**Geography Plan - Galbally National School**

**Introductory Statement and Rationale**

**(a) Introductory Statement:**

This plan was reviewed and updated by the staff of Galbally N.S. after a process of consultation within the staff in February 2017.

This plan will form the basis of each teacher's long and short term planning in Geography and so will influence teaching and learning in individual classrooms. It will also inform new or temporary teachers of our approaches and methodologies in this subject area.

**(b) Rationale**

We recognise that Geography is an integral part of the Social, Environmental and Scientific

Education of our pupils. In our school SESE provides opportunities for the child to explore, investigate and develop an understanding of the natural, human, social and cultural environment in which he/she lives and of those in the wider world. The distinct role Geography plays in SESE is one of helping the child understand and appreciate the physical and human features of their immediate and wider environments.

This plan is drawn up to conform to the principles outlined in the Geography curriculum,1999.

As a whole school plan it guides the organised teaching and learning in Galbally N.S.

**Vision and Aims**

**(a) Vision**

We believe that the Geography Curriculum enables children to make sense of the natural and human environments in which they live and in the wider world. As such, Geography is pivotal to each child's rounded environmental education. Geography prepares pupils to contribute and play a role in their communities by encourage them to appreciate the interdependence of people. Geography promotes an understanding of and respect for different cultures and ways of life. The Geography curriculum fosters children's responsibility for the immediate and wider environments.

**(b) Aims**

We endorse the aims of the SESE Geography curriculum as outlined in the Geography Curriculum P. 14:

* '. To develop knowledge and understanding of local, regional and wider environments and

their inter relationships

* To encourage an understanding and appreciation of the variety of natural and human

conditions on the Earth

To develop empathy with people from diverse environments and an understanding of environment, and involvement in the identification, discussion, resolution and avoidance of environmental problems

* To develop an understanding of appropriate geographical concepts
* To achieve the Green Flag.
* To further enhance our school garden.

human interdependence

* To develop the ability to use a range of communicative methods, especially those concerned with the development of. Graphicacy
* To encourage the development of a sense of place and spatial awareness

To encourage the of carins attitudes and responsible behaviour towards the

**Curriculum Planning**

1. **Strands and Strand Units**

Each teacher is familiar with the strands and strand units, content objectives for his/her class level and indeed for each other's class levels. This is to ensure a coherent programme throughout the school.

All strands and all strand units must be covered each year but not all the content objectives need be addressed within a strand unit.

The three strands of the Geography curriculum are: Human Environments; Natural Environments and Environmental Awareness and Care.

**Junior Infants - Second class**

We are aware that the content of the Geography Curriculum at this level is

**Human Environments Natural Environments Environmental Awareness**

**and care**

|  |  |  |
| --- | --- | --- |
| * Living in the local community; * People and places in other areas | * The local natural environments * Weather * Planet Earth in Space | * Caring for my locality |

We are aware that one of the key messages in this Geography Curriculum is that children start developing geographical concepts by exploring their local, immediate environment.

In this way the children get a strong sense and appreciation of their own place. This will be reflected in our teaching at this level and subsequent levels.

**Third and Fourth Classes**

**Human Environments Natural Environment Environmental**

**Awareness and Care**

|  |  |  |
| --- | --- | --- |
| * People living and working in the local area * People living and working in a contrasting part of Ireland   *Explore these 2 strand units through a selection of sub-units:*   1. *People and communities* 2. *Natural Environmental features and people* 3. *Settlement: homes and other buildings* 4. *People at Work* 5. *Transport and communication*  * People and other lands   *Choose an environment in another European country*  *And an environment in a non-European country.*   * County, regional and national centres. | * The local natural environments * Land, rivers and seas of my county * Rocks and soils * Weather, climate and atmosphere * Planet earth in space | * Environmental awareness * Caring for the environment |

We are aware that the children’s knowledge and sense of awareness is extending to wider environments at county, regional, national and international level. This then is reflected back to our own locality. This is reflected in the above curriculum.

We never forget the children’s growing knowledge of their own local environment.

