00 – 15:45	<ul style="list-style-type: none">• Collaborative planning: working with the learning outcomes• Using Scoilnet maps to support learning, teaching and assessment

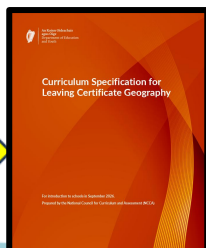


Key Messages

The student experience is underpinned by the learning in the Unifying strand:
Applying geographical thinking and skills.

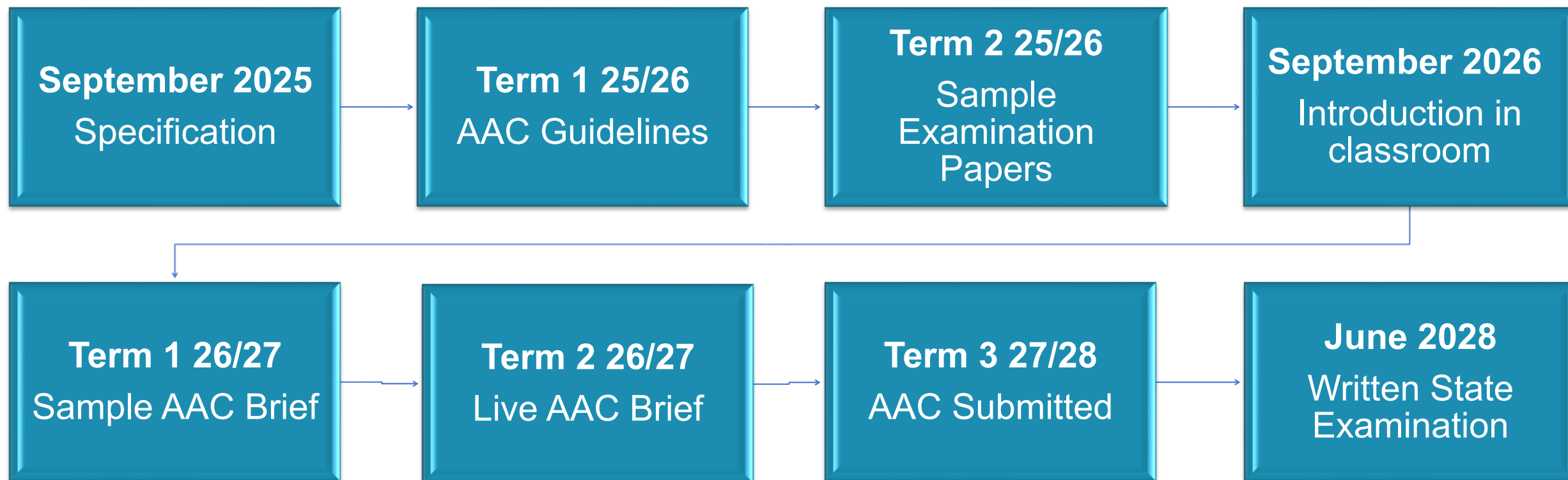
Learning and teaching approaches will support students to plan, conduct, analyse, evaluate, and communicate geographical inquiries, both in the classroom and in outdoor settings.

P. 21





Key Dates



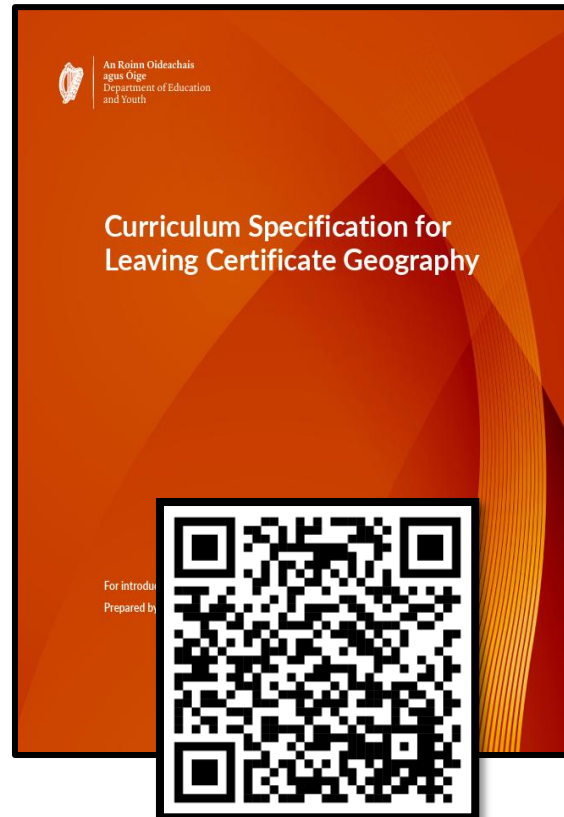
Key Documents



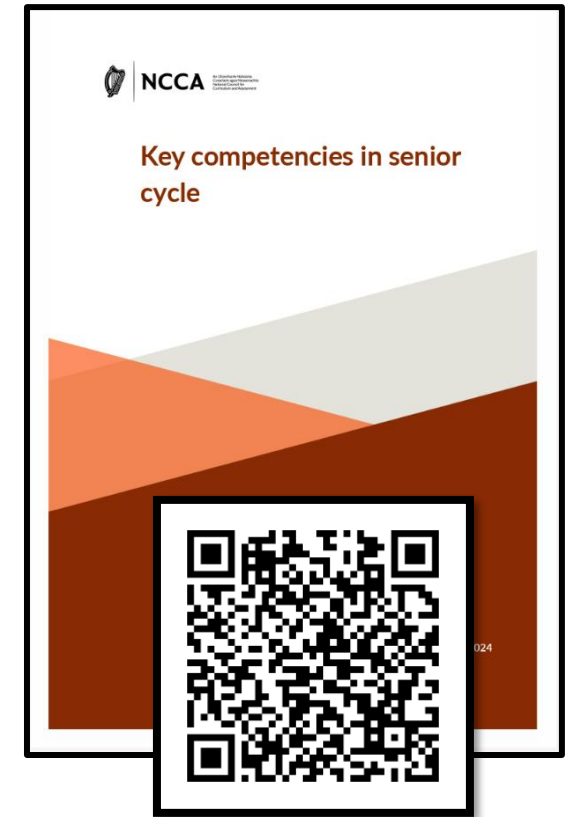
Oide



<https://tinyurl.com/5n6e3uhm>



<https://tinyurl.com/fz9zu4pa>



<https://tinyurl.com/4zenwh4t>



Senior Cycle Redevelopment

<https://tinyurl.com/2y55a749>



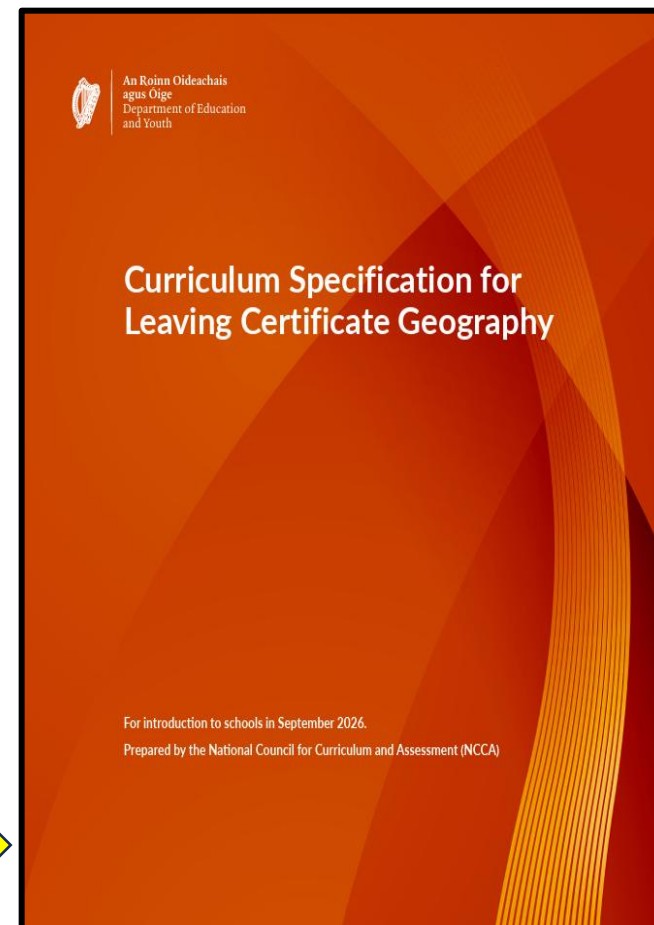
Silent Reading Activity

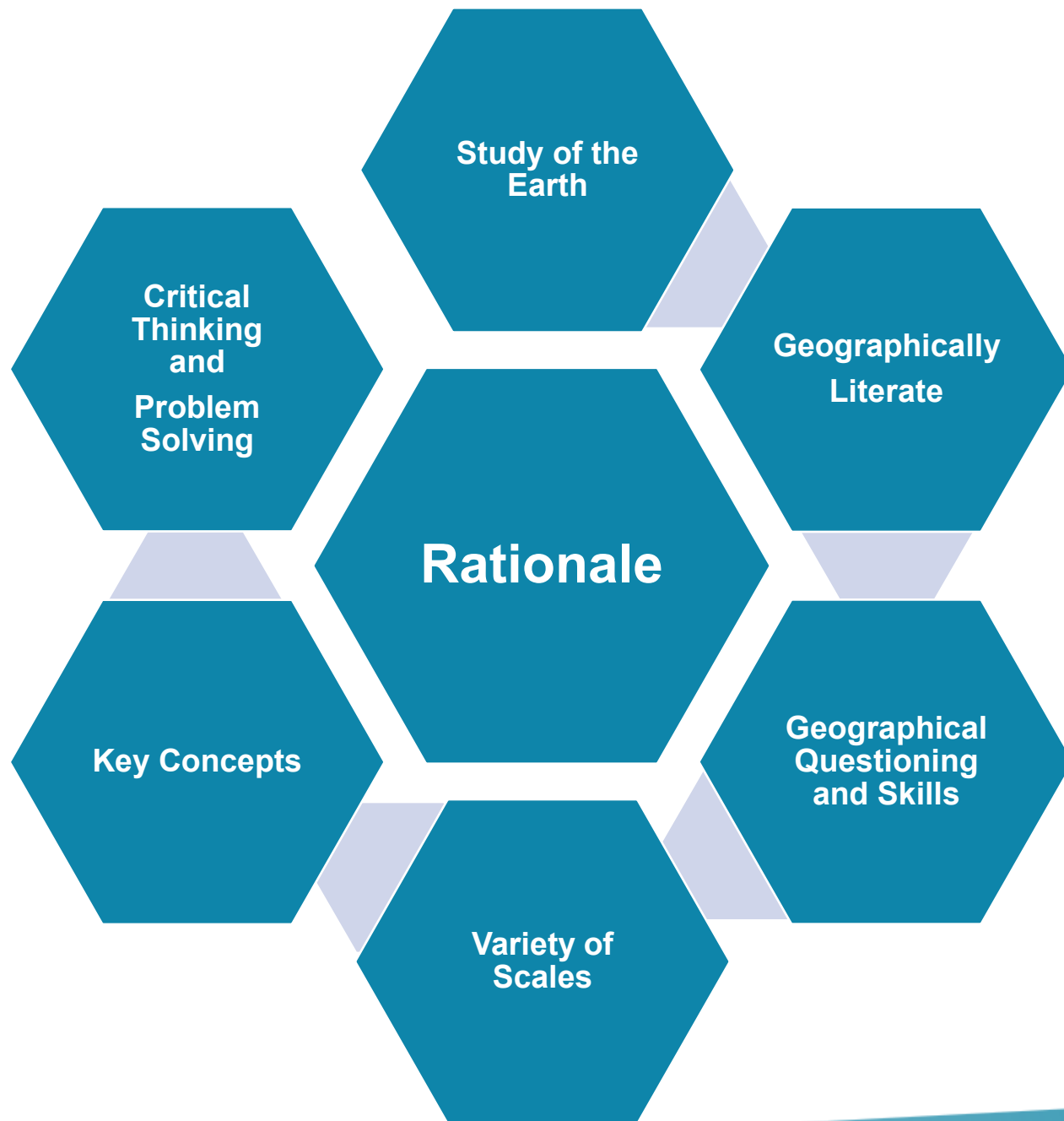
Read and highlight the main points from the specification of:

