

Geography Policy



*St Kilian's N.S. Mullagh
(Revised June 2023).*

Infant Classes



Skills and Concepts Development

A Sense of place

The child should be enabled to:

- Become aware of and explore some of the distinctive features of the locality - myself, my family, my friends, members of the school community, people who live and work in the local community, area around home, classroom, school and play areas, homes and other buildings, natural features such as Mullagh Lake, Mullagh Hill.
- Develop some awareness of people and places in other areas.

A Sense of space

- Refer to and use simple locational terms - beside, near, far away, next door, on my road, upstairs, downstairs.
- Discuss and record in simple terms journeys to and from places in the immediate environment, home, school and classroom, shops, Church, Heritage Centre.
- Refer to and use simple direction within home, classroom and school.

Maps, globes and Geographical Skills

Picturing Places

- Refer to and use simple drawings of areas.
- Make model buildings with bricks and other play materials through construction in Aistear.
- Become aware of globes as models of the Earth.

Geographical Investigation Skills

Questioning

- Ask questions about natural and human features in the immediate environment.

Observing

- Observe, compare and discuss natural and human features in the local environment.

Predicting

- Guess and suggest what will happen next in a situation.

Investigating and Experimenting

- Carry out simple investigations and collect data.

Estimating and Measuring

- Estimate and compare distances in an informal way.

Analysing

- Sort and group objects to observable features.

Recording and Communicating

- Describe and discuss observations orally.
- Represent findings pictorially.

Strand: Human Environment

Living in the local community

My Family and Community

- Explore and discuss membership of the family, school and local community.
- Identify and discuss the roles of people who serve the local community.

Homes

- Describe areas within the home.
- Acquire some awareness of the different types of homes in the locality: flat, cottage, house, mobile home.
- Make simple drawings of school, immediate surroundings, journeys to and from school.
- Appreciate need for shelter.

School

- Discuss the people in the school community: classmates, class teacher, other teachers, other pupils, principal, special needs assistants, caretaker, cleaner, secretary.
- Describe areas in the school: Junior Yard and Senior Yard.
- Make simple drawings of school, immediate surroundings and journeys to and from school.

People at Work

- Discuss the work of people in the home, school, local community.
- Become aware of buildings and places where people work: home, school, where their family members work, village, different shops, workplaces, doctor's surgery, etc.

People at Play

- Become aware of and discuss play spaces at home, school and the locality.
- Suggest ways in which these places can be kept clean and safe.
- Make simple drawings of these places.

People and places in other areas

- Develop some awareness of people living in other areas.
- Acquire some awareness of different types of homes in places outside the locality.
- Become aware of some links between school/local community and people in other places.
- Family members/relatives living in other places.
- Places we visit on holiday.

Strand: Natural Environment

Strand Unit: The Local Natural Environment

Our School (emphasis on the use of the senses)

- Become aware of, explore and discuss some aspects of natural environment in the immediate locality of the school: cemetery, garden, Church, traffic, rainfall, puddles, etc.
- Observe, discuss and investigate water 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.

Strand Unit: Weather

- Observe and discuss a variety of weather.
- Record weather conditions using a weather chart or diary.
- Become aware of some of the effects of different weather conditions.
- Discuss the suitability of different kinds of clothes.
- Recognise that some weather patterns are associated with seasonal change.

Strand Unit: Planet Earth in Space

- Identify and discuss the sun, the moon and stars.
- Recognise the difference between day and night.

Environmental Awareness and Care

Caring for my Locality

- Observe, discuss and appreciate the attributes of the local environment - plants in our school garden and geodome.
- Appreciate that people share the environment with plant and animal life.
- Develop a sense of responsibility for taking care of and enhancing the environment. Children will develop and care for their own plot in the school garden.
- Identify, discuss and implement simple strategies for improving and caring for the environment.

First & Second Classes



Skills and Concepts Development

A Sense of place

The child should be enabled to:

- Become aware of and explore some of the distinctive features of the locality - myself, my family, my friends, members of the school community, people who live and work in the local community, home area around home, classroom, school and play areas, homes and other buildings, natural features such as Mullagh Lake.

