

A sense of place / A sense of space

Infants	First and Second	Third and Fourth	Fifth and Sixth
<i>A sense of place</i>	<i>A sense of place</i>	<i>A sense of place</i>	<i>A sense of place</i>
Become aware of, explore and discuss some of the distinctive human and natural features of the locality	Explore and come to know some of the distinctive human and natural features of the locality	Explore and become familiar with some of the distinctive human and natural features of the locality and county	Explore and become familiar with the distinctive natural and human features of the locality, the county and Ireland
Develop some awareness of people and places in other areas	Develop an awareness of people and places in other areas	Develop some awareness of the distinctive human and natural features of some places in Ireland and other parts of the world	Become familiar with the distinctive natural and human features of some places in Europe and other parts of the world
<i>A sense of space</i>	<i>A sense of space</i>	<i>A sense of space</i>	<i>A sense of space</i>
Refer to or use simple locational terms	Discuss and record the relative location of familiar human and natural features in the locality	Develop an understanding of the relative location and size of major natural and human features	Acquire an understanding of the relative location and size of major natural and human features
		Develop some awareness of the names and relative location of some European countries	Begin to develop an understanding of the names and relative location of some natural and human features of Europe and the world
Discuss and record in simple ways journeys to and from places in the immediate environment	Discuss and record simply journeys to and from places in the immediate environment and beyond		
Refer to or use simple directions within home, classroom and school settings	Give and follow simple directions to places in the immediate environment	Establish and use cardinal compass points in the locality	Estimate and measure distances and establish cardinal directions during exploration of the locality
		Use maps to record routes and directions in the locality	Develop some awareness of directions in wider environments Use and record directions and routes on maps

Maps, globes and graphical skills

Infants	First and Second	Third and Fourth	Fifth and Sixth
<i>Picturing places</i>	<i>Using pictures, maps and globes</i>	<i>Using pictures, maps and globes</i>	<i>Using pictures, maps and models</i>
Refer to or use simple drawings of areas	Record areas in the immediate environment and places in stories using simple picture maps, models and other methods	Make simple maps of home, classroom, school and immediate environment	Use maps to record routes and directions in the locality and wider environments
Make model buildings with bricks, Lego and other play materials			Construct some simple maps and models of natural and human features in the local environment
	Develop some awareness of maps and if possible aerial photographs of limited areas in the locality	Develop some familiarity with, and engage in practical use of, maps and photographs of different scales and purposes	Develop familiarity with, and engage in practical use of, maps and photographs of a variety of scales and purposes
	Explore the outlines and plans of small everyday items	Develop an understanding of and use some common map features and conventions	Develop an understanding of and use common map features and conventions
	Explore directions in the classroom using simple signpost maps		
Become aware of globes as models of the Earth	Identify land and sea on maps and globes	Identify major geographical features and find places on the globe	Compare maps, globes, aerial photographs, satellite photographs and other remotely sensed images
	Use maps of Ireland and the globe to develop an awareness of other places		Recognise key lines of latitude and longitude on the globe
			Develop some awareness of problems of map construction

Geographical investigation skills

Infants	First and Second	Third and Fourth	Fifth and Sixth
<i>Questioning</i>	<i>Questioning</i>	<i>Questioning</i>	<i>Questioning</i>
Ask questions natural and human features in the immediate environment	Ask questions natural and human features in the immediate environment	Ask questions about natural and human features and processes in the environment and their interrelationships	Ask questions about natural and human features and processes in the environment and their interrelationships
<i>Observing</i>	<i>Observing</i>	<i>Observing</i>	<i>Observing</i>
Observe , compare and discuss natural and human features in the local environment	Observe , compare and discuss natural and human features in the local environment	Observe, discuss and describe natural and human features and processes in the environment and their interrelationships	Observe, discuss and describe natural and human features and processes in the environment and their interrelationships
<i>Predicting</i>	<i>Predicting</i>	<i>Predicting</i>	<i>Predicting</i>
Guess and suggest what will happen next in a situation	Suggest outcomes of an investigation based on observations	Offer suggestions (hypotheses) based on observations about the likely results of the investigation	Offer suggestions (hypotheses) based on a number of observations as to the likely results of investigations
			Make inferences based on suggestions and observations
			Propose ideas or simple theories that may be tested by experimentation
<i>Investigating and experimenting</i>	<i>Investigating and experimenting</i>	<i>Investigating and experimenting</i>	<i>Investigating and experimenting</i>
Carry out simple investigations set by the teacher, make observations and collect data	Carry out simple investigations and collect information from a variety of sources	Carry out simple investigations and collect information from a variety of sources	Carry out simple investigations and collect information from a variety of sources
<i>Estimating and measuring</i>	<i>Estimating and measuring</i>	<i>Estimating and measuring</i>	<i>Estimating and measuring</i>
Estimate and compare distances in an informal way	Begin to use simple methods to estimate , measure and compare observations	Use appropriate simple instruments and equipment to collect data	Use appropriate simple instruments and techniques to collect data
		Use appropriate standard units of measurement	Use appropriate standard units of measurement

<i>Analysing</i>	<i>Analysing</i>	<i>Analysing</i>	<i>Analysing</i>
Sort and group objects according to observable features	Sort and group people, features, events and natural phenomena	Sort and group data on people, events and natural phenomena using a range of appropriate criteria	Sort and group data on people, events and natural phenomena using a range of appropriate criteria
	Begin to look for and recognise patterns and relationships in the environment	Look for and recognise patterns and relationships in the environment	Look for and recognise patterns and relationships in the environment
	Draw conclusions from simple investigations	Interpret information and offer explanations	Interpret information and offer explanations
		Draw conclusions from suitable aspects of the evidence collected	Draw conclusions from suitable aspects of the evidence collected
<i>Recording and communicating</i>	<i>Recording and communicating</i>	<i>Recording and communicating</i>	<i>Recording and communicating and evaluating</i>
Describe and discuss his/her observations orally using an expanding vocabulary	Describe and discuss observations orally using an expanding vocabulary	Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms using ICT	Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms using ICT
			Review the methods used in investigations and assess their usefulness
Represent findings pictorially or using other media	Represent findings pictorially or using other media		