- Rationale
- Aims



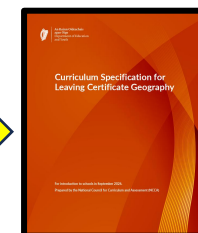
P. 4





Rationale

P. 4



Leaving Certificate Geography Aims

Identify, analyse and critically evaluate the interactions between physical and human processes

Develop, use and apply geographical thinking and inquiry skills

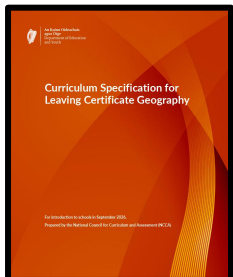
Develop understanding of concepts that are key to the discipline of geography

Understand the complexity of forces that impact at local, regional, national, international and global scales

Engage with data and information from a range of reliable sources

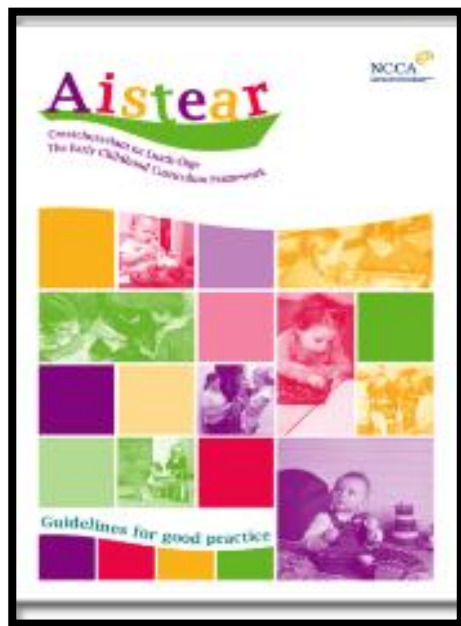
Use evidence-based decision-making and judgements to explore creative and sustainable responses to economic, environmental and social challenges

P. 4

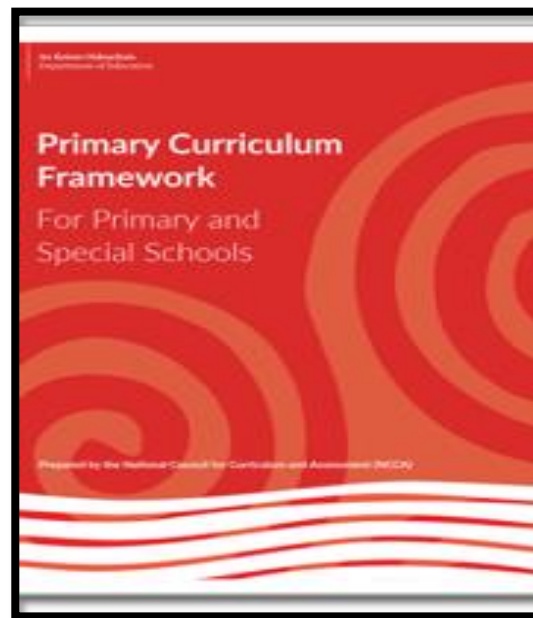




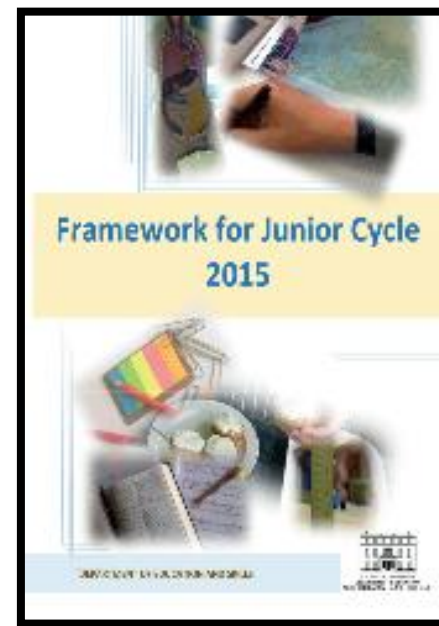
The Continuum of Education



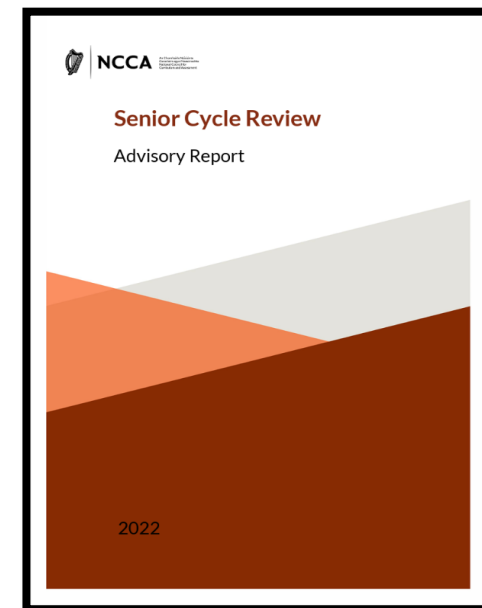
Aistear



Primary
Curriculum



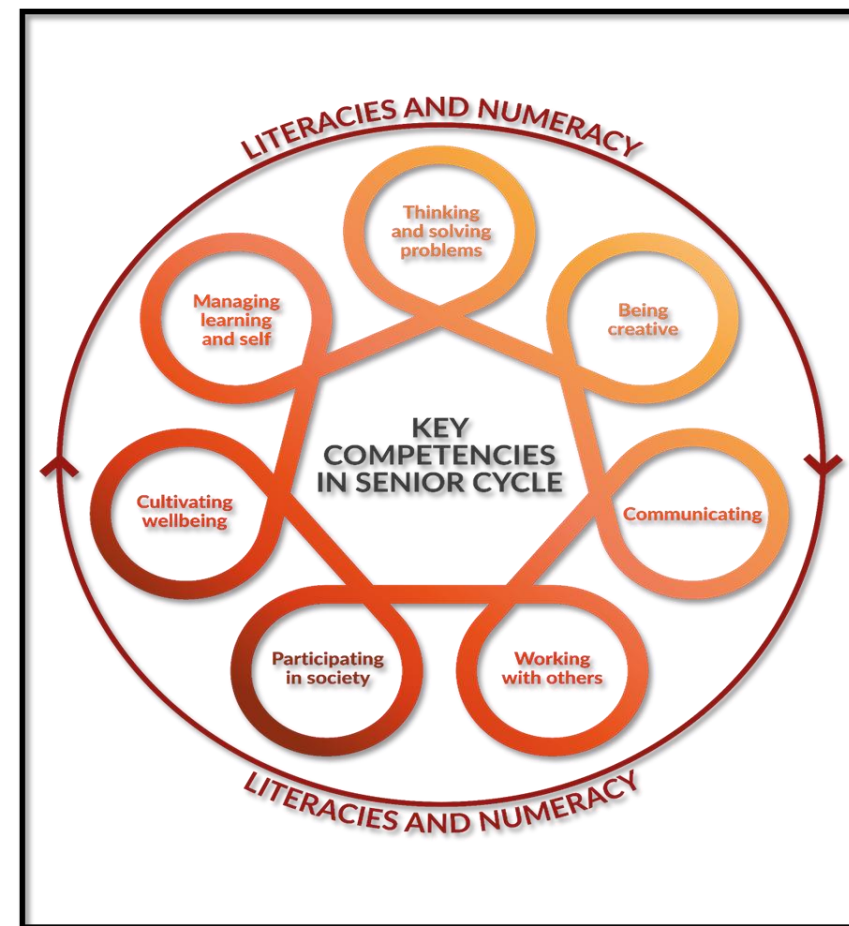
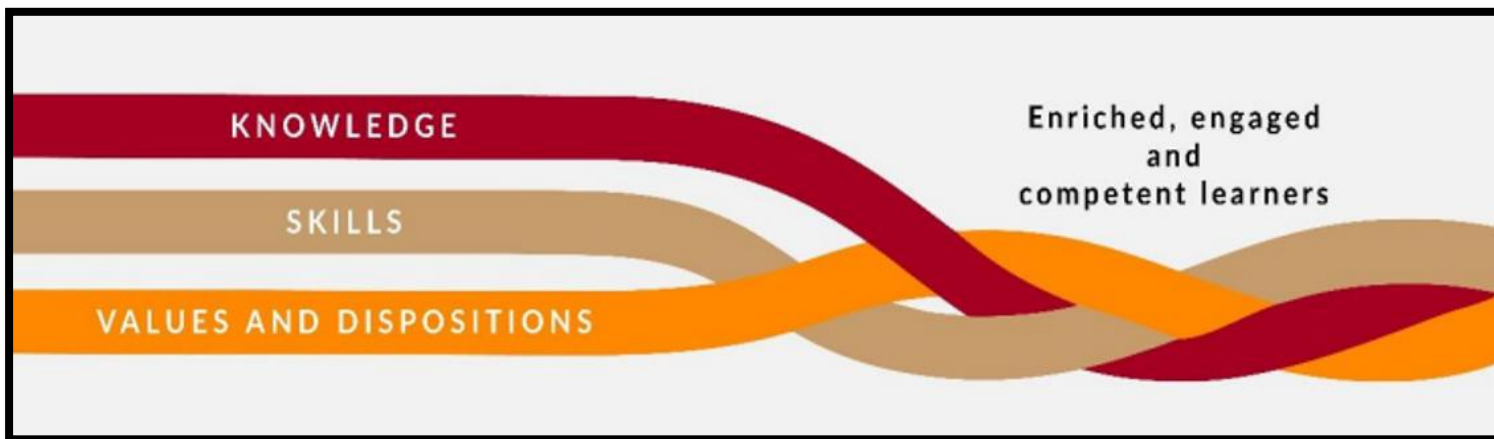
Junior Cycle