A Sense of space

- Discuss and record the relative location of familiar human and natural features in the locality - in simple language - near, in front of, at the corner.
- Discuss and record in simple terms journeys to and from places in the immediate environment, home, school and classroom, Mullagh Hill, Mullagh Lake, Wellmans.
- Give and follow directions to places in the immediate environment - places in the school, Spraoi, Outdoor Classroom Principal's/Secretary's Office, GP Room.

Maps, globes and Geographical Skills using pictures, maps and globes

- Record areas in the immediate environment and places in stories using simple picture maps and models, my room, my home, my way to school and to the shops.
- Develop an awareness of maps, maps of Mullagh and photographs available from 'Portrait of a Parish' and from Explorers and Explore With Me schemes..
- Explore directions in the classroom using simple signpost maps and verbal instruction.
- Use maps of Ireland and the globe to develop an awareness of other places.

Geographical Investigation Skills

Questioning

Ask questions about natural and human features in the immediate environment -
What animals and plants live here?

Observing

Observe, compare and discuss natural and human features in the local environment.

Predicting

Suggest outcomes of an investigation, based on observations

Investigating and Experimenting

Carry out simple investigations and collect information from a variety of sources, e.g. the environment, classroom investigations, books, I.C.T.

Estimating and Measuring

Begin to use simple methods to estimate, measure and compare observations - use non-standard units of length to measure distances, use balance to compare weights of samples collected.

Analysing

- Sort and group people, features, events and natural phenomena - people who work in shops, offices, factories, living things on the farm, the school grounds, in the pond.
- Begin to look for and recognise patterns and relationships in the environment - dark clouds and rainfall, people's homes and climate.
- Draw conclusions from simple investigations.

Recording and Communicating

- Describe and discuss observations orally.
- Represent findings pictorially or using data graphs if appropriate.

Strand: Human Environment

Living in the local community

My Family and Community

- Explore and discuss membership of the family, school and local community.
- Become aware of and learn to value the diversity of people who live in the local community.
- Begin to recognise the interdependence of individuals and groups in the local community.
- Develop an awareness of people living in other areas and of the links between them and the local community.

Homes

- Recognise that people live in a variety of homes.
- Describe own homes, location and surroundings.
- Record some of the features using simple drawings, plans, displays, models and sketches.
- Investigate materials used to construct homes.
- Discuss and record simple journeys to/from homes.
- Develop an appreciation and an awareness of different types of homes in the locality.
- Develop an awareness of homelessness.
- Describe areas within the home.

People at Work

- Investigate the work of people in a range of locations within the locality - home, school, factories, farms, garda station, hospital, health centre, hotels, airport.
- Investigate the work of people involved in transport and communications.
- Discuss and record the buildings and places where people work in the locality.
- Discuss and record journeys to work places.
- Become aware of the work of people in other areas who supply food and other products to us.

People at Play

- Appreciate the roles of people who help at play.
- Describe the location and features of play space.
- Discuss and record journeys to and from play spaces.

People and places in other areas

- Become familiar with some aspects of the lives of people in Ireland, Europe

and other areas.

- Appreciate ways in which people in different areas depend on one another and on people living in other parts of the world.

Strand: Natural Environment

Our School (emphasis on the use of the senses)

- Identify, explore and discuss aspects of some major natural features in the local environment, and in the immediate locality of the school (cemetery, developing garden, Church, traffic, rainfall, puddles, etc):
 - significance of the place name.
 - location of Mullagh in relation to the parish, county, country.
 - flora and fauna.
 - Mullagh Lake.
- Observe, discuss and investigate water 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.

Weather

- Observe and record varying weather conditions using appropriate vocabulary and simple equipment.
- Begin to associate cloud cover and other conditions with different types of weather.
- Begin to make and test simple weather predictions.
- Identify ways in which weather influences the lives of people.
- Contrast weather in the locality with that in other areas.

Planet Earth in Space

- Recognise that the sun is a source of heat and light.
- Identify the sun, moon, stars, day and night.
- Develop familiarity with the spherical nature of the Earth.

Environmental Awareness and Care

Caring for my Locality

- Identify, discuss and appreciate the natural and human features of the local environment, main street, hilly countryside, Mullagh Lake, Mullagh Hill.
- Observe and develop an awareness of living things in a range of habitats in local and wider environments.
- Develop an awareness of features of the natural environment that make it attractive for tourists, lake, hill, Heritage Centre.