**Fifth and Sixth Classes**

We are aware that the content of the Geography curriculum at this level is

**Human Environments Natural Environments Environmental Awareness**

**and care**

|  |  |  |
| --- | --- | --- |
| * People living and working in the local area * People living and working in a contrasting part of Ireland   *Explore these 2 strand units through a selection of sub-units:*   1. *People and communities* 2. *Natural Environmental features and people* 3. *Settlement: homes and other buildings* 4. *People at Work* 5. *Transport and communication*  * People and other lands   Choose an environment in another European country  And an environment in a non-European country.   * County, regional and national centres. * Trade and development issues. | * The local natural environments * Land, rivers and seas of Ireland * Rocks and soils * Weather, climate and atmosphere * Planet earth in space * Physical features of Europe and the world. | * Environmental awareness * Caring for the environment |

Ever increasing wider global environments are introduced at this level. This is the spiral nature of the curriculum. More complex geographical issues are explored in the above curriculum.

We are aware that undue repetition of content is to be avoided so the children will be taught different content objectives in each class. To this end, teachers in our school co-operate in the choice of content objectives, contrasting places within Ireland and countries. In as far as possible, opportunities are provided to individual teachers to study locations of interest to them.

As part of whole staff consultation and collaboration we have made the following decisions:

**Human Environments**

We study our local place under the strand unit “People living and working in the local area”. We have made a selection of sub-units per class (There is a natural overlap or linkage between these units and they are never done entirely in isolation from one another)

**Or**

Each teacher makes his/her own selection of sub-units in the study of their own local area.

**HUMAN ENVIRONMENTS**

**Living in the local community**

* ***Particular focus will be on the following highlighted areas***

|  |  |  |
| --- | --- | --- |
|  | **Year 1 - 2016/2017** | **Year 2 - 2017/2018** |
| **Junior Infants** | All sub-units | All sub-units |
| **Senior Infants** | All sub-units | All sub-units |
| **1st Class** | All sub-units | All sub-units |
| **Second Class** | All sub-units | All sub-units |
| **Third Class** | People and Communities | Homes and other buildings |
| **Fourth Class** | * County, Regional and National Centres | * People at Work |
| **Fifth** | * Homes and Houses | * Trade and Development Issues: Famine |
| **Sixth Class** | * Transport and Communications * People at Work | * Building and Settlements * People and Communities |

These are our choice of **Contrasting Places** in Ireland in each class from 3 – 6 class

* **Particular focus will be on the following highlighted areas**

|  |  |  |
| --- | --- | --- |
|  | **Year 1** | **Year 2** |
| **Third Class** | Dublin | Aran Islands |
| **Fourth Class** | Arranmore Island | Kilkenny |
| **Fifth** | Galway | Antrim |
| **Sixth Class** | Sligo | People and Communities |

When choosing countries to study under the strand ‘**Human Environments’** these are our considerations:

1. Foreign nationals in our school who might welcome a focus being placed on their country of origin. If this is acceptable to them, we could use this opportunity to make them especially welcome to our school.
2. Places of interest to teachers
3. One European and one non-European country to be studies across all classes from 3rd to 6th in any one year, thus helping each other with resources.
4. Consideration of the history curriculum with possibilities of integration in mind.

**European Countries chosen per class from 3-6class**

* **Particular focus will be on the following highlighted areas**

|  |  |  |
| --- | --- | --- |
|  | **Year 1** | **Year 2** |
| **3rd** | France | Spain |
| **4th** | Great Britain | Norway |
| **5th** | Germany | Poland |
| **6th** | Greece & Italy | France & United Kingdom |

**Non European Countries chosen per class from 3-6class**

* **Particular focus will be on the following highlighted areas**

|  |  |  |
| --- | --- | --- |
|  | **Year 1** | **Year 2** |
| **3rd** | Australia | Japan |
| **4th** | India | Tanzania |
| **5th** | USA | Africa |
| **6th** | China | Mexico |

**NATURAL ENVIRONMENTS**

We have completed a Geographical Environmental audit of our school grounds and immediate locality and county and identified natural features than can be focused on when focusing on the strand Natural Environments. These are:

* **Particular focus will be on the following highlighted areas**

|  |  |  |
| --- | --- | --- |
|  | **Year 1** | **Year 2** |
| **Junior Infants** | * All strands as per curricular guidelines | * All strands as per curricular guidelines |
| **Senior Infants** | * All strands as per curricular guidelines | * All strands as per curricular guidelines |
| **First Class** | * All strands as per curricular guidelines | * All strands as per curricular guidelines |
| **Second Class** | * All strands as per curricular guidelines | * All strands as per curricular guidelines |
| **Third Class** | * Weather, Climate and Atmosphere | * Planet Earth in Space |
| **Fourth Class** | * The Local Natural Environment | * Rocks and Soils |
| **Fifth Class** | * Weather, Climate and Atmosphere | * The Local Natural Environment |
| **Sixth Class** | * Rivers & Waterways * Woodlands | * Plants and Animals * Burren |

1. **Skills Development**

We are aware that the development of Geographical skills is of equal importance to strand content in this curriculum.