Senior Cycle



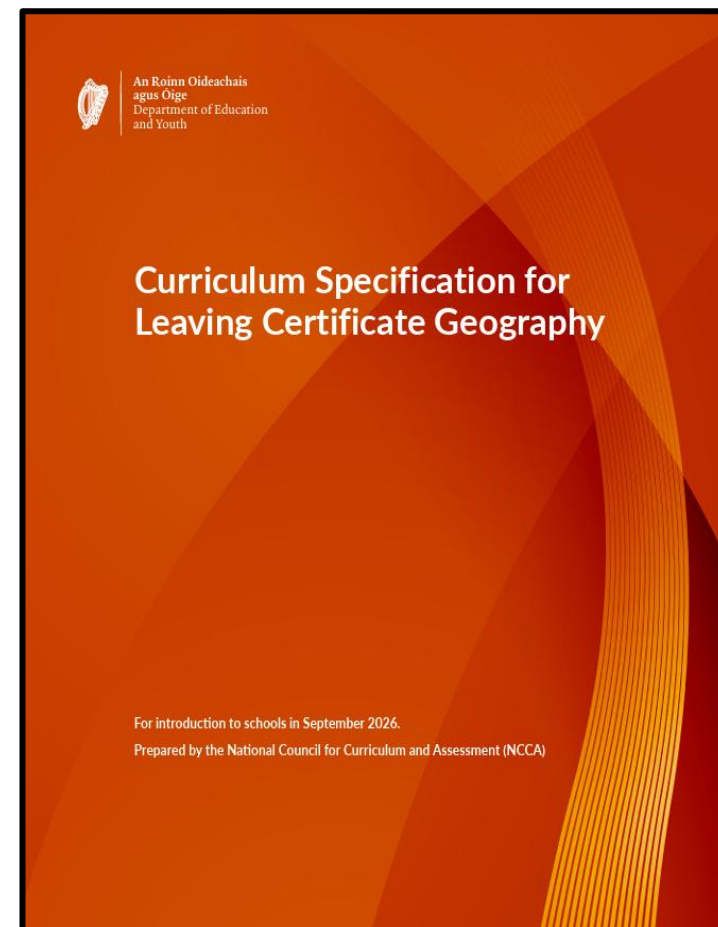
Senior Cycle Key Competencies

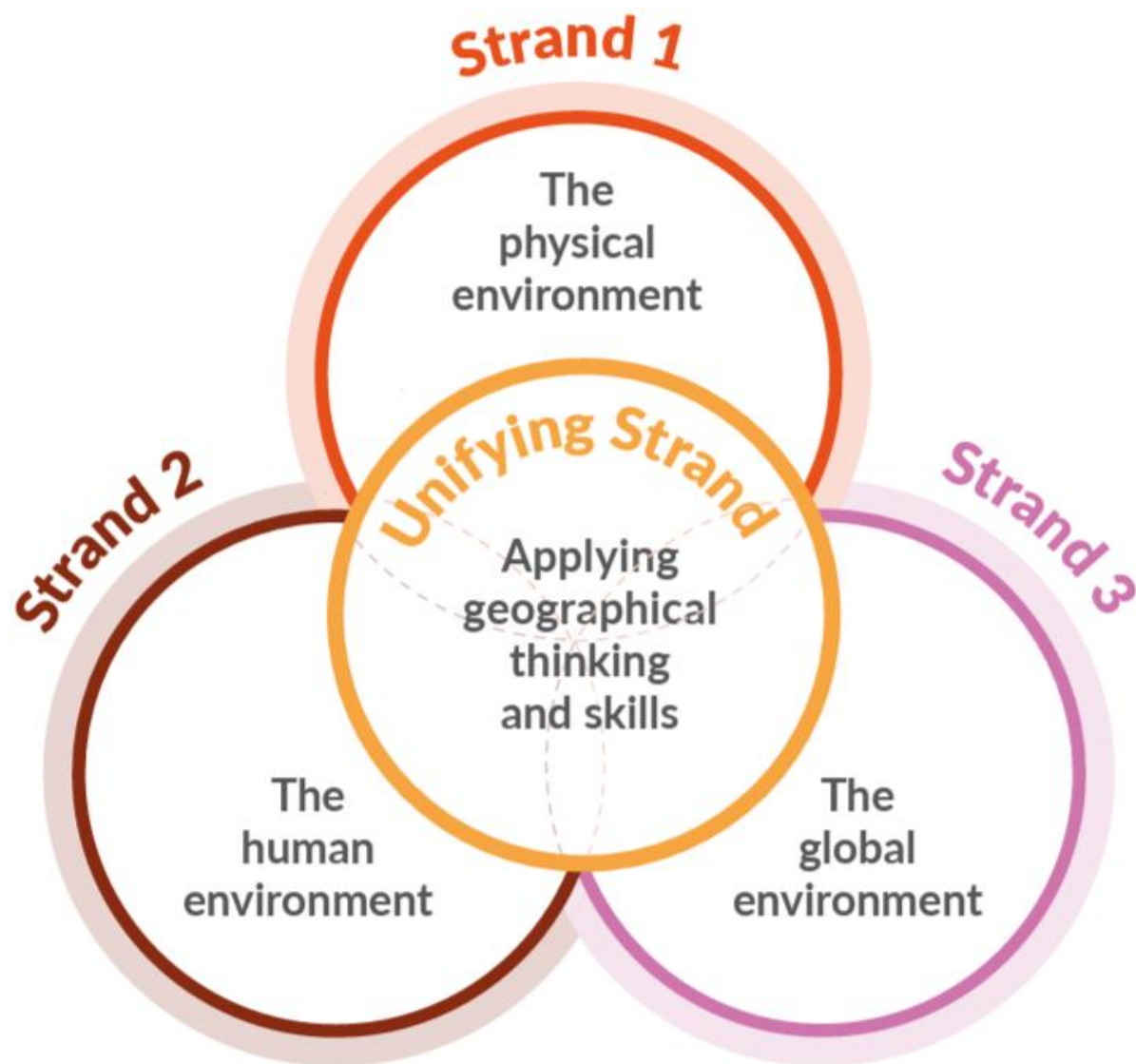




Overview of Specification

- September 2026
- 180 hours minimum duration of class contact time
- Higher and Ordinary Level
- First Leaving Certificate Examination in June 2028
- Assessment: Written Examination and Additional Assessment Component (AAC)





Strands of Study

P. 10



Teacher Activity: contextual strands



Oide

Review the specification for the contextual strand assigned to you and consider the questions.

- Be prepared to share your thoughts.

Use:

- **green** post it notes to record what is **familiar**
- **pink** post it notes to record what looks **different**
- **yellow** to record what is new and **interesting**

What looks different?

What looks familiar?

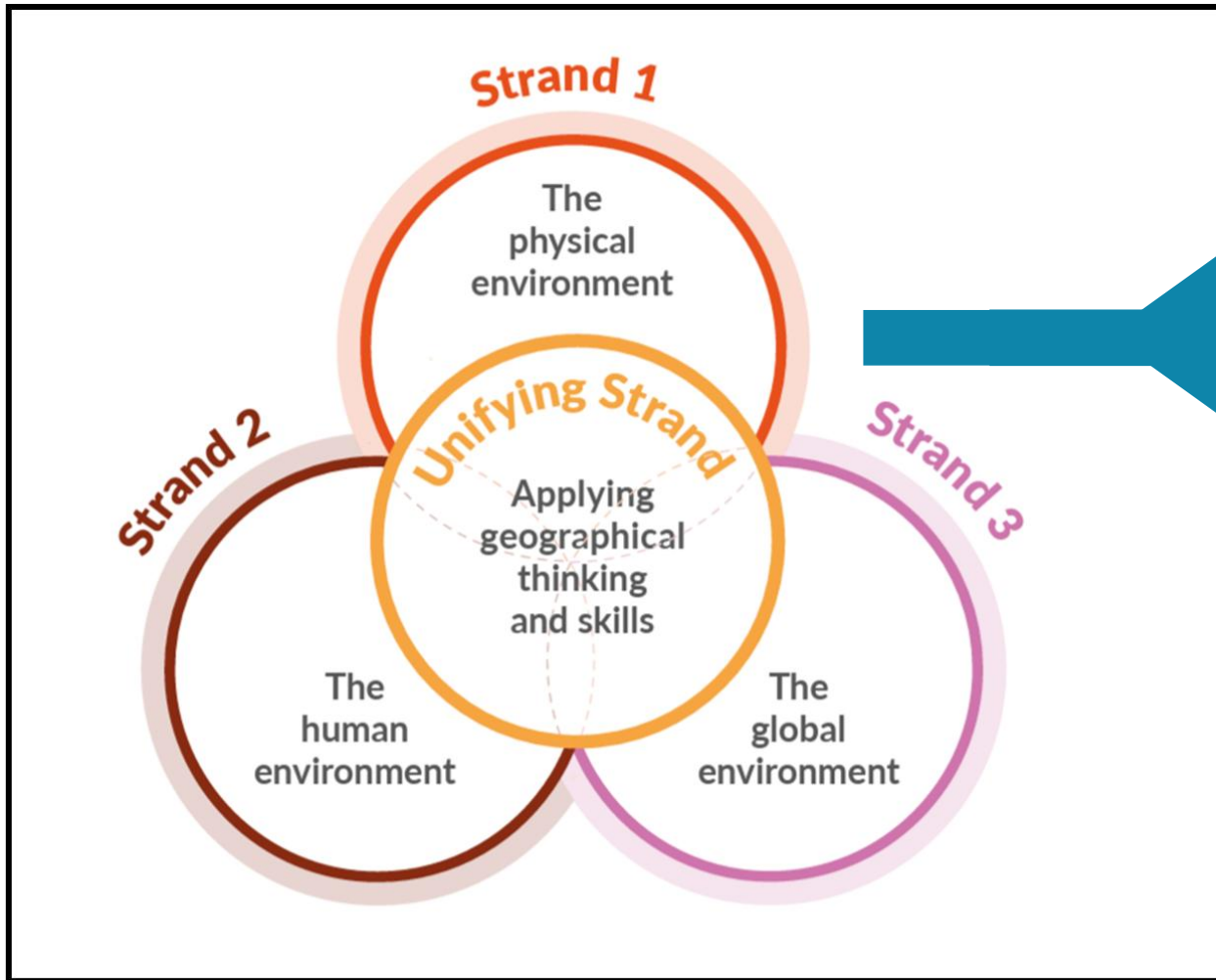
What looks new and interesting?