- Develop an awareness that air, water, soil, living and non-living things are essential to the environment.
- Realise that people, animals and plants depend on each other.
- Realise that there is an individual and community responsibility for taking care of the environment. Implement simple strategies in the classroom - recycle paper and card, compost left-over materials from lunch box, encourage healthy eating.
- Identify, discuss and implement simple strategies for improving and caring for the environment - caring for possessions, keeping classroom tidy and safe.
- Identify and help to implement simple strategies for protecting, conserving and enhancing the local environment - plant and nurture seedlings in the classroom, look after a plot within the school garden, keep school grounds litter free.
- Become aware of ways in which the environment can be harmed by pollution.

Third & Fourth Classes



Skills and Concepts Development

A Sense of Place

The child should be enabled to:

- Explore and become familiar with some of the distinctive features of the locality - people and communities who live in and work in the area, major natural features such as: Mullagh Village, Mullagh Hill, Mullagh Lake, Mullagh Bog, school grounds/garden/pond/geodome and fields surrounding it.
- Develop some awareness of the distinctive human and natural features of some places in Ireland and other parts of the world.

A Sense of Space

- Develop an understanding of the relative location and size of major natural and human features - the major features of Mullagh and the surrounding area of County Cavan, the major cities in Ireland, the main mountains, rivers, bays and islands.
- Develop some awareness of the names and relative locations of some European cities.
- Establish and use cardinal compass points in the locality.
- Use maps to record routes and directions in the locality.

Map, globes and graphical skills

Using pictures, maps and globes

- Develop some familiarity with, and engage in practical use of maps and photographs of different scales and purposes - plans of a room or building, maps from models and toy houses, maps and aerial photographs of Mullagh, maps of Ireland, Europe and the world, maps from other sources.
- Develop an understanding of and use common map features and conventions - a sense of aerial perspective, symbols, key, index and grid style reference, align a map of a limited area.
- Make simple maps of home, classroom, school and immediate environment.
- Identify major geographical features and find places on the globe.

Geographical investigation skills

Questioning

- Ask questions about natural and human features in the environment and their inter-relationships - what makes this place different from other places?
How does the farmer use this land?

Observing

Observe, discuss and describe natural and human features and processes in the environment and their inter-relationships - shapes and sizes of natural features, colours and textures of buildings and streetscapes.

Predicting

- Offer suggestions based on observations about the likely results of an investigation.

Investigating and Experimenting

- Carry out simple investigations and collect information from a variety of sources - observations and experiments in the classroom and environment - photographs, books, maps, electronic media.

Estimating and Measuring

- Use appropriate instruments and equipment to collect data - rain gauge, trundle wheel, compass.
- Use appropriate standard units of measurement.

Analysing

- Sort, group and classify data on people, features, events and natural phenomena using a range of appropriate criteria - types of plant in an environment, types of shops or buildings in Mullagh.
- Look for and recognise patterns and relationships in the environment - seasonal patterns in weather observation, water and land masses on maps, best places for growing plants in a garden.
- Interpret information and offer explanations.
- Draw conclusions from aspects of evidence collected.

Recording and Communicating

- Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms and using ICT.

Strand: Human Environments

People living and working in the local area and people living in a contrasting part of Ireland.

People and Communities

- Learn about the people who live and work in Mullagh and in a contrasting part of Ireland (the area to be contrasted is the choice of the individual teachers) - members of the school and local community, how people help each other, the various people and groups in the community, links with people in other parts of Ireland.

Natural Environmental Features and People

- Become aware of the natural features of Mullagh and in a contrasting part of Ireland and their relationship to the lives of the people - prominent features - hills, bog, lake, flora and fauna, place names and their origins in natural features.

Settlement - homes and other buildings

- Explore and investigate the major features of the built environment around Mullagh and in a contrasting part of Ireland - homes and locations, the variety of homes in the area, other buildings: See Appendix A.
- Materials used to construct buildings: colours, patterns and textures in buildings, streetscapes, path, street and road surfaces: services to home and other buildings (water supply, sewerage, heating system, electricity, cable television, telephone service, simple plans, maps and models of streets and buildings.