The skills working as a Geographer are:

* A sense of place and space
* Maps, globes and graphicacy
* Geographical investigation skills (Questioning, Observing, Predicting, Investigating and experimenting, Estimating and measuring, Analysing, Recording and communicating, Evaluating)

These skills will be developed through the content of the strands and strand units. Strategies for development of these skills will involve the children being actively involved in fieldwork, trails, and outdoor investigations as suggested in Teacher Guidelines starting Pg 68.

* A sense of place and space will be developed through direct and indirect experiences first in relation to the child’s own home and immediate surroundings but will later extend to include wider environments.
* The use of maps, globes, and atlases will be used in age appropriate way from infants to 6th class and will encompass a wide range of graphical activities
* The geographical investigation skills will be included in various indoor and outdoor investigation work.

By following the content of this curriculum and by developing the geographical skills the children in our school are given opportunities to work as geographers at every class level.

1. **Children’s ideas**

We embrace the children’s ideas of places and spaces as a starting point for some geographical activity.

We find out what the children already know by

* Talk and discussion
* Play and experimenting
* Enquiry process and Questioning
* Concept maps

We do this to build on the children’s previous knowledge or to challenge the existing ideas if they are not accurate.

1. **Approaches and Methodologies**

Our teachers will follow the recommended sequential approach for Geography whereby local areas are first studied followed by regional, national, European and global studies.

We plan to use the key methodologies of the Primary Curriculum in the teaching of Geography:

* Active Learning
* Problem solving
* Developing skills through content
* Talk and discussion
* Co-operative learning
* Use of the environment

In learning about our own natural and human environments we will use methodologies specific to Geography:

* Fieldwork and trails
* Survey
* Interview
* Models
* Maps
* Photographs
* Artefacts
* Story

We will develop an inventory of stories in our school that will enhance the teaching and learning of Geography. (See **Appendix 1** - List of Geography Books available in Galbally NS)

1. **Linkage and Integration**

**Linkage:**

When we are studying the local environment, we will study both the natural and human environments and the effect one has on the other.

When we are studying distant places under the Human Environment strand, we also learn about the natural environments of these places.

The strand Environmental Awareness and Care is by its nature, linked strongly with the other two strands.

**Integration:**

We will explore possibilities to integrate the SESE subjects at all class levels. We will refer to the Teacher Guidelines in Geography, History and Science in order to choose topics or themes for SESE integration.

In particular the use of environmental trails in Geography will complement the study of living things in Science while the strand of Environmental Awareness and Care is common to both curricula. The use of trails will also lead to the study of how places and features have been shaped by the actions of people in the past and so integrate naturally with Local studies in History.

Opportunities that exist for integration with other subject areas are:

* SPHE: The development of the child’s sense of identities and citizenship
* Mathematics: The skills outlined in mapping and graphicacy
* Visual Arts: Aesthetic awareness in the environments and Making drawings.
* Physical Education: Outdoor and adventure activities.
* Language: Discussion of ideas and relationships in Geography. The language of location, direction and position.

1. **Assessment and Record Keeping**

As in all subject areas Assessment is an integral part of the teaching and learning of SESE Geography. We as a staff have a common understanding of it’s purpose and the ways in which the progress of children in geography will be assessed, documented and reported.

Assessment in geography in our school will fulfill the following roles:

* A diagnostic role – to identify areas of difficulty I order to respond to the needs of the child.
* A summative role – to establish the outcomes of learning after completing a unit of work.
* An evaluative role – to assist teachers in assessing their own practice, methodologies, approaches and resources.

We recognise that assessment techniques used in Geography must seek to assess progress in:-

1. Children’s **knowledge** of the environment and of the world
2. Children’s ability to use geographical **skills**
3. Children’s development of **attitudes**

**These assessment tools we will use will range from the informal means to the more structured approaches.**

**Methods we will use are;**

* Teacher observation of the children’s learning as the geography curriculum is implemented
* Teacher designed tasks and tests at the end of units of work
* Work samples eg. Finished projects and investigations
* Concept Maps
* Annotated drawings
* KWL charts
* Students’ own self-assessment.