Unifying Strand: Applying Geographical Thinking and skills

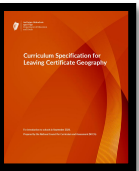


Oide



- The value and importance of Geographical thinking
- Key concepts in Geography
- Geographical inquiry and skills

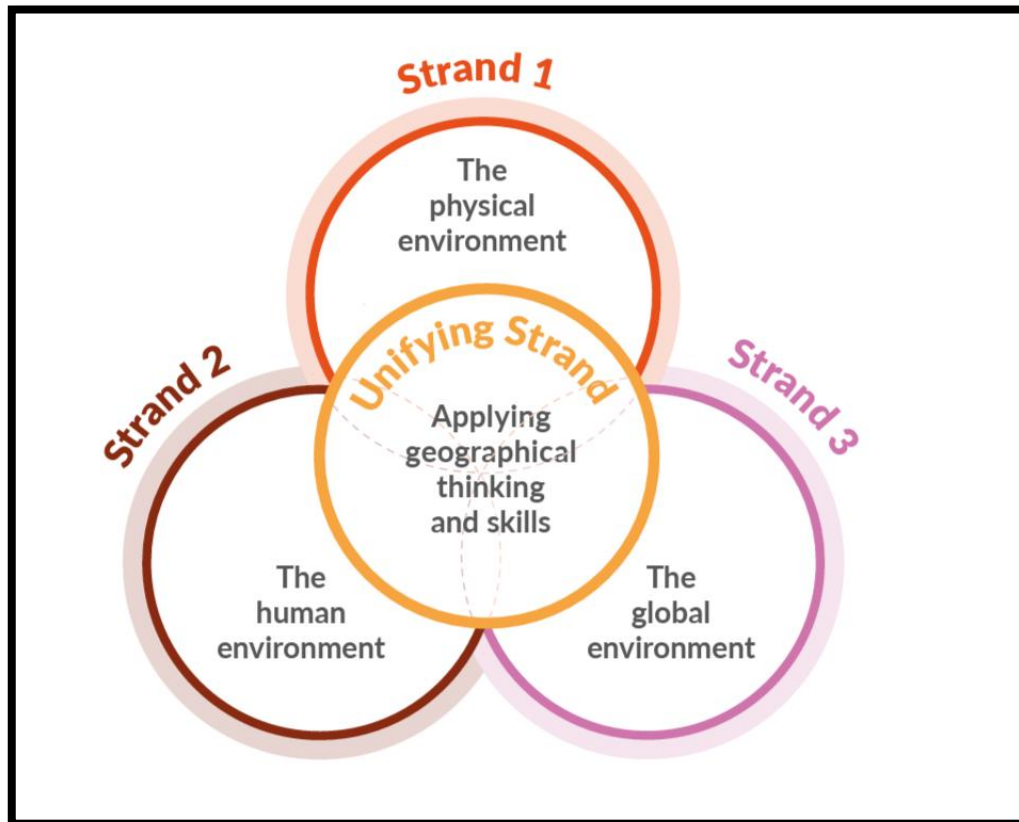
P. 12



Making connections between the unifying strand and contextual strands

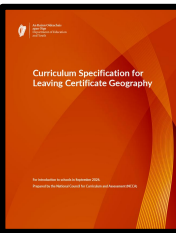


Oide



“.....the disciplinary knowledge, skills, values and dispositions in the learning outcomes in the unifying strand will be deliberately planned for and integrated into the student’s experience of learning in the three contextual strands.”

P. 21



Exploring the Specification Learning Outcomes



Oide

Strand 2: Learning outcomes

Students learn about

Human settlement

- rural and urban settlements in Ireland, including local examples
- evidence of site, situation and function of settlements in Irish-language placenames
- distribution of rural settlement including linear, dispersed, clustered
- physical and human factors including soil, drainage, relief, transport and other services, proximity to other settlements

Students should be able to

- 2.1** describe how human settlements can be defined by site, situation and function
- 2.2** explain the factors affecting the distribution of rural settlement in Ireland

Action verbs to support student learning & assessment



Oide

Strand 2: Learning outcomes

Students learn about

Human settlement

- rural and urban settlements in Ireland, including local examples
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Students should be able to

- 2.1** describe how human settlements can be defined by site, situation and function
- 2.2** **explain** the factors affecting the distribution of rural settlement in Ireland

Appendix 1: Glossary of action verbs

This glossary is designed to clarify the learning outcomes. Each action verb is described in terms of what the learner should be able to do once they have achieved the learning outcome.

Action verb	Students should be able to
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
Appreciate	recognise the meaning of, have a practical understanding of
Assess	judge, evaluate or estimate the nature, ability, quality or value of something
Communicate	use appropriate formats to share meaning, exchange or present information with an audience
Conduct	organise and carry out; perform an activity
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application

Explain:

Give a detailed account supported by reasons or causes

Action Verbs.
Specification p.27

Assessment for Certification

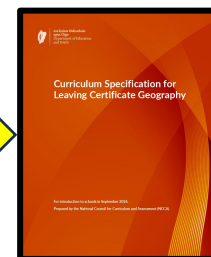


Oide

Assessment component	Weighting	Level
Applied Geography Project	40%	Common brief
Written examination	60%	Higher and Ordinary Level

Table 2: Overview of assessment for certification

P. 22





Oide

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Session 1



Learning Intentions

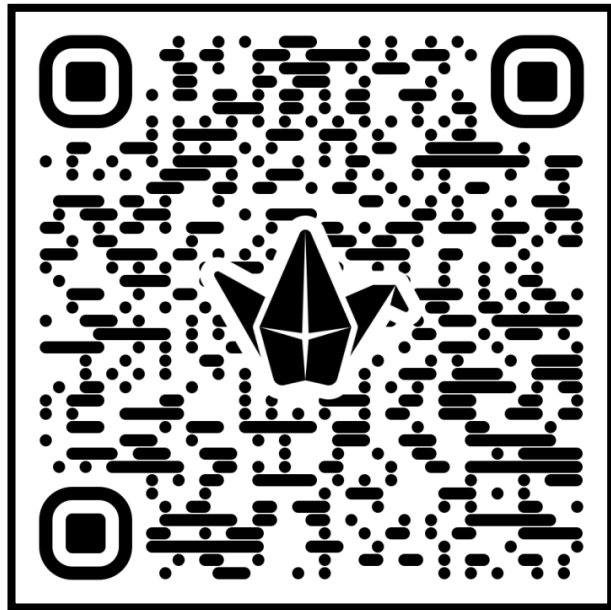
By the end of today participants will:

- become familiar with the specification
- develop an understanding of the unifying strand and the contextual strands within the specification
- collaboratively plan for learning, teaching and assessment in a non-linear, integrated manner in Leaving Certificate Geography

Padlet of Resources



Oide



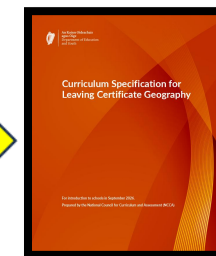
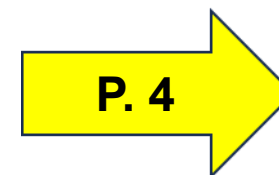
<https://tinyurl.com/4d7mja7b>



Geographical inquiry and skills

Leaving Certificate Geography enables students to:

“develop, use and apply geographical thinking and inquiry skills”





East Africa Teacher Activity:



- Step 1:** Explore East Africa using the interactive map
- Step 2:** Use the interactive map and the blank map of Africa provided, to sketch the features shown in the legend
- Step 3:** Discuss and rank the factors that have contributed to a geopolitical territorial dispute in the area shown, using the zone of relevance mat and statements



Territorial Dispute

- A territorial dispute is a disagreement between two or more parties, usually nations or states, over the ownership or control of a specific geographic area
- These disputes can arise due to historical claims, border ambiguities, resource competition, or strategic interests
- They often involve diplomatic negotiations, legal arguments, and sometimes even conflict



East African Interactive Map



Oide



<https://tinyurl.com/4takaw6u>

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

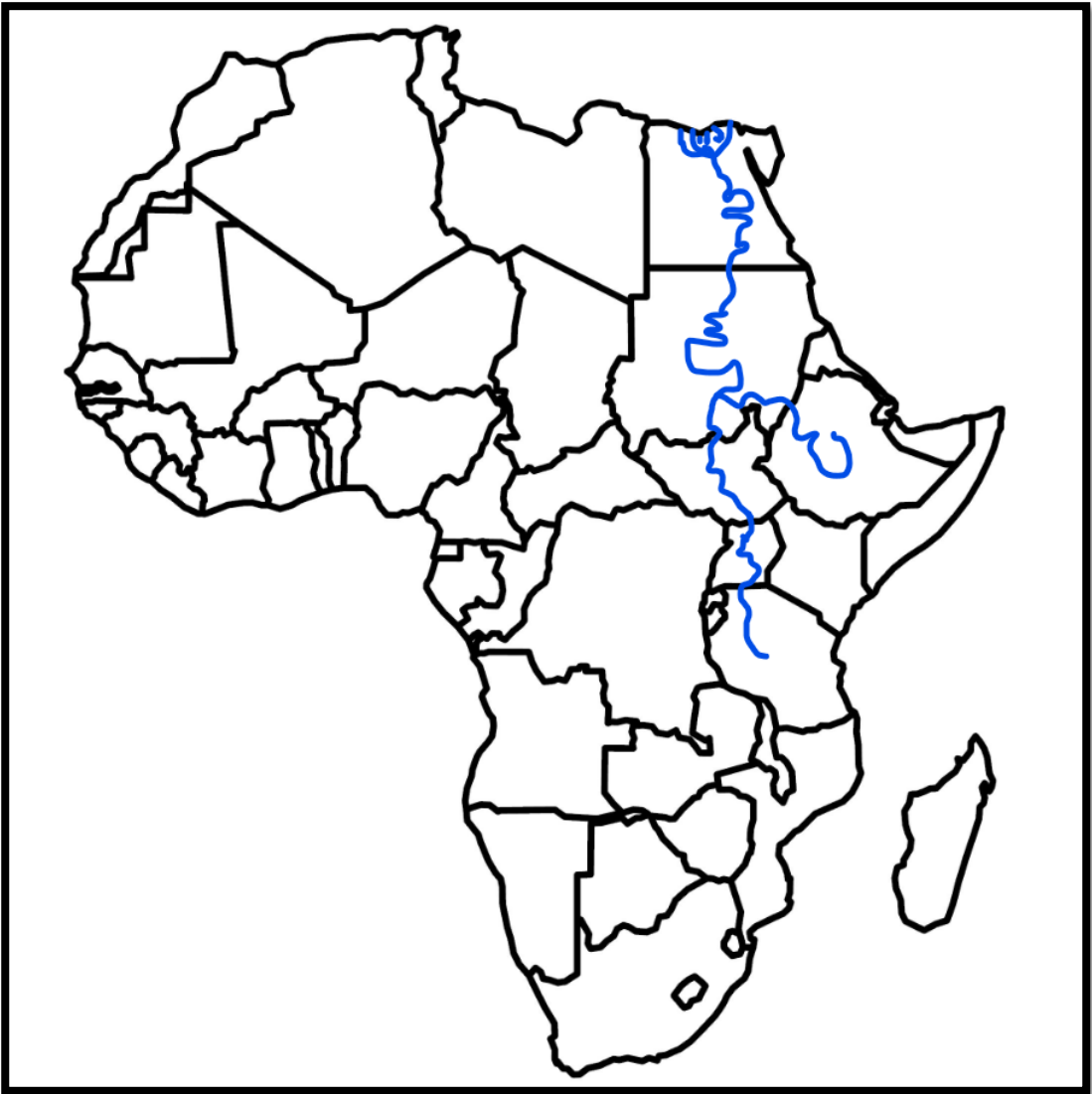
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Follow-on Activity



Teacher Activity: Map Work



Map Legend	
The following countries through which the Nile system flows: Egypt, Ethiopia, Sudan	
Two dams	
Two fluvial landforms	
The Halaib/Hala'ib Triangle	





Follow-on Activity



Teacher Activity: Zone of Relevance



Oide

The Hala'ib triangle
A territory rich in natural
resources, i.e.
Manganese which is used in
the iron and glass industries
and as a fertiliser.

Human Development

Index (HDI):
Sudan: 0.51
Egypt: 0.74

Average annual rainfall:

Egypt: 200mm
Sudan: 250mm

1899: border was set along
the 22nd parallel north.

1902: British government
adjusted the administrative
boundary, assigning the
area to Sudan.

**The Hala'ib
Triangle**
is a coastal area
along
the Red Sea with
200 kms of
coastline

Irrelevant Points

Relevant Points

Most Relevant Points

Key Question:
What factors have
contributed to a
territorial dispute in the
Halaib Triangle?