People at Work

- Explore and investigate a small number of common economic activities in the locality and in a contrasting part of Ireland. See Appendix B.
- Explore and investigate a small number of common economic activities in the locality and in a contrasting part of Ireland (one economic activity might be taken in 3rd Class and one in 4th Class) - food and farming, industry, services, tourism: examine general themes such as importance of employment created, effect on the environment, interdependence of people in Mullagh, Ireland and other countries.

People and other lands

- Study some aspects of the environments and lives of people in one location in Europe and one location in another part of the world under the following headings, location, peoples and communities, myths and legends, plays and pastimes, features of the natural environment, settlements - homes and other buildings, food and farming, work and work places, similarities and contrasts to Ireland. See Appendix C.
- Develop an awareness of the interdependence of these people and people of Ireland.
- Begin to develop a sense of belonging to local, county, national, European and global communities.

County, Regional and National Centres

The child should be enabled to:

- Become familiar with the location and names of urban areas in the county, Some of their important buildings, factories and other features.

Third Class: urban areas to include Mullagh, Virginia, Bailieborough, Cavan Town and Kells.

Fourth Class: urban areas (to include all the above) plus Ballyjamesduff, Cootehill, Kingscourt, Moynalty and Navan.

- Develop some knowledge of the relative location of the county and all neighbouring counties.
- Become familiar with the location and names of a few of the larger towns and cities in the region and in Ireland.

Third Class: larger towns to include Cavan, Navan, Kells, Virginia, Drogheda, Trim, Monaghan, Athlone, Newry, Naas, Tullamore, Longford,
Cities: Dublin, Cork, Belfast.

Fourth Class: Urban areas, revise all towns on the 3rd Class list.
Do all county towns in Ireland.
Cities: all cities to be done.

Strand: Natural Environments

Strand Unit: The local natural environment

The child should be enabled to:

- Investigate and become familiar with some natural features in the local environment beginning with the school grounds. See Appendix D.

Land, rivers and seas of my county and Ireland

- Become familiar with the names and locations of some major natural features in the county: mountains, bogs, rivers, lakes.
- Become familiar with the names and locations of some major rivers, mountains and lakes in Ireland..

Third Class:

Rivers: The Shannon, The Boyne, The Liffey, The Erne, The Lee.

Mountains: Mourne Mountains, Macgillicuddy's Reeks, Wicklow Mountains, Twelve Pins, The Comeragh Mountains, The Ox Mountains.

Fourth Class:

Rivers: revision of work done in Third and also do: The Lagan, The Foyle, The Moy, The Blackwater, The Nore, The Barrow and The Suir.

Mountains: Revision of 3rd Class work plus: Nephin Beg Range, Mwellrea Paltry Mountains, Galty Mountains, Derryveagh Mountains, Sperrin Mountains.

Lakes of Ireland: Lough Neagh, Lough Corrib, Lough Allen, Lough Ree, Lough Derg, Lough Mask, Lough Conn.

Islands of Ireland: Rathlin Island, Lambay Island, Cape Clear, Skellig Mór, Blasket Island, Aran Islands, Achill Island and Tory Island.

Environmental Awareness

- Identify, discuss and record aspects of the local and natural environment which are considered attractive: front of school, Church grounds, lake, Lakeview Gardens. Unattractive: building sites, litter in Mullagh, derelict buildings.
- Identify the interrelationships of living and non-living elements of local and other environments - plants, animals, water, air and soil in habitats.

- Develop awareness of types of environment which exist in Ireland and other parts of the world - mountains, sea, desert, forest, grassland, ice landscape and tundra.
- Children become actively involved in looking at renewable and non-renewable resources. Active participation in recycling and composting, paper, card, batteries, waste material in their classrooms and throughout the school. Work done in 3rd Class to be developed in 4th.
- Raise awareness of litter in the classroom, school yard and in Mullagh. Active participation in litter squads.
- Recognise how the actions of people may have an impact on environments planting or felling trees, removing hedgerows, draining marshes, new buildings, roads, dumps.
- Recognise and investigate activities which may have positive or adverse effects on local or wider environments.

Caring for the environment

- Children look at a number of ways in which they can enhance the local environment - keeping their classroom clean, yard litter-free, re-use and recycle in the school. Each class looks after its own plot in the school garden.
- Children examine ways in which other environments could be improved.
- Realise that there is a personal and community responsibility for taking care of and conserving environments.

