

Content	Classwork	Homework	Assessment
<p>Three classes a week</p> <ul style="list-style-type: none"> ❑ Chapter One: The Earth: The Earth’s Crust, Plate Tectonics, Volcanic Activity, Earthquakes, Fold Mountains, Rocks ❑ Chapter Two: Shaping the Earth’s Crust: Weathering and Erosion, Karst, ❑ Chapter Six: Map Work: Basic Skills: Scale, Distance, Grid references, Sketch-maps <p>(Finished by end of November)</p> <ul style="list-style-type: none"> ❑ Chapter Two: Shaping the Earth’s Crust: Mass Movement, Rivers, Sea, Ice ❑ Chapter Ten: Natural Resources: Water, Oil, Peat, Fishing, Farming 	<p>Topics are taught using numerous teaching strategies including</p> <ul style="list-style-type: none"> • Keywords • Think Pair Share • Group Discussion/ • Personal Experience • Reflection • Diagrams • Mind Mapping • Brain storming • Differentiation • Reading • Listening <p>These are integrated into lessons by teachers.</p> <p>Each class has activities that reinforce learning with varying methodologies depending on topic.</p> <p>Students knowledge is assessed throughout the class through framing questions and recap recall. Students knowledge is checked for understanding.at the end of each class and reviewed in the next.</p>	<p>The Geography department has a homework policy that applies to all students. This can be found in the Geography Subject Profile.</p>	<ul style="list-style-type: none"> • Written Work in class • Drawing in class • Written homework • Verbal work • End of chapter in class tests • Geography week participation • Christmas test • Summer Test • October Reports • Parent Teacher Meeting •

(Finished by the summer)

Textbooks / Materials

Resources: Textbook, Maps, Websites (youtube, MT Web site), Whiteboards,

Differentiated Teaching Strategies

Determined by SEN information varying by topic on the course.

Links to Learning Support / Resource

Teachers of the geography support department are well versed in the needs of learning support. Two teachers in the department are year heads and one special needs co-ordinator. One teacher is taking part in the IVEA course on Instructional Leadership and facilitating workshops amongst the staff on Key Teaching and Learning strategies.

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<ul style="list-style-type: none"> ❑ Chapter Eleven: Secondary Economic Activities ❑ Chapter Twelve: Tertiary Economic Activities/Tourism (Finish by Mid Term) ❑ Chapter Three : The Atmosphere (Finish by Christmas) ❑ Chapter Four : Climates and Natural Regions ❑ Chapter Five : Soils (Finish by Easter) ❑ Chapter Thirteen: Economic Inequalities. ❑ Study Skills ❑ Exam Skills ❑ Timing (Finish by the Summer) 	<p>Topics are taught using numerous teaching strategies including</p> <ul style="list-style-type: none"> • Keywords • Think Pair Share • Group Discussion/ • Personal Experience • Reflection • Diagrams • Mind Mapping • Brain storming • Differentiation • Reading • Listening <p>These are integrated into lessons by teachers.</p> <p>Each class has activities that reinforce learning with varying methodologies depending on topic.</p> <p>Students knowledge is assessed throughout the class through framing questions and recap recall. Students knowledge is checked for understanding.at the end of each class and reviewed in the next.</p>	<p>The Geography department has a homework policy that applies to all students. This can be found in the Geography Subject Profile.</p>	<ul style="list-style-type: none"> • Written Work in class • Drawing in class • Written homework • Verbal work • End of chapter in class tests • Geography week participation • Christmas test • Summer Test • October Reports • Parent Teacher Meeting •

