

Geography

Curriculum 'Glance Cards'

A fundamental principle of the curriculum is that children's current understanding and knowledge should form the basis for new learning. The curriculum is designed to follow an incremental approach to teaching and learning by increasing the complexity of concepts as the child progresses through the primary school. The content objectives outlined in each of the strand units observe a spiral progression as the curriculum advances from infants to sixth class.

These curriculum "glance cards" were designed to provide a one-page overview of the content objectives in each strand unit for all class levels. **It is not intended that these glance cards replace the curriculum documents** but that rather they will provide an immediate snapshot of how particular concepts are developed from infants to sixth class.

Teachers are advised to pay particular attention to this feature of the curriculum when planning their work. It is important that teachers are fully aware of the level of knowledge and understanding required of the child in previous class levels as it will inform current planning. It is also important that teachers are familiar with what the children will be learn after the present class level so that they can prepare the child adequately for further learning. Awareness of the curriculum content which precedes and follows the current class content ensures progression in teaching and learning, and minimises unnecessary duplication.

Teachers may find this useful when they are engaging in continuing professional development, or when they are planning for teaching and learning. However, **it is essential that teachers consult the curriculum documents when engaging in planning as the content objectives are expanded upon in the context of the various class levels.**

It is also assumed that every content objective in these cards is preceded by "**The child will be enabled to....**" as is stated in the curriculum. Where it appears that a content objective applies to junior classes and is discontinued in higher class levels, it is intended that teachers continue to explicitly teach these concepts if the required level of understanding has not been reached. If the learning objective has been realised, the teacher will endeavour to maintain and consolidate the learning.

Strand: Human environments Strand Unit: Living in the local community
People living and working in the local area *and*
People living and working in a contrasting part of Ireland (3rd – 6th)

Infants	First and Second	Third and Fourth	Fifth and Sixth
<i>My family and community</i>	<i>My family and community</i>	<i>People and communities</i>	<i>People and communities</i>
Explore and discuss his/her membership of the family, school and local community	Explore and discuss his/her role and that of others in the family, school and local community	Learn about and come to appreciate and respect the people and communities who live and work in the locality and in a contrasting part of Ireland	Learn about and come to appreciate the peoples and communities who live and work in the locality and in a contrasting part of Ireland
Identify and discuss the roles of people who serve the local community	Become aware of and learn to value the diversity of people who live in the local community and the contribution they make		
	Begin to recognise the interdependence of individuals and groups in the local community		
<i>Homes</i>	<i>Homes and shelter</i>	<i>Settlement: homes and other buildings</i>	<i>Settlement: homes and other buildings</i>
Recognise that people live in homes	Recognise that people live in a variety of homes	Explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland	Explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland
Describe areas within the home	Describe his/her home, its location and surroundings		
Make simple drawings of home, immediate surroundings and journeys to and from home	Record some of these features using simple drawings, plans, displays, models and sketches Discuss and record simply journeys to and from homes		
Acquire some awareness of different types of homes in the locality	Develop an awareness and appreciation of different types of homes in the locality and in other areas		

Begin to appreciate the need for shelter for a family	Develop an awareness of homelessness		
Associate activities with areas within the home and outside the home			
	Investigate materials used to construct homes and identify materials of local origin		
<i>People at work</i>	<i>People at work</i>	<i>People at work</i>	<i>People at work</i>
Discuss the work of people in the home, at school, in the local community, in towns or countryside nearby and in wider environments	Investigate the work of people in a range of locations in the locality	Explore and investigate, especially through practical studies, a small number of the common economic activities of people in the locality and in a contrasting part of Ireland	Explore and investigate, especially through practical studies, one or more of the important economic activities of people in the locality and in a contrasting part of Ireland
Become aware of some buildings and places where people work, especially those in the locality	Discuss and record simply the buildings and places where people work, especially those in the locality		
	Investigate the work of people involved in transport and communications		
	Discuss and record simply journeys to workplaces		
	Become aware of the work of people in other areas who supply food and other products to us		
<i>People at play</i>	<i>People at play</i>		
Become aware of and discuss play spaces	Describe location and features of play spaces Appreciate the roles of people who help at play		
Make simple drawings of these places, immediate surroundings and journeys to and from these places.	Discuss, and record simply, journeys to and from play spaces		
Suggest ways in which these places may be kept clean and safe			

		<i>Natural environmental features and people</i>	<i>Natural environmental features and people</i>
		Become aware of the natural features in the locality and in a contrasting part of Ireland and their relationship to the lives of people living in these places	Become aware of the natural features in the locality and in a contrasting part of Ireland and their interrelationship with the lives of people living in these places
		<i>Transport and Communications</i>	<i>Transport and Communications</i>
		Become aware of forms of transport and transport routes in the locality and in a contrasting part of Ireland	Learn about the methods of transport and transport routes in the locality and in a contrasting part of Ireland
			Become aware of the advantages, disadvantages and roles of these methods
		Investigate work of people involved in transport and communications	Learn about the available methods of communication
		Become familiar with the communication methods available	Become familiar with the work of people in these activities