Fifth & Sixth Classes



Skills and Concepts Development

A Sense of Place

- Explore and become familiar with the distinctive natural and human features of the locality, the county and Ireland - people and communities living in the area, homes, other buildings, economic and leisure activities, town land, parish and county boundaries, a major region in each year.
- Become familiar with the distinctive natural and human features of some places in Europe and other parts of the world.

A Sense of Space

- Acquire an understanding of the relative location and size of major natural and human features - the major features of County Cavan, the county, provincial and other boundaries in Ireland.
- Begin to develop an understanding of the names and relative locations of some natural and human features of Europe and the world - a small number of major natural features, some countries, capitals and major cities, continental boundaries.
- Estimate and measure distances and establish cardinal directions during exploration of the locality.
- Develop some awareness of the directions in wider environments.
- Use and record directions and routes on maps.

Maps, globes and graphical skills

Using pictures, maps and models

- Develop familiarity with and engage in practical use of maps and photographs - maps of Mullagh, the parish, County Cavan, Ireland, Europe and the world, bus, train, Luas, Dart, Tube (London Underground) and other route maps, aerial photographs, and other electronic sources.
- Develop an understanding of and use common map features and conventions - symbols, key, index, simple grid-style references, align a map of the locality, scale.
- Use maps to record routes and directions.
- Construct some simple maps and models of natural and human features in the local environment.

Maps and Globes

- Compare maps, globes, aerial photographs and satellite photographs.
- Recognise key lines of latitude and longitude on the globe - Equator, the Tropics, Arctic, Antarctic, latitude and longitude of Ireland.
- Develop some awareness of problems of map construction - perspective and bias, effect of map projections on relative size countries.

Geographical investigation skills

Questioning

- Ask questions about natural and human features in the environment and their interrelationships - what makes this place different from other places?
How does the farmer use this land? How have humans changed this place?
Why should a factory be located in this place?

Observing

- Observe, discuss and describe natural and human features and processes in the environment and their interrelationships - shapes and sizes of natural features, colours and textures of buildings and streetscapes, building styles and materials, varying farm and settlement patterns in rural landscapes.

Predicting

- Offer suggestions based on observations about the likely results of an investigation.
- Make inferences based on suggestions and observations.
- Propose ideas which might be tested by experimentation.

Investigating and experimenting

- Carry out simple investigations and collect information from a variety of sources - observations and experiments in the classroom and environment - photographs, books, maps, electronic media, ICT.

Estimating and Measuring

- Use appropriate instruments and equipment to collect data - rain gauge, trundle wheel, compass, record sheet.
- Use appropriate standard units of measurement - mm of rainfall, distances in m and km, wind speed using Beaufort scale.

Analysing

- Sort, group and classify data on people, features, events and natural phenomena using a range of appropriate criteria - types of plant in an environment, types of shops or buildings in Mullagh, group buildings according to their use, group fields according to crops grown.
- Look for and recognise patterns and relationships in the environment - daily patterns in traffic flow on a road, link between wind direction, temperature and rainfall.
- Interpret information and offer explanations.
- Draw conclusions from aspects of evidence collected.

Recording and Communicating

- Record and present findings and conclusions using a variety of methods including oral, written, pictorial, photographic, diagrammatic and graphical forms and using ICT.

Evaluation

- Review the methods used in investigations and assess their usefulness.

Strand: Human Environments

People living in the local area and people living and working in a contrasting part of Ireland.

People and Communities

- Learn about the people who live and work in Mullagh and in a contrasting part of Ireland (the area to be contrasted is the choice of the individual teachers) - members of the school and local community, links with people in other parts of Ireland, interdependence of local people and people in other parts of the world.

Natural Environmental features and people

- Become aware of the natural features of Mullagh and in a contrasting part of Ireland and their relationship to the lives of the people - prominent features - hills, bog, lake, flora and fauna, place names and their origins in natural features, changes to natural environments and their cause (increased building and growth in the area).