Textbooks / Materials			
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<p>Three classes a week</p> <ul style="list-style-type: none"> ❑ Chapter Seven: Population: Population growth, Factors that affect population change, Population Pyramids, Areas of High/low population densities, Migration, Organised migration. <p>(Finished by mid October)</p> ❑ Chapter Eight: Settlement: Early settlers in Ireland, Distribution of nucleated settlements, Settlement in the Polders, Functions of settlement, Settlement in an Irish river basin, settlement in the Rhine Basin, Change in function over time, Communication links <p>(Finished by Christmas, Revision)</p> ❑ Chapter Nine: 	<p>Topics are taught using numerous teaching strategies including</p> <ul style="list-style-type: none"> • Keywords • Think Pair Share • Group Discussion/ • Personal Experience • Reflection • Diagrams • Mind Mapping • Brain storming • Differentiation • Reading • Listening <p>These are integrated into lessons by teachers.</p> <p>Each class has activities that reinforce learning with varying methodologies depending on topic.</p> <p>Students knowledge is assessed throughout the class through framing questions and recap recall. Students knowledge is checked for understanding.at the end of each class and reviewed in the next.</p>	<p>The Geography department has a homework policy that applies to all students. This can be found in the Geography Subject Profile.</p>	<ul style="list-style-type: none"> • Written Work in class • Drawing in class • Written homework • Verbal work • End of chapter in class tests • Geography week participation • Christmas test • Summer Test • October Reports • Mock Exams • Parent Teacher Meeting •

<p>Urbanisation: Dublin's development over time, Cities-functional zones, Land-use in cities, Urban planning and Traffic, Urban Problems, Urban initiatives, Urbanisation in the developing world</p> <p>(Finished by the Mocks) Fieldwork : Trip to the Burren as part of Geography Week.</p> <ul style="list-style-type: none"> ❑ Revision ❑ Exam Preparation ❑ Tming 			
<p>Textbooks / Materials Resources: Textbook, Maps, Websites (youtube, MT Web site), Whiteboards,</p>			
<p>Links to Learning Support / Resource</p> <p>Teachers of the geography support department are well versed in the needs of learning support. Two teachers in the department are year heads and one special needs co-ordinator. One teacher is taking part in the IVEA course on Instructional Leadership and facilitating workshops amongst the staff on Key Teaching and Learning strategies.</p>			

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<p>Three Classes a week (September-October Midterm) First Topic: Coastal erosion and deposition: Students will study:</p> <ol style="list-style-type: none"> 1. Longshore Drift 2. Features of erosion 3. Features of deposition 4. Methods used to protect the coastline from erosion <p>Second Topic: Map work: Students will have a clear understanding of:</p> <ol style="list-style-type: none"> 1. Grid references 2. Direction 3. Identifying landforms of erosion and deposition from an OS Map <ul style="list-style-type: none"> • Students will practice drawing sketch maps. • Students will practice drawing field sketches outside of the classroom. 	<p>Topics are taught using numerous teaching strategies including</p> <ul style="list-style-type: none"> • Keywords • Think Pair Share • Group Discussion/ • Personal Experience • Reflection • Diagrams • Mind Mapping • Brain storming • Differentiation • Reading • Listening <p>These are integrated into lessons by teachers.</p> <p>Each class has activities that reinforce learning with varying methodologies depending on topic.</p> <p>Students knowledge is assessed throughout the class through framing questions and recap recall. Students knowledge is checked for understanding at the end of each class and reviewed in the next.</p>	<p>The Geography department has a homework policy that applies to all students. This can be found in the Geography Subject Profile.</p>	<p>Assessment</p> <p>Written test on coastal erosion/deposition.</p> <p>Written test on map work.</p> <p>Report/Project on all findings from Field Investigation.</p>

Third Topic: Coastal Field Investigation (Bull Island/Dollymount Strand)

- Students will carry out a field investigation to prove that deposition is the dominant coastal process at Dollymount Strand.
- Students will be required to report on the flora and fauna that are present in the area.
- Students will prepare for field investigation by studying the tasks which have to be completed on the beach.
- Students will practice using the equipment for each task.
- Safety rules will be addressed.
- Students will participate in the field trip at Dollymount Strand.
- A lecture concerning the flora and fauna will be delivered by a member of staff at the Interpretive Centre on

<p>Bull Island.</p> <ul style="list-style-type: none"> On return students will write a report/project on their findings. 			
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<p>Textbooks / Materials</p>