These records will inform the teacher of the progress of the child; the effectiveness of teaching methodologies employed and will also inform future planning.

The assessment records will form the basis for reporting and discussing the child’s progress with parents. This information will be relayed at Parent Teacher Meetings and in annual school reports.

1. **Children with Different Needs**

It is important that all children experience a rounded environmental education. Geography plays a pivotal role in this education and so we will do our best to ensure that every child will have opportunities to engage in learning activities appropriate to their abilities.

* Teachers will use a mixture of whole – class teaching and group work, with different groups set tasks of various complexities.
* Teachers will develop their questioning techniques spanning from simple recall to more complex and analytical skills so that all pupils will have opportunities for success
* Map work will be graded for the less able and the more able students.
* Different ways of recording and communicating findings will be encouraged: drawing, ICT, written records, oral reports and models.
* All children benefit from active involvement in the environment so all will be encouraged to participate in fieldwork.
* The exceptional ability child will be encouraged to undertake additional research and recording their geographical findings in a variety of ways.
* Content, methods of recording and desired learning outcomes will be differentiated for children with general learning difficulties.

All teachers will familiarize themselves with the Draft Guidelines for Children with General Learning Disabilities (NCCA) in this regard.

1. **Equality of Participation and Access**

* Equal opportunity will be given to boys and girls to experience all strands.
* Boys and girls will have equal opportunities to participate in geography lessons and activities.
* Provision for children with physical difficulties will be made so that they can access the geography curriculum.
* Children whose first language is not English will be supported in accessing the geography curriculum also.

The Geography programme in our school will allow children to learn of and come to value the diversity of peoples, cultures and societies in Ireland and throughout the wider world and so promote cultural awareness (Refer to DES Intercultural Ed Guidelines)

**Organizational Planning**

1. **Timetable**

In keeping with the recommendations in the Primary School Curriculum Introduction (page 70) a minimum of 2 ¼ hours per week is devoted to SESE in infant classes and a minimum of 3 hrs per week for classes 1st to 6th . One hour of this time will be spent on Geography.

* On occasion, time will be blocked as appropriate. This might occur when
  + Working on an integrated project
  + Exploring the local environment

Teachers will use discretionary curriculum time (2 hours per week) for SESE as appropriate.

1. **Resources and ICT**

We have a supply of age appropriate equipment for carrying out weather investigations.

We use text books as a resource in our teaching of Geography.

We have a stock of photographs of the local human and natural environment which will be used as a methodology for teaching Geography.

Education Resource Packs such as:

Archaeology in the Classroom, are used to support the curriculum.

Environmentalists in the community will be asked to talk to the children and share their knowledge with them.

In order to create a map rich environment we intend to use the following resources for mapping

* Maps or plans of classrooms
* Map of our school
* Local Street plan
* Ordnance Survey maps of County
* Ireland wall maps
* Europe wall maps
* World wall maps
* Atlases – a variety of different ones is a good idea – each have their own strengths
* Globes
* Satellite Images: [www.met.ie](http://www.met.ie), [www.googleearth.com](http://www.googleearth.com)
* Leisure maps/Tourist maps showing trails etc
* Transport route maps: those found on bus timetables
* Aerial photos particularly of local areas
* Historical Maps or previous OS versions
* Electronic Maps: CD Roms and internet have good interactive maps.

**In relation to ICT:**

We will make use of data handling programs to record and analyse geographical findings.

We have bought software with a geographical focus for use in our computers.

We have Apps, DVD’s/videos that show places of relevance to the programme we have planned.

We have access to the internet so that we can use the web as a geographical resource and we have identified some useful websites.

* Geography resources are stored both in classrooms and in the Store Room.

1. **Health and Safety**

We have a Health and Safety policy in place in our school which covers safety concerning the handling of equipment and out of school activities such as fieldwork (See Geography Teacher Guidelines P74-78 for guidance on such a policy)

Teachers will consult with Principal whenever it is proposed to engage in fieldwork. During practical work teachers will be aware of the safety implications of any exploratory or investigative work to be undertaken. Successful and enjoyable investigations require sensible planning, good supervision and adherence to safety rules.