Settlements and other buildings

- Explore and investigate the major features of the built environment and in a contrasting part of Ireland - origin of settlement, place names, homes and locations, the variety of homes in the area, other buildings, instances of conservation, materials used to construct buildings, colours, business units, patterns and textures in buildings, streetscapes, path, street and road surfaces, services to home and another buildings (water supply, sewerage, heating system, electricity, cable television, telephone service, simple plans, maps and appearances of buildings, effect of weathering and pollutions on appearances of buildings. See Appendix A.

People at Work

- Explore and investigate a small number of common economic activities in the locality and in a contrasting part of Ireland (one economic activity might be taken in 5th Class and one in 6th Class). See Appendix B.

Transport and Communication

- Learn about the methods of transport in the locality.
- Become aware of the advantages and disadvantages of different methods of transport.
- Learn about available methods of communication.
- Become familiar with the work of people in these activities.

People and other lands

- Study some aspects of the environments and lives of people in one location in another part of the world (a different EU country in 5th and 6th Class) and one location in another part of the world under the following headings: location, peoples and communities, myths and stories, play and pastimes, features of natural environment, settlements - homes and other buildings, settled and nomadic lifestyles, major cities, shanty towns, transport and communications, food and farming, work and work places, similarities and contrasts to Ireland, trade, historic, and other links these people have to Ireland. See Appendix C.
- Develop an awareness of the interdependence of these people and the people of Ireland.
- Become aware of various ethnic, religious and linguistic groups of people in Ireland, Europe and the wider world.
- Learn to value and respect diversity.
- Develop a sense of belonging to local, county, national, European and global communities.

County, regional and national centres

- Become aware of the location of the 32 counties of Ireland, county towns and all the cities, the origin and significance of their place names.
- Identify some of the important buildings, features, facilities, parks and work spaces.
- Become familiar with the names, locations and some well-known features of the capital cities of the EU.

Trade and Development Issues

Famine: 5th Class

- Become aware of the causes and effects of famine - environmental factors, natural disasters, social and economic factors, effects on families and communities, on land and environment, on population movements.
- Examine the work of relief agencies.
- Discuss possible short and long term solutions.
- Compare the experience of famine in Ireland with that of other countries.
- 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 - UNHCR, Refugee Trust, Trócaire, Concern.

See Appendix F.

Stand: Natural Environments

The Local Natural Environment

- Investigate and learn about the main features of County Cavan - aspects such as names and origins, location, size, shape and appearance, features such as streams, rivers, lakes, hills, valleys, mountains, lowlands.
- Observe and develop simple understanding of the links between these features - marsh or bog between drumlins, run-off and drainage patterns in the locality.
- Investigate the influence of these features on plants and on the lives of animals and people - range of flora and fauna, homes, economic activities, transport and communications.
- Become aware of the ways in which people, plants or animals have exploited and/or altered these features - water collection and supply, power generation, mining, removal of peat, farming, tourism. See Appendix D.

Lands, Rivers and Seas of Ireland

This has been covered in the lower classes but will need constant revision and development (see plan for 3rd and 4th Class).

- Become familiar with the names and locations of some of the major natural features in Ireland, mountain ranges, rivers, lakes, bays, headlands, islands.
- Become familiar with the relationship of these features with each other, with elements of the built environment and with significant natural features of Ireland - towns built near rivers, harbours in bays, links between local stream and major river.
- Understand some of the interrelationships between these natural features and the lives of plants, animals and humans.

Physical features of Europe and the World

- Learn about a small number of major natural features of Europe, The Alps, The Rhine, The Mediterranean Sea.
- Become familiar with the names and approximate location of a small number of major world physical features.

Rivers

Features of Rivers

- Purpose/functions of rivers.
- Introduce language "erosion/deposition".
- Focus on physical features in your chose EU country and other regions.

Rocks and Soils

Rocks

- Learn about the Earth's layers.
- Develop simple understanding of the structure of the Earth using forms such as crust, lava flow, earthquake.
- Collect and identify some common rocks in the locality.
- Identify and explore the use of stone in building and other human activities.
- Learn about the characteristic of some common rock types.
- Plate movement: Volcanoes, Fold Mountains, earthquakes, tsunamis.

Soils

- Collect and examine some soil samples.
- Compare soil samples from different parts of the locality.
- Learn about the relationship of plants and farming to soil types.
- Be familiar with some ways of changing and/or improving soil structure.

Weather, climate and temperature

Weather observations

- Use simple equipment to make