<p>Links to Learning Support / Resource</p> <p>Teachers of the geography support department are well versed in the needs of learning support. Two teachers in the department are year heads and one special needs co-ordinator. One teacher is taking part in the IVEA course on Instructional Leadership and facilitating workshops amongst the staff on Key Teaching and Learning strategies.</p>
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<p><i>Five classes a week</i></p> <p>Core Unit 1</p> <p>Physical Geography</p> <p>Chapter 1:Planet Earth Chapter 2:Plate Tectonics Chapter 3:Volcanic Activity Chapter 4:Earthquakes Chapter 5 & 6:Rocks and the Rock Cycle, Rock Structure and landforms Chapter 13:Mapwork Skills</p> <p>(Finished by mid Term)</p> <p>Chapter 7 & 8:Slope development/Weathering and Mass Movement Chapter 9: Karst Landscapes</p> <p>Chapter 10:Fluvial Processes, patterns and associated landforms (Detailed Study)</p> <p>Chapter 11: Coastal processes, patterns and associated landforms</p> <p>(Finished by Christmas)</p>	<p>Topics are taught using numerous teaching strategies including</p> <ul style="list-style-type: none"> • Keywords • Think Pair Share • Group Discussion/ • Personal Experience • Reflection • Diagrams • Mind Mapping • Brain storming • Differentiation • Reading • Listening <p>These are integrated into lessons by teachers.</p> <p>Each class has activities that reinforce learning with varying methodologies depending on topic.</p> <p>Students knowledge is assessed throughout the class through framing questions and recap recall. Students knowledge is checked for understanding at the end of each class and reviewed in the next.</p>	<p>The Geography department has a homework policy that applies to all students. This can be found in the Geography Subject Profile.</p>	<ul style="list-style-type: none"> • Written Work in class • Drawing in class • Written homework • Verbal work • End of chapter in class tests • Geography week participation • Christmas test • Summer Test • October Reports • Mock Exams • Parent Teacher Meeting •

<p>Chapter 12: Glacial processes, patterns and associated landforms</p> <p>Core Unit 2</p> <p>Regional Geography The concept of a Region Chapter 17-Chapter 21</p> <p>(Finished by the summer)</p>			
<p>Textbooks / Materials Resources: Textbook, Maps, Websites (youtube), Whiteboards, Orienteering (Mapwork) taking place during Geography Week</p> <p>Links to Learning Support / Resource</p> <p>Teachers of the geography support department are well versed in the needs of learning support. Two teachers in the department are year heads and one special needs co-ordinator. One teacher is taking part in the IVEA course on Instructional Leadership and facilitating workshops amongst the staff on Key Teaching and Learning strategies.</p>			

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<p><u>Elective Five</u> Patterns and processes in the human environment Chapter 1: Population over time and space Chapter2: Population and human development Chapter3: Population Movements Chapter4: Settlement—site, situation and function (Finished by mid term) Chapter5: Urban land use and planning Chapter6: Urban growth (Finished by Christmas)</p> <p><u>Option 9</u> The atmosphere—ocean environment Chapter1: The atmosphere/ocean environment Chapter2; Solar energy and global temperatures Chapter3: Water in the atmosphere Chapter4: Atmospheric and oceanic circulation Chapter5: Climatic environments Chapter6: Climate and economic development</p> <p>OR</p>	<p>Topics are taught using numerous teaching strategies including</p> <ul style="list-style-type: none"> • Keywords • Think Pair Share • Group Discussion/ • Personal Experience • Reflection • Diagrams • Mind Mapping • Brain storming • Differentiation • Reading • Listening <p>These are integrated into lessons by teachers.</p> <p>Each class has activities that reinforce learning with varying methodologies depending on topic.</p> <p>Students knowledge is assessed throughout the class through framing questions and recap recall. Students knowledge is checked for understanding.at the end of each class and reviewed in the next.</p>	<p>The Geography department has a homework policy that applies to all students. This can be found in the Geography Subject Profile.</p>	<ul style="list-style-type: none"> • Written Work in class • Written homework • Verbal work • End of chapter in class tests • Christmas test • Mock Leaving Cert • Parent Teacher Meeting •

<p><u>Option 7</u> Geoecology</p> <p>(Elective and option finished by Mocks)</p> <p>Geographical Investigation finished by April 2013 D.E.S. deadline</p> <p>Revision</p>			
<p>Textbooks / Materials</p> <ul style="list-style-type: none"> • Today's World • Internet, Geography Web site • Whiteboards • Trip to Docklands, Geography Week 			
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