Individual Teacher Activity: Reflection on Learner Experiences

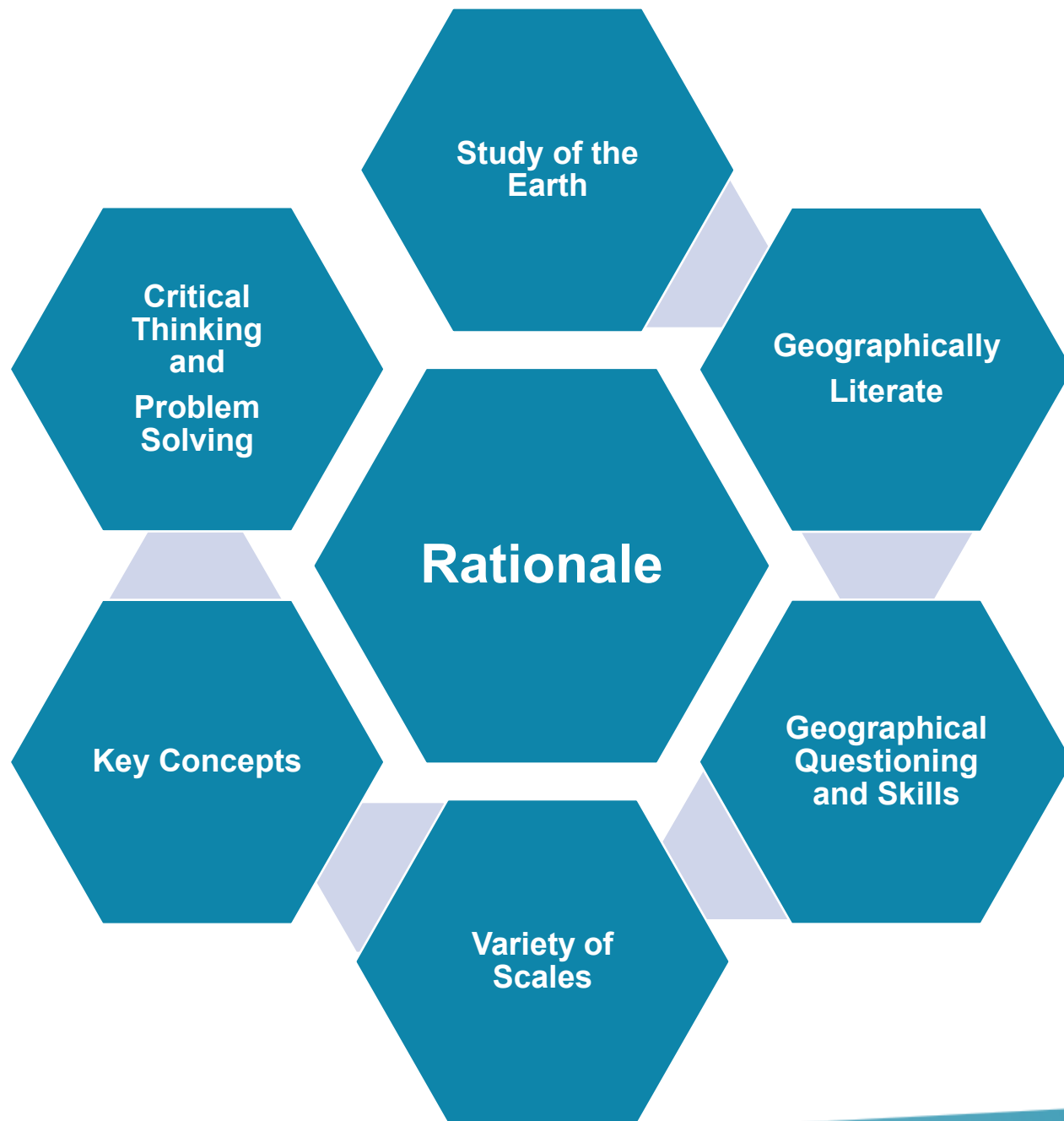
What knowledge, skills, values & dispositions
would students gain from participating in this
learner experience?



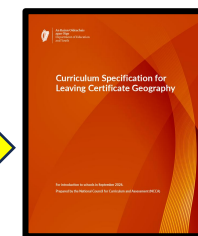


Rationale

What aspects of the rationale did you encounter during this Learner Experience?

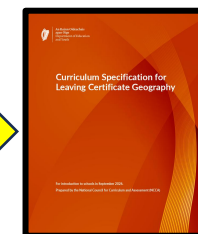
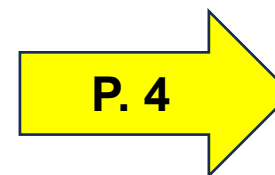


P. 4



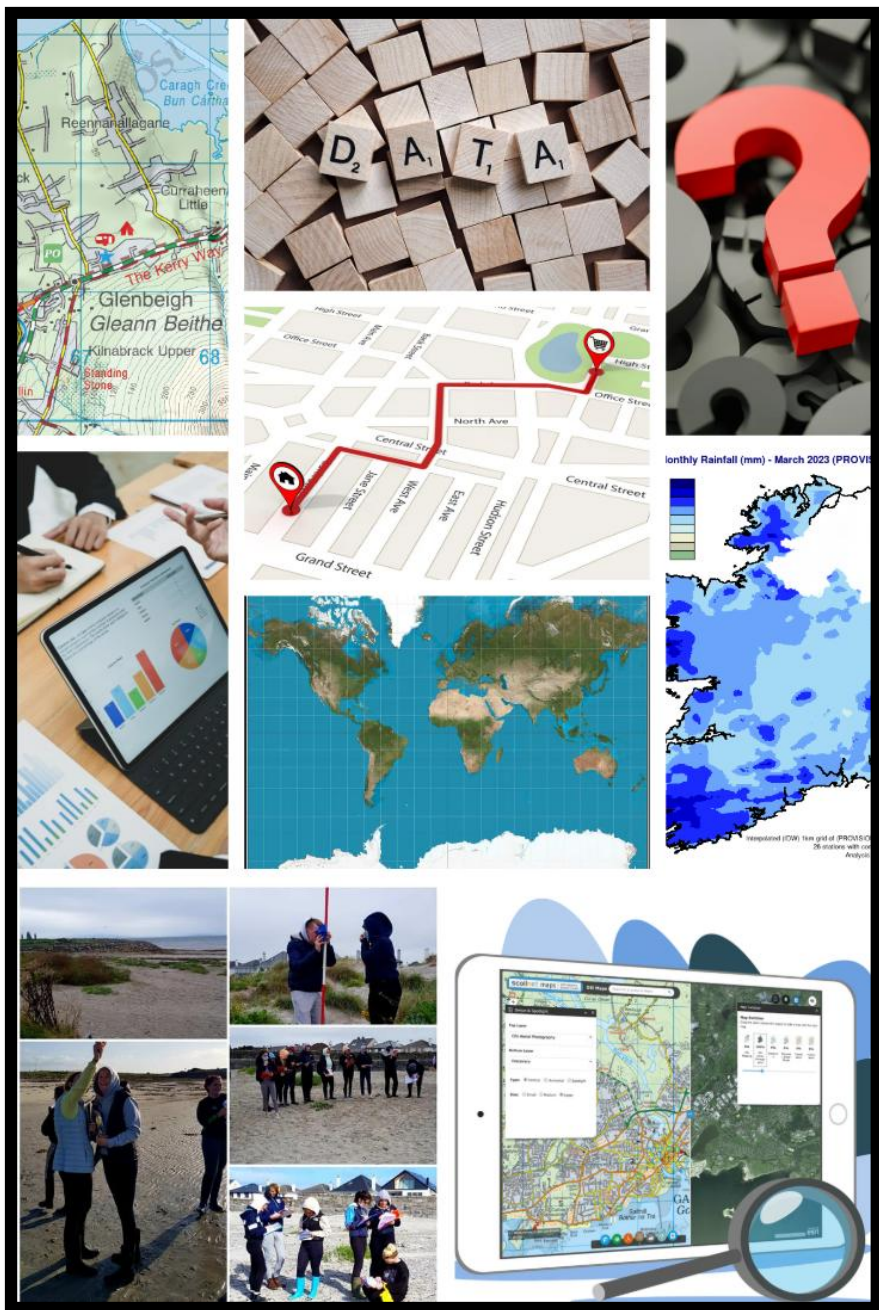


Which aims did we engage with in the learner experience?

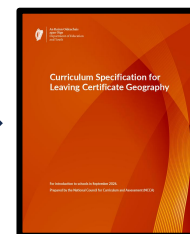




Unifying Strand Applying Geographical Thinking and Skills



P. 12-13



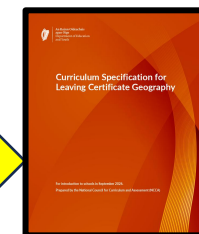


Strand 1

The Physical Environment



P. 14-16



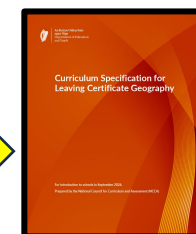


Strand 2

The Human Environment



P. 17-18



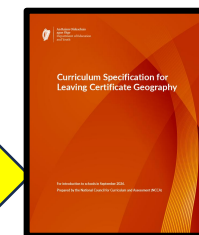


Strand 3

The Global Environment



P. 19-20





U4

Formulate
Geographical
Questions

U2

Recognise
the application and
contribution of
geographical thinking
and skills in the
real-world

U3

Demonstrate
understanding of the
key concepts in
Geography

LEARNING OUTCOMES

U7

Analyse & Synthesise
data & information from
a range of appropriate
sources

2.6

Describe
the impact of different
factors on population
size and distribution in
Ireland and one Global
South country

3.14

Investigate
a territorial dispute



“Students are at the centre of Leaving Certificate Geography”



What will learning look like for your students in your Leaving Certificate Geography Classroom?





Oide

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Supporting the Professional
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End of Session 1





Oide

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Session 2



Learning Intentions

By the end of today participants will:

- become familiar with the specification
- develop an understanding of the unifying strand and the contextual strands within the specification
- collaboratively plan for learning, teaching and assessment in a non-linear, integrated manner in Leaving Certificate Geography

Exploring the Specification: LO 2.7



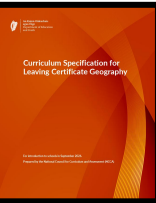
Oide

Students should be able to:

Examine the characteristics of population structure in Ireland, including their local setting, and in one Global South country

Setting: Their local setting, Ireland and one Global South country

P. 18



Examine:

Look closely at arguments, concepts, data, information, and/or stories in order to uncover origins, assumptions, perspectives, trends and/or relationships.



Geographical data and information including

- primary and secondary data
- qualitative and quantitative data
- different types of images
- aerial photographs and satellite imagery
- different types of images
- different types of maps at a variety of scales
- geospatial datasets
- graphs, charts and statistics

U7 Analyse and synthesise geographical data and information from a range of appropriate sources

Teacher Activity: Population characteristics



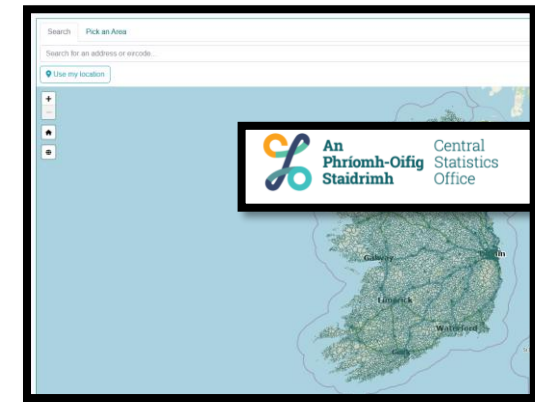
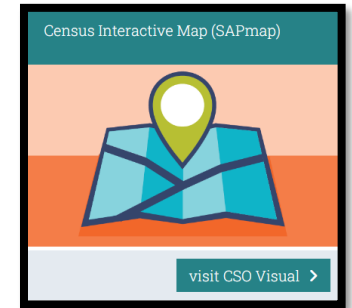
Oide

Use the **CSO** website to access **Census Interactive Maps** for your local area:

Step 1: use the **search function** to find your **local area**

Step 2: **click** to highlight your local area and access the **population pyramid (2022 census)**

Step 3: **examine** the population characteristics including population size, life expectancy, sex ratio and age structure



U7

Analyse & synthesise
data & information
from a range of
appropriate
sources



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How does this data help you understand population trends in your local area?



Follow-on Activity



Exploring the Specification: LO 2.6



Oide

Students should be able to:

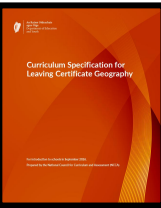
describe the impact of different factors on population size and distribution in Ireland and one Global South country

Students learn about:

factors including conflict, culture, food, gender equality, health, physical landscape, and natural resources

Setting: Ireland and one Global South country

P. 18



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.



Teacher Activity Part 1

- Use the 3D Globe to explore Ethiopia and Ireland
- Discuss within your group how some of the following factors might impact population size and distribution in each country

Factors include:

- conflict
- culture
- food
- gender equality
- health
- physical landscape
- natural resources



<https://tinyurl.com/5e9n6pvn>





Questions to consider

Are there any areas of conflict in these countries? What impact might conflict have on population?

How is the population distributed?

Where is the population density highest/lowest?

Is there an even distribution of hospitals? What impact might this have on population?

How does the physical landscape influence population?

Is there a relationship between natural resources and population?

What food sources are available?

U4

Formulate Geographical Questions





Follow-on Activity



Teacher Activity Part 2: Design a Learner Experience



Oide

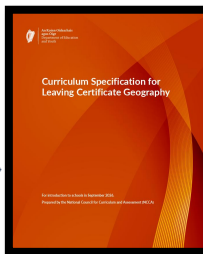
Design a learner experience for students
to engage with

Learning Outcomes **2.6**, **2.7**

& any relevant

Learning Outcomes from the **Unifying strand**

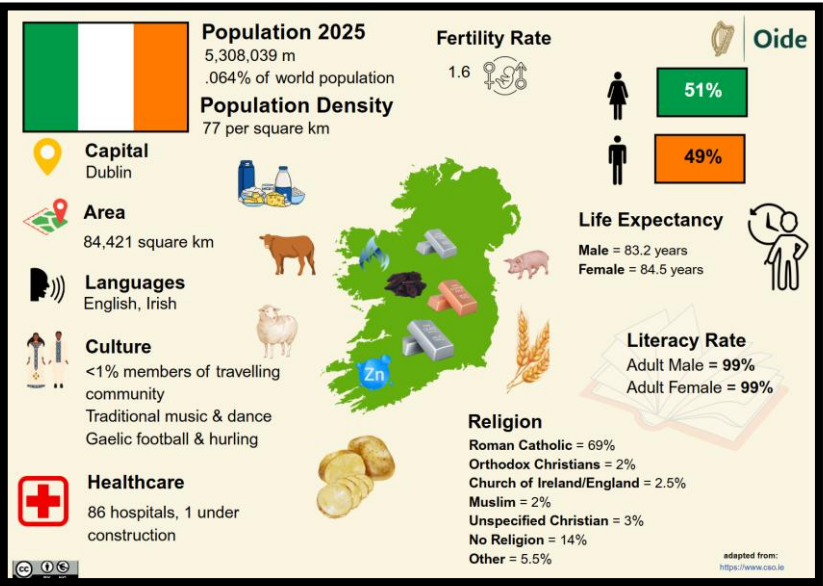
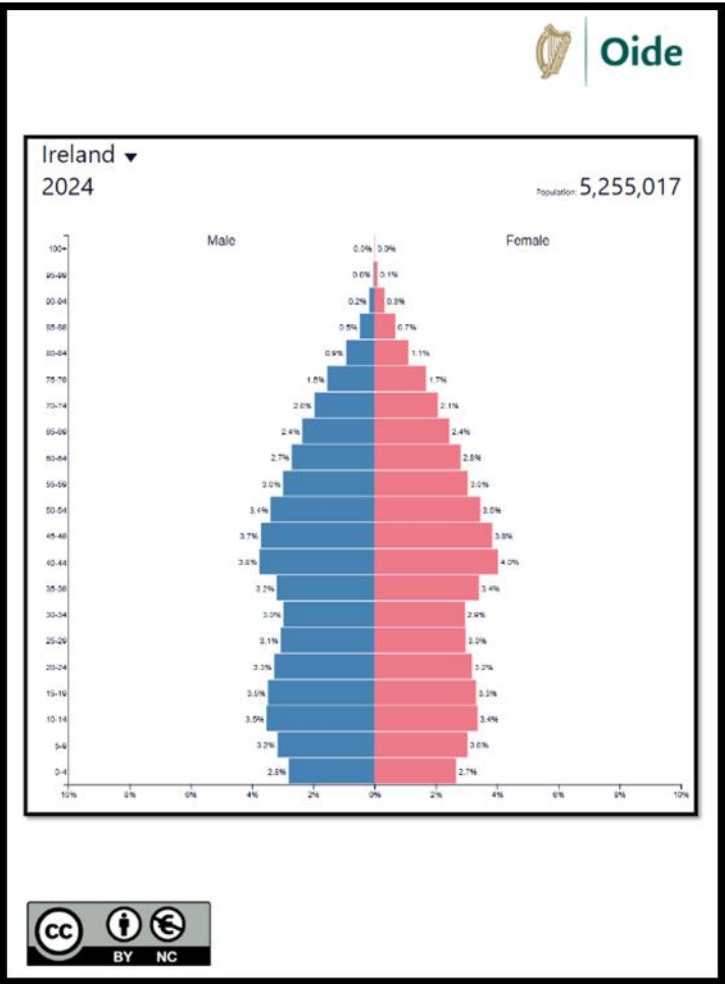
P. 18



Support Materials (Ireland)



Oide



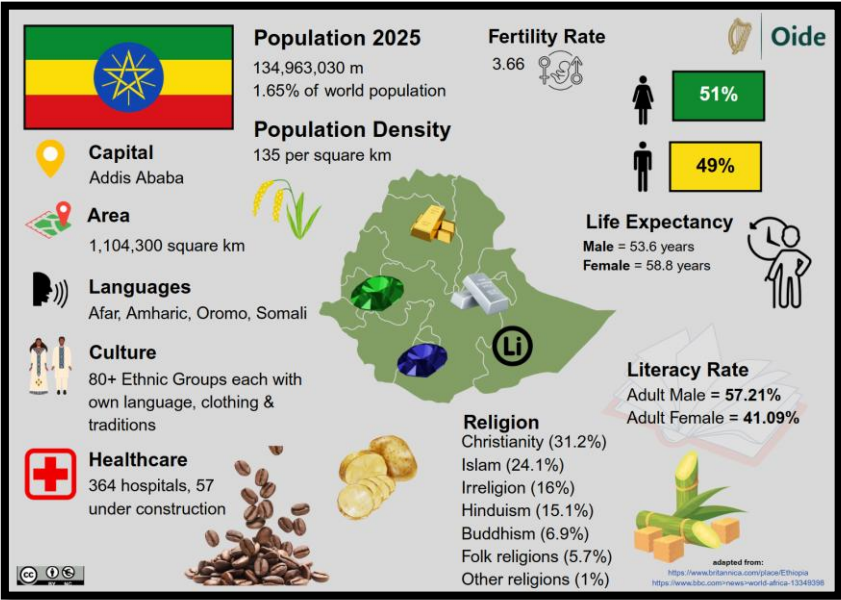
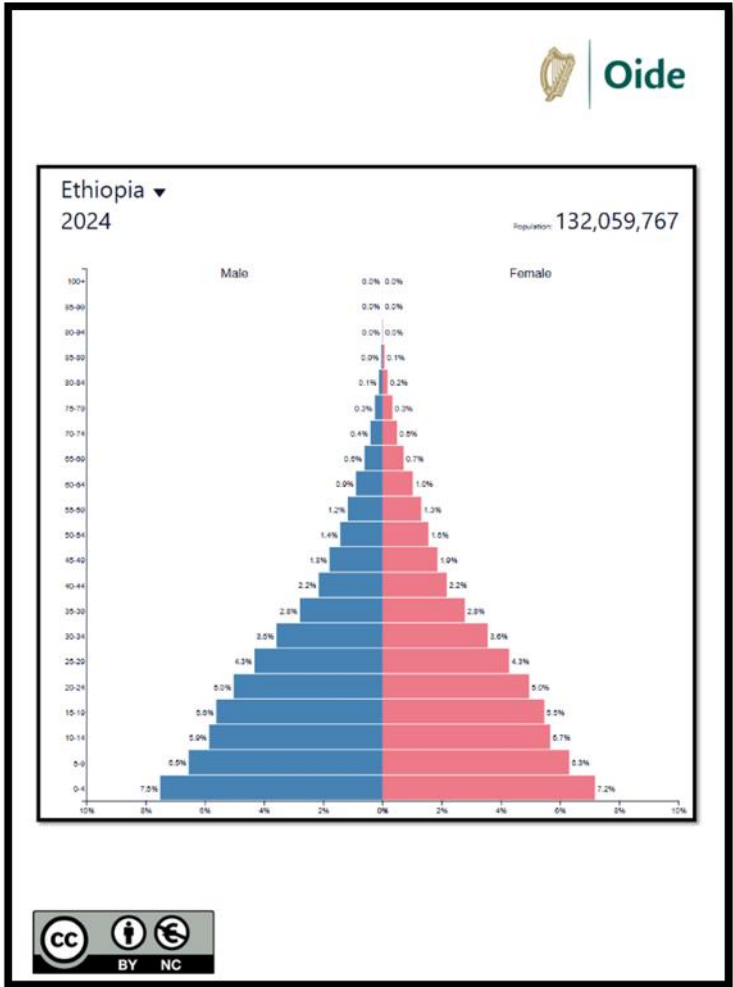
Ireland 2025	
Age	Number of people
0-14	1,008,527
15-64	3,464,026
65 and over	783,466



Support Materials (Ethiopia)



Oide



Ethiopia 2025	
Age	Number of people
0-14	53,134,944
15-64	65,665,986
65 and over	3,434,575

Teacher Activity: Design a Learner Experience



Oide

Prompt
questions

- What **learning outcomes** will you engage with?
- How will the **action verb(s)** influence the Learner Experience?
- What **methodologies** will you use?
- How will you **assess** your students?
- What **resources** will you use to support student learning?