Strand: Human environments

**Strand unit: People and places in other areas
People and other lands (3rd – 6th)**

Infants	First and Second	Third and Fourth	Fifth and Sixth
	Become familiar with some aspects of the lives of people and especially of children in Ireland, Europe and other areas	Study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world	Study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world
	Appreciate ways in which people in different areas depend on one another and on people living in other parts of the world	Develop an awareness of the interdependence of these people and people in Ireland	Develop an increasing awareness of the interdependence of people in these places and people in Ireland
		Begin to develop a sense of belonging to local, county, national, European and global communities	Develop a sense of belonging to local, county, national, European and international communities
			Learn to value and respect the diversity of peoples and their lifestyles in these areas and other parts of the world
			Become aware of various ethnic, religious and linguistic groups of peoples in Ireland, Europe and the wider world

Strand: Human environments
Strand unit: County, regional and national centres

Infants	First and Second	Third and Fourth	Fifth and Sixth
		Become familiar with the location and names of urban areas in the county, some of their important buildings, factories and other features	
		Become familiar with the location and names of a few of the larger towns and cities in the region and in Ireland	
		Develop some knowledge of the relative location of the county and neighbouring counties	Become aware of the location of the counties of Ireland, some of their towns and cities; the origins and geographical significance of their place-names
			Identify some of their important buildings, features, facilities, parks, work-places
			Learn of the movement of people to and/or from these centres
			Become familiar with the names, locations and some well-known features of the capital cities of the European Union

Strand: Human environments
Strand unit: Trade and development issues

Infants	First and Second	Third and Fourth	Fifth and Sixth
			<i>Trade</i> Explore, through the study of some major world commodities, trade issues
			<i>Famine</i> Become aware of the causes and effects of famine Examine the work of relief agencies and become aware of Irish involvement in them Discuss possible short and long-term solutions to famine Compare the experience of famine in Ireland with that of other countries
			<i>Development and aid</i> Come to appreciate the inequalities between the developed and the developing world Explore some of the issues and problems associated with aid Acquire some knowledge of the origins, work and Irish involvement in some major international organisations

Strand: Natural environments
Strand Unit: The local natural environment

Infants	First and Second	Third and Fourth	Fifth and Sixth
Become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school	Identify, explore and discuss aspects of some major natural features in the local environment	Investigate and become familiar with some natural features in the local environment	Investigate and learn about the main natural features in the locality and county Observe and develop simple understanding of the links between these features
Observe, discuss and investigate water in the local environment	Observe, discuss and investigate water in the locality		
Observe, collect and investigate a variety of natural materials in the local environment	Observe, collect and investigate a variety of natural materials in the local environment		
Record and communicate experiences and observations using oral language and pictures	Record and communicate experiences and observations using simple drawings, plans, displays, models and sketches		
		Observe and explore ways in which these features have affected the lives of plants, animals and humans	Investigate the influence of these features on plants and on the lives of animals and people
		Investigate the ways in which these features have been used by humans and the changes which have occurred as a result	Become aware of the ways in which people, animals and plants have exploited and/or altered these features
		Estimate distances and establish cardinal directions during the exploration of these features	

Strand: Natural environments
Strand Unit: Weather
Weather, climate and atmosphere (3rd – 6th)

Infants	First and Second	Third and Fourth	Fifth and Sixth
		<i>Weather Observations</i>	<i>Weather Observations</i>
Observe and discuss a variety of weather conditions using simple vocabulary	Observe and record varying weather conditions using appropriate vocabulary and simple equipment	Use simple equipment to observe and record weather phenomena	Use simple equipment to make detailed weather observations and recordings of phenomena
Record weather observations using a weather chart or diary		Record and display simple weather observations in systematic way using graphs, charts and common meteorological symbols	Record and display simple weather observations in systematic way using graphs, charts and common meteorological symbols
	Begin to associate cloud cover and other conditions with different types of weather	Use analysis of weather recordings to begin to associate simple descriptions of clouds, amount of cloud cover, wind direction and other conditions with particular types of weather; make and test weather predictions	Use analysis of weather recordings to associate simple descriptions of clouds, amount of cloud cover, wind direction and other conditions with particular types of weather; make and test weather predictions
	Begin to make and test simple weather predictions		
Recognise that some weather patterns are associated with seasonal change and distinguish between summer and winter	Observe and record the influences weather and seasonal changes have on people, animals and plants in the locality		
Become aware of some of the effects of different weather conditions on human, animal and plant life in the local environment			
Discuss the suitability of different kinds of clothes for different weather conditions			
		Compare temperatures indoors and outdoors, in shade and sunlight, on different sides of the same building, and explore reasons for differences	
			Collect weather lore, especially local traditions and knowledge