Outdoor work will be based in areas that are accessible for children, teachers and helpers and that are safe. Preliminary visits by teachers to the site will be necessary to identify potential hazards. If there are apparent dangers then a more suitable habitat will be selected for study. Habitat studies involve children in working with plants and animals, and teachers will be made aware that some children may be allergic to some animals and plants.

We will consult our school safety statement for advice on safety during such activities.

1. **Individual Teachers’ Planning and Reporting**

Teachers will consult this Whole School Plan and the curriculum documents for Geography when they are drawing up their long and short term plans.

Teachers will include all the strands and strand units every year and will select objectives within the strand units each year. Staff teaching the same class level will decide collaboratively on objectives chosen and will inform subsequent teachers of content covered to ensure continuity in our spiral curriculum.

Where it is meaningful and suitable Geography will be taught in a thematic way to integrate with the other SESE subjects of History and Science.

Each teacher will have a long term plan for the year drawn up collaboratively with teachers of the same class level. Individual teachers will then take these yearly outlines and tailor them to the needs of their own classes in their short term planning.

Short term monthly planning and Cúntas Míosúil will assist in recording work covered, in evaluating progress in Geography and in informing future teaching.

1. **Staff Development**

* Teachers will have access to reference books, resource materials and websites dealing with Geography. Staff will be encouraged to research and try out new approaches and methodologies.
* The Principal will be responsible for keeping resource material up to date and will arrange for opportunities for resources to be assessed for purchase and for new approaches to be piloted in the school.
* Teachers will be encouraged to attend inservice workshops and courses on Geography in order to enhance their understanding and teaching of the subject. They will upskill other staff in what they have learned by sharing the expertise acquired at these courses during staff meetings.
* The culture in our school is one that encourages the sharing of experience and good practice.
* In our locality schools will collaborated on specific aspects of Geography: Trails, shared workshops etc.

1. **Parental Involvement**

Parents have an important role to play as custodians of local knowledge that can be shared with their children as they explore the various aspects of the local environment.

Parents and grandparents are encouraged to come to the school to help out in the delivery of this programme by

1. Participating in surveys and interviews
2. By helping out in supervision of fieldwork when/if needed
3. Talking to the children about their lives, work, cultural and leisure interests.

Parents are invited to celebrate and view results of projects, surveys, investigations in the school or read about them in the school newsletter.

Parents will be encouraged to invite the children to view places of interest like orchards, farms or distinctive natural environments with which they are familiar.

Parents from distant lands will be encouraged to share their heritage with the rest of the school if they so wish or if it is appropriate.

Parents will be advised to study the Primary School Curriculum; Your child’s learning, Guidelines for Parents (NCCA); The What, Why and How of children’s learning in primary school, NCCA DVD (2006)

1. **Community Links**

* People in the local community who have an interest and knowledge for the children.
* The local library will be a source of knowledge for the children.
* Local businesses will be approached to host a visit to a factory or other work-place.
* The work of some national agencies relates to aspects of the Geography programmes. As well as accessing materials produced by these agencies especially for schools, we will welcome visits by speakers from these organisation ie Bord Na Mona, Inland Fisheries Irl., Duchais, ESB, Tree Council.
* Personnel from Concern/Trócaire/Fair Trade will be invited to speak with the senior pupils about trade and development issues, about issues involving the developing world such as famine and fair trade.

**Success Criteria**

We shall review this whole school plan in the future under the following headings:

* How individual teacher preparation, planning and teaching reflects this plan.
* Are procedures outlined in this plan consistently followed? i.e. procedures for fieldwork, assessment.
* How methodologies listed in this whole school plan are working in the classroom
* Resources
* How well are geographical concepts learnt by the children
* How well are the children’s geographical skills progressing: a sense of place and space, geographical investigation skills, and mapping.

Means of assessing the outcomes of the plan will include

* Revisiting the aims of this plan as a staff
* Teacher/Parent feedback
* Children’s feedback
* Inspector’s reports/suggestions
* Results of class assessment

**Implementation**

**Roles and Responsibilities**

The plan will be supported, developed and implemented by:

All staff members.

Community Links

Parents

Board of Management.

**Review**

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the Geography curriculum.

**Timeframe**

This policy will be reviewed at Staff Meetings and earlier if it is not seen to be working properly.

**Ratification**

This plan was ratified by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed………………………………………… Date……………………………..

Chairperson

**Appendix 1**

**Geography Story/Reference Books in:**

**Junior/Senior Infant Classroom**

* Kipper’s Book of Weather
* The Drop Goes Plop (Water Cycle)
* Weather wise
* In the Tree
* Ocean
* Can you see an insect
* This is an Island
* Sally and the Limpet
* Elephant and Dance (India)
* Houses (First Impressions)
* Home (A Touch and Feel Book)
* The Park
* The Carwash
* The Shopping Basket
* Homes – Busy, Busy, Busy
* Cities of the World
* Journeys with Barnaby Bear:
* On a nature trail
* Barbaby’s Mountain Rescue
* Are we nearly there yet
* Where is Barnaby’s Castle
* The Night Sky
* Whatever Next
* I took the moon for a walk
* Rubbish and Recycling
* Wind Power
* Making a Hat

**Seniors & 1st Classroom**

* Water can change
* Desert Rain
* Jack’s Boat
* Corn
* The Penguin chick
* People live in the desert
* How does my bike work?
* What do you know about dolphins?
* On the Moon
* What’s inside?
* Mighty machines
* Spiders spin silk
* Turn on a tap
* A cat’s whiskers
* Tunnels
* Peanuts
* Fossils
* The Rain Forest
* Growing things
* Seasons
* Poland
* Zoom Space
* Oceans and seas
* Nature stories
* Children’s picture Atlas
* A First Atlas
* The European Union today
* My best book of Dinosaurs

**2nd & 3rd Classroom**

* My Holiday in France
* Weather and Climate
* Arty Facts Planet Earth
* Cnez Moi First French
* Japan – Countries of the World
* France
* We come from France
* What the Moon is like
* National Geographic
* The Earth
* Sand
* Rice
* Going up the mountain
* The Great Pyramid
* A Trip to Egypt

**4th & 5th Classroom**

* Life in the mountains
* Mountains
* Life in the Polar Islands
* People at Work – Using IT
* Mighty Trains
* Flight
* Earthquakes and Volcanoes
* The World’s Weather
* Mighty Cars
* The Great Book of Transport
* Mega Book of Cars
* Vietnam
* Spring Weather
* The Countries of Benelux
* Spain and the Spanish
* The World of Geography
* Spotting Trees
* Volcanoes

**5th & 6th Classroom**

* 1000 Facts on Ancient Egypt
* Living in: Italy, France, Spain
* France – country insights
* Travel through Russia
* Views of Africa
* Men, women and children in Ancient Egypt
* Street Child – Surviving life on streets of Brazil
* Travel through Brazil – come on a journey of discovery
* Living with Chernobyl – after effects of a nuclear disaster.
* Ocean – Discover the Marine World
* Mega Book of Trains
* World Health Organisation
* Action for the Environment – Water Supplies
* My Big Book of the World
* Rocks and Minerals
* Exploring Space
* Discovering the Universe
* Amazing Mysteries – Strange Places

**Hall**

* Life in a Giant Tree in the Rainforest
* Rainforest World
* Why do we have? Deserts & Rainforests
* The Open Forest
* Irish Parks
* Plant & Animal Ways
* A Pond in a Meadow
* The Breathing Earth
* Life in the Polar Lands
* Sea Mysteries
* Life in the Oceans
* Molluscs
* Gems and Minerals
* The Caribbean
* Pyramids
* The Stars
* Spacecraft
* Space Junk
* Exploration of Mars
* Our Wonderful World
* Towards European Unity
* Travelling on Land
* Communications
* Nuclear Weapons
* Wind
* Air
* Discover our World – Environmental Studies 5 & 6
* Occupations
* People and Places 3
* Life in..A Clearing in a Forest
* Life in… The Woodlands
* Life in .. The Plains
* Repairing the damage – Famine & Hunger
* Passport to Italy
* China
* Getting to know Germany
* Let’s go to Central America

**Appendix 2 – List of Geography Websites**

* Eco detectives – introduce pupils to Climate Change and the Environment
* [Topography Games](http://games.co.za/topography) – links to lots of Geography-themed games
* [IWB Geography Resources](http://www.school-sites.org/ict/Geography.htm)– geography flipcharts
* [Met Éireann](http://met.ie/education/) – weather resources for primary school
* [Edware](http://www.edware.ie/)– “Know Your Ireland”, “Know Your Europe” and “Know Your USA”
* [Exploring Ireland](http://www.tanikadesign.com/exploringeography/index.html)– online information and activities on Ireland: counties, rivers, landmarks and environment
* [Geoschol](http://www.geoschol.com/)– free resources to teach geology in schools
* [Ireland Counties Game](http://www.osi.ie/en/alist/online-game-counties.aspx)– online games for learning the counties of Ireland from Ordnance Survey Ireland
* [Kids Geography](http://www.kidsgeo.com/geography-for-kids/index.php)– learn all about the earth and the atmosphere
* [Ireland’s Islands](http://www.irelandsislands.com/)– explore all of Ireland’s islands
* [Daft.ie Maps](http://www.daft.ie/maps/?search=1&s%5bmap_search%5d=1)– online map of Ireland
* [Áras Kids](http://www.araskids.ie/)– the Official Website of the President of Ireland for Kids
* [Something Fishy](http://www.somethingfishy.ie/)– the story of Bradán
* [Climate Change Kids Site](http://epa.gov/climatechange/kids/index.html)
* [Google Maps](http://maps.google.co.uk/)
* [IPCC](http://www.ipcc.ie/index.html)– Irish Peatland Conservation Council – contains information on bogs in the classroom
* [World Flags](http://www.flags.net/)
* [Volcanoes](http://www.learner.org/interactives/volcanoes/)
* [Defenders of the Wildlife – Kids’ Planet](http://www.kidsplanet.org/)
* Ask about Ireland.ie
* Google Earth
* National Geographic kids
* Planet Earth in Space
* [All About Weather: Weather for Senior Classes](http://www.bbc.co.uk/schools/whatisweather/aboutweather/flash_menu.shtml)
* [Weather and People](http://www.bbc.co.uk/schools/whatisweather/weatherandpeople/index.shtml)
* [Looking at Rivers , Coasts and The Water Cycle](http://www.bbc.co.uk/schools/riversandcoasts/water_cycle/index.shtml)
* [Video: all about our earth](http://www.videojug.com/film/all-about-earth)
* [Video: why do we have seasons?](http://www.videojug.com/film/why-does-the-earth-have-seasons)
* [Video: the planets explained.](http://www.videojug.com/film/the-planets-explained)
* [Welcome to the Environments Module!](http://www.fossweb.com/modules3-6/Environments/index.html)
* [Welcome to the Landforms Module!](http://www.fossweb.com/modules3-6/Landforms/index.html)
* [Sun, Moon, and Stars Module!](http://www.fossweb.com/modules3-6/SunMoonandStars/index.html)
* [Create a weather forecast](http://www.crickweb.co.uk/assets/activities/player.php?&file=forecast)
* [The Water Cycle in Action](http://www.crickweb.co.uk/assets/activities/player.php?&file=watercycle)
* [Water Module!](http://www.fossweb.com/modules3-6/Water/index.html)
* [Water Planet Module!](http://www.fossweb.com/modules3-6/WaterPlanet/index.html)
* [Online Atlas](http://www.yourchildlearns.com/online-atlas.htm#EUROPE)
* [Online Interactive Maps](http://www.yourchildlearns.com/online-interactive-maps.htm)
* [World Atlas.Com](http://www.worldatlas.com/aatlas/world.htm)
* [Light and Dark](http://www.bbc.co.uk/schools/ks2bitesize/science/activities/light_dark.shtml)
* [Solar Energy Module!](http://www.fossweb.com/modules3-6/SolarEnergy/index.html)
* [Human and animal habitats](http://www.activescience-gsk.com/module2/home.html)
* [Select a Quiz: countries, capital, continents, oceans etc.](http://www.lizardpoint.com/fun/geoquiz/euroquiz.html)
* T[he Met Office](http://www.meto.gov.uk/):
* [CIA World Factbook](https://www.cia.gov/library/publications/the-world-factbook/index.html):
* [Virtual Wildlife](http://wwf.panda.org/about_our_earth/):
* [Volcano World](http://volcano.oregonstate.edu/):
* [Greenpeace](http://www.greenpeace.org/):
* [Cool Planet](http://www.oxfam.org.uk/coolplanet/)
* [San Francisco Earthquake](http://www.sfmuseum.org/1906/06.html):
* [Atapedia](http://www.atlapedia.com/):
* [GeoExplorer](http://geoexplorer.org/services.htm):
* All About Rainforests
* Global Gang
* Country Profiles
* Weather Online
* World Atlas
* Life is a group of seven thatched cottages exhibiting life

**Appendix 3 - Apps used**