Mingle and Meet

- Mingle and meet other participants in the room
- Find someone who worked on the other option to you (Ethiopia or Ireland)
- Share your learner experiences
- Note any new or interesting ideas





Padlet of Resources

The Padlet board is organized into four columns:

- General Resources:** Contains a PDF titled "LC Geography Draft Specification" from NCCA, labeled "Draft Leaving Certificate Geography For consultation".
- Session 1:** Contains "The East African Experience" (a map with the URL experience.arcgis.com), "Country Cards", and "East African Experience Instructions" (a guide on how to use the map).
- Session 2 Ireland Teacher Activity:** Contains a pinned resource titled "Ireland Population Pyramid 2024 - Click image to access", showing a population pyramid for Ireland in 2024 with a total population of 5,255,017.
- Session 2 Global South Teacher Activity:** Contains a pinned resource titled "Ethiopia Population Pyramid 2024 - Click image to access", showing a population pyramid for Ethiopia in 2024 with a total population of 132,059,767.

Each session 2 resource also includes a "3D Globe Ethiopia and Ireland" activity.



<https://tinyurl.com/4d7mja7b>



Oide

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End of Session 2





Oide

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Scoile agus Múinteoirí

Supporting the Professional
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and Teachers

Session 3



Learning Intentions

By the end of today participants will:

- become familiar with the specification
- develop an understanding of the unifying strand and the contextual strands within the specification
- collaboratively plan for learning, teaching and assessment in a non-linear, integrated manner in Leaving Certificate Geography

Teacher Activity Part 1: Visual Thinking Strategy



Oide



What do you see?

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Scoile agus Múinteoirí

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Follow-on Activity



Teacher Activity Part 2 (Individual)



Oide

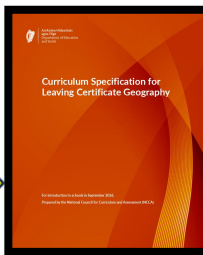
<https://tinyurl.com/mpf542js>



- Using the 3D Globe, consider how tectonic activity is interconnected with other physical and human systems



P. 12





- Change over time
- Interactions
- Interconnections
- Implications
- Location
- Patterns
- Place
- Power and influence
- Process
- Scale
- Spatial distribution
- Sustainability
- Systems
- Region

U3 Demonstrate understanding of the key concepts in geography



Follow-on Activity



Teacher Activity Part 3 (Group)





Oide

Group 1

Earthquakes


- Plate boundaries
- Population distribution
- Migration patterns
- HDI



Group 2

Volcanoēs

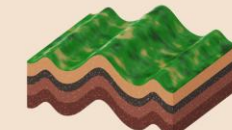
- Local climates (e.g., ash clouds cooling the atmosphere)
- Rock Cycle
- Population distribution
- HDI



Group 3

Fold Mountains

- Population distribution (e.g., migration to lower altitudes)
- Rock Cycle
- Tourism
- HDI



Activity Instructions

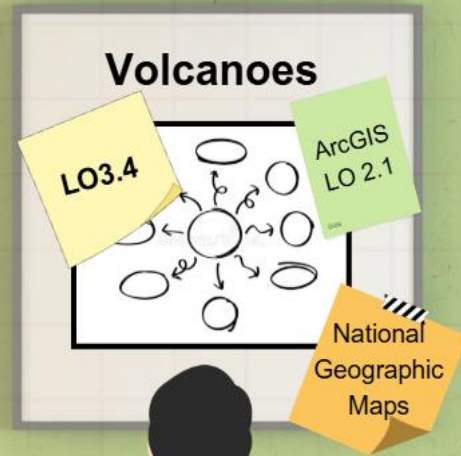
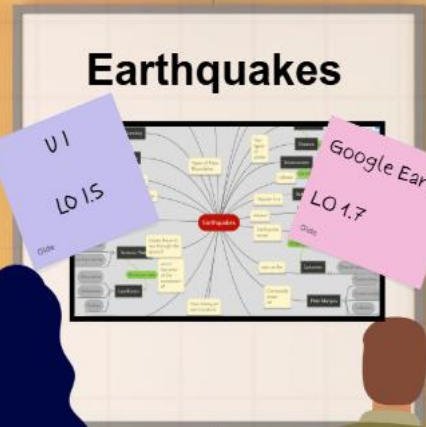


Oide

- Work collaboratively within your group and focus on a specific area of tectonic activity: **Earthquakes or Volcanoes or Fold mountains**
- Plan and create a **mind map/chart/diagram/plan** on flipchart paper to show links between specific LO's from the **contextual strands and the unifying strand**, that are associated with your assigned topic.
- Use the 3D Globe, prompt posters and the **specification**
- Reference any resources that would support learning, teaching and assessment



Gallery Walk





1.1

Explain

plate tectonics
and the process that
occur at different
types of plate boundaries

1.2

Examine

the formation of
mountain ranges
through folding
processes

1.3

Examine

Volcanic activity at
constructive and
destructive plate
margins, and at
hotspots

1.4

Investigate

the economic,
environmental and
social impacts of
volcanic activity in one
Global North and one
Global South setting

LEARNING OUTCOMES

1.5

Discuss

the causes and
effects of earthquakes
in one Global North
and one Global South
setting

1.6

Evaluate

preparation for and
responses to
earthquakes in one
Global North and one
Global South setting

1.7

Outline

the relationship
between the rock
cycle and rock
formation



2.6

Describe

the impact of different factors on population size and distribution in Ireland and one Global South country

3.4

Analyse

patterns and trends associated with tourism in Ireland of mass tourism

3.10

Analyse

how different factors impact on the dimensions of the HDI in Ireland and one Global South country

LEARNING OUTCOMES

U7

Analyse and synthesise

geographical data & information from a range of appropriate sources

U3

Demonstrate

understanding of key concepts in geography

U5

Plan and Conduct
geographical inquiries

U2

Recognise

the application & contribution of geographical thinking and skills in the real-world

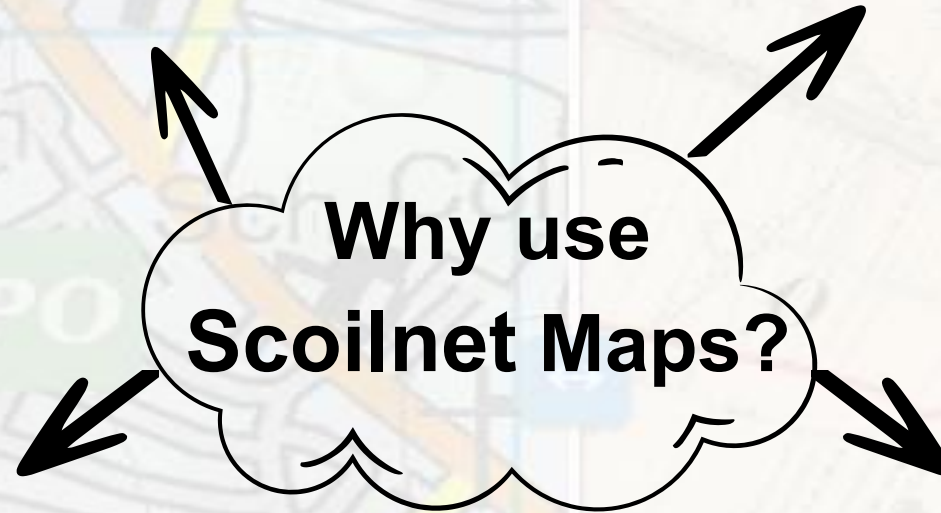


Follow-on Activity



High quality, digital Tailte Éireann, World maps, and aerial photographs

Highly interactive, visual and engaging tools to bring maps to life



A suite of tools for use with the maps, to support learning in the Geography classroom

Historical mapping from 1829 - 2010, an opportunity to look at change over time

Using maps at a variety of scales

Scoilnet World Maps



Oide

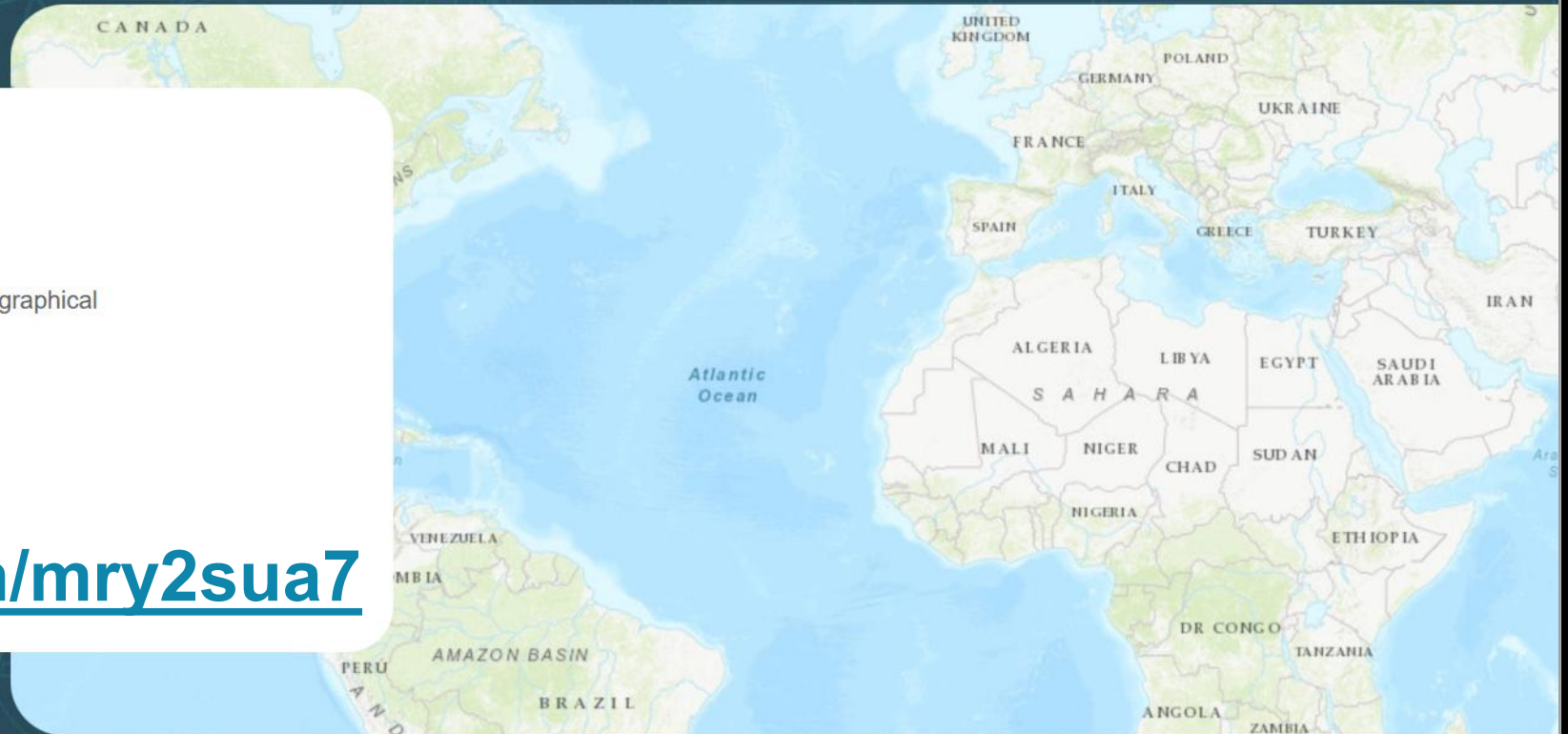
WORLD MAPS

Global street maps, aerial photography and topographical mapping (courtesy of Esri inc).

Viewable from all locations. No log-in required.