		<i>Weather and climate</i>	<i>Weather and climate</i>
	Identify ways in which weather influences the lives of people	Study weather variations during the year and their influence on plants, animals and humans	Explore weather patterns over the year in the locality using a variety of graphical and analytical skills
	Contrast weather in the locality with that in other areas	Develop some awareness of weather and climate patterns and their relationship with plant, animal and human life in some environments in other parts of the world	Develop some awareness of weather patterns in other parts of Ireland and factors influencing climate in the locality and in Ireland
			Explore the relationship of climate to plant, animal and human life
		Begin to appreciate the importance of solar energy for the Earth	
		Collect and record weather lore from the locality.	
			Begin to appreciate the difference between climate and weather
			Explore the relationships between climatic factors and aspects of building construction
			Become aware of the characteristics of some major climatic regions in different parts of the world
			<i>The atmosphere</i>
			Develop simple understanding of some atmospheric features

Strand: Natural environments
Strand Unit: Rocks and soils

Infants	First and Second	Third and Fourth	Fifth and Sixth
		<i>Rocks and soils</i>	<i>Rocks</i>
			Collect and identify some common rocks in the locality
			Identify and explore the use of stone in building and other human activities, especially in the locality
			Develop simple understanding of the structure of the Earth, using terms such as core, mantle, crust, plates of the crust, lava flow, volcano, earthquake
			Learn about the characteristics of some common rock types and where they may be found in Ireland and in other parts of the world
		Sort and group constituent materials in samples	
		Compare and contrast materials, focusing on certain criteria	
			<i>Soils</i>
		Observe, collect and examine different soil samples in the immediate and other environments	Collect and examine soil samples and their constituents
			Compare soil samples from different parts of the locality
		Begin to explore influence of soils and rocks on animal and plant life	Learn of the relationship of plants and farming to soil types
			Be familiar with some ways of changing and/or improving soil structure

Strand: Natural environments
Strand Unit: Land, Rivers and Seas of my county
Land, rivers and seas of Ireland (5th & 6th)

Infants	First and Second	Third and Fourth	Fifth and Sixth
		Become familiar with the names and locations of some major natural features in the county	Become familiar with the names and locations of some major natural features in Ireland
		Develop some familiarity with the relationship of these features with each other and with elements of the built environment such as roads, bridges, towns and cities	Become familiar with the relationship of these features with each other, with elements of the built environment and with significant natural features of Ireland
			Understand some of the interrelationships between these natural features and the lives of plants, animals and humans

Strand: Natural environments
Strand Unit: Physical features of Europe and the world

Infants	First and Second	Third and Fourth	Fifth and Sixth
			Learn about a small number of the major natural features of Europe
			Become familiar with the names and approximate location of a small number of major world physical features

Strand: Environmental Awareness and Care Strand Unit: Caring for my locality/Caring for the environment (3rd – 6th)

Infants	First and second	Third and fourth	Fifth and sixth
Develop a sense of responsibility for taking care of and improving the environment	Realise that there is both an individual and a community responsibility for taking care of the environment	Realise that there is a personal and community responsibility for taking care of the environment	Come to appreciate individual, community and national responsibility for environmental care
Identify, discuss and implement simple strategies for improving and caring for the environment	Identify, discuss and implement simple strategies for improving and caring for the environment Identify and help to implement simple strategies for protecting, conserving and enhancing the environment	Examine a number of ways in which the local environment could be improved or enhanced	Examine a number of ways in which local and other environments could be improved or enhanced
Observe, discuss and appreciate the attributes of the local environment	Identify, discuss, and appreciate the natural and human features of the local environment		
Appreciate that people share the environment with plants and animal life	Begin to recognize that people, animals and plants depend on one another		
	Observe and develop an awareness of living things in a range of habitats in local and wider environments Observe the similarities and differences among plants and animals in different local habitats		
	Develop an awareness that air, water, soil, living and non-living things are essential to the environment		
	Become aware of ways in which the environment can be polluted or harmed	Identify and discuss a local, national or global environmental issue	Identify and discuss a local, national or global environmental issue

Strand: Environmental awareness and care
Strand Unit: Environmental awareness

Infants	First and Second	Third and Fourth	Fifth and Sixth
		Identify, discuss and record aspects of local natural and human environments which are considered attractive or unattractive	Identify, discuss and appreciate attractive and unattractive elements of natural and human environments
		Identify the interrelationships of living and non-living elements of local and other environments Develop some awareness of the types of environment which exist in Ireland and other parts of the world	Explore some examples of the interrelationship of climate, natural features, flora, fauna and human life in different environments in Ireland and in some of the main climatic regions of the world
		Become aware of the Earth's renewable and non-renewable resources	Become aware of the importance of the Earth's renewable and non-renewable resources
		Recognise and investigate human activities which may have positive or adverse effects on local and wider environments Recognise how the actions of people may have an impact on environments	Recognise and investigate aspects of human activities which may have positive or adverse effects on environments
		Come to appreciate the need to conserve the Earth's resources	Come to appreciate the need to conserve the Earth's resources. Foster an appreciation of the ways in which people use the Earth's resources