[VIEW MAPS](#)

<https://tinyurl.com/mry2sua7>





Scoilnet Maps skills

To demonstrate:



- Layers on map – variety of ways of viewing world maps
- Swipe and spotlight – visualise
- Measure – make size tangible
- Cross-section – support reading the landscape



Use Scoilnet World Maps to engage with the specification

L.O 3.14

Students should be able to:
investigate a geopolitical territorial dispute

Students learn about:

- a geopolitical territorial dispute: land, maritime or airspace
- the actors involved in the chosen territorial dispute
- the causes and impacts of, and proposed or realised responses to the chosen territorial dispute



L.O 2.6

Students should be able to:
describe the impact of different factors on population size and distribution in Ireland and one Global South country

Students learn about:

- factors including conflict, culture, food, gender equality, health, physical landscape and natural resources

L.O 1.3

Students should be able to:
examine volcanic activity at constructive and destructive plate margins, and at hotspots

Students learn about:

- Volcanic activity and their resultant landforms
- Examples applicable in Irish and international settings



Teacher Reflection

- What are your key takeaways for today?
- How will you start the planning process for Leaving Certificate Geography?



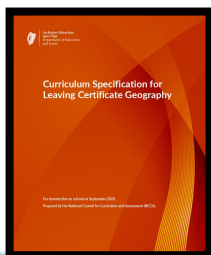


Key Messages

The student experience is underpinned by the learning in the Unifying strand:
Applying geographical thinking and skills.

Learning and teaching approaches will support students to plan, conduct, analyse, evaluate, and communicate geographical inquiries, both in the classroom and in outdoor settings.

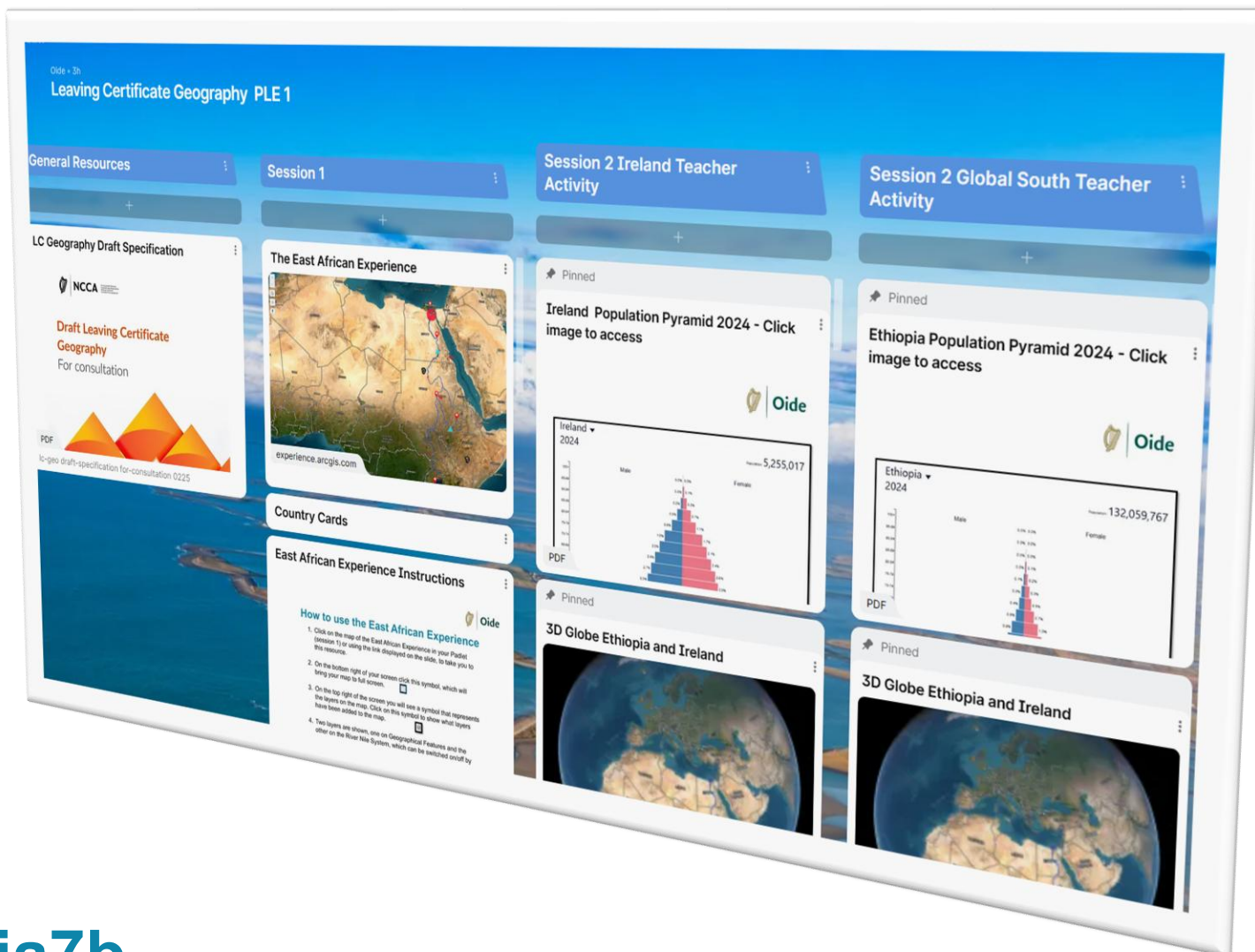
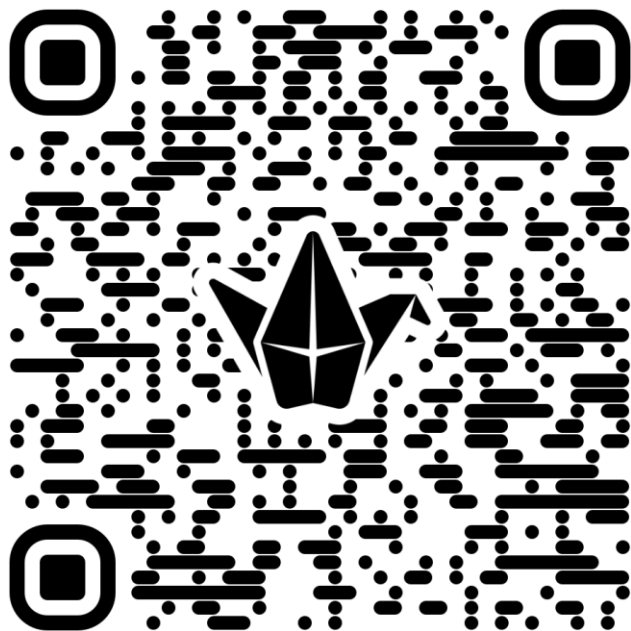
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Oide

A Reminder of shared Resources



<https://tinyurl.com/4d7mja7b>

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



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Tacú leis an bhFoghlaim
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End of Session 3



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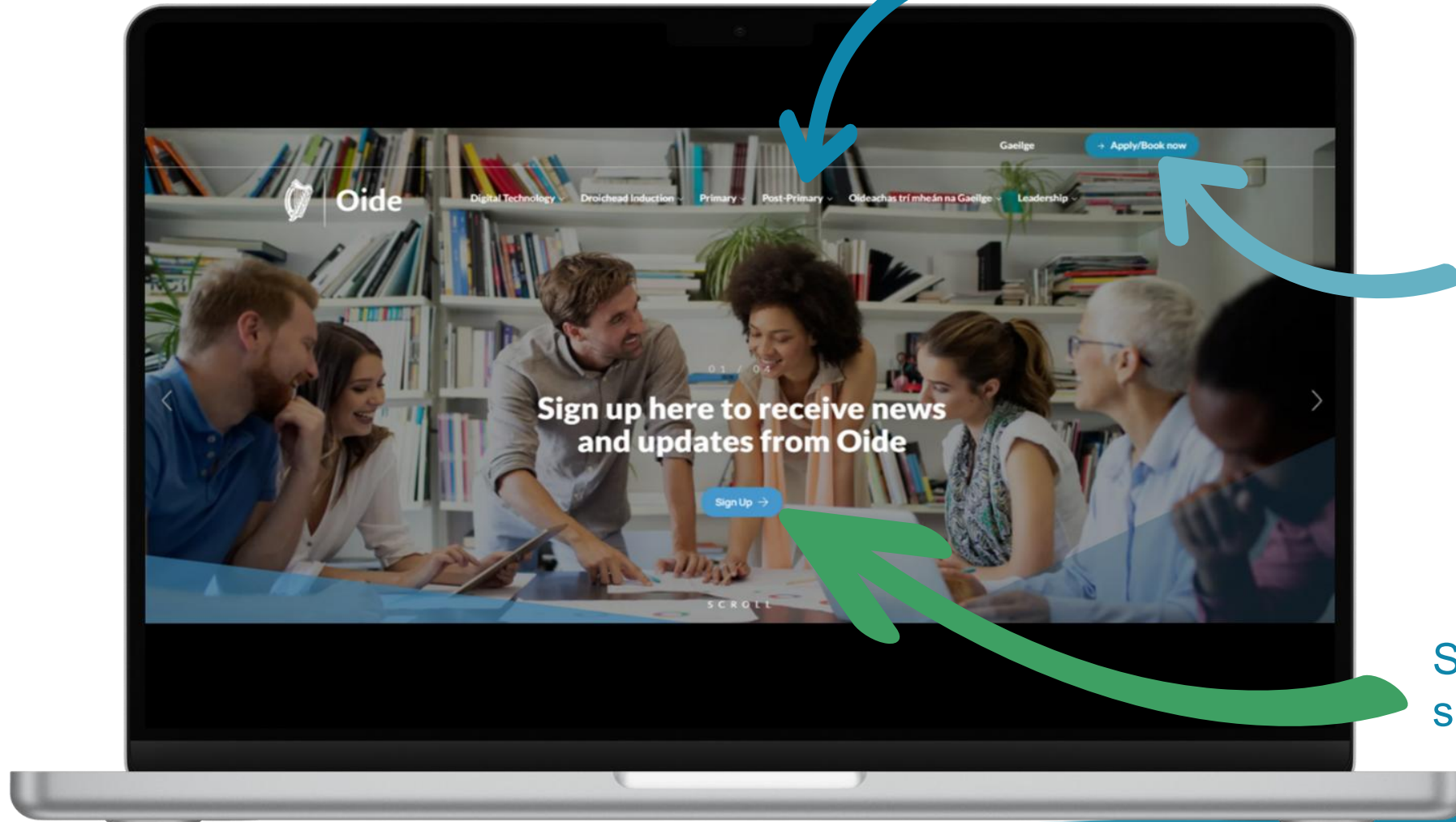
Connect with us

<https://oide.ie/post-primary/home/geography/geography-senior-cycle/>

Geography: News,
information and resources.



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All bookings
for teachers
and schools.

Sign up for the
subject mailing list.

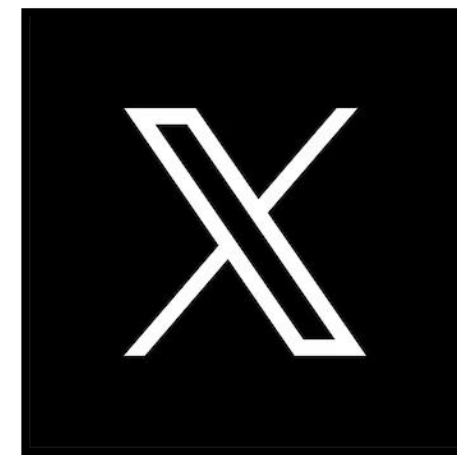
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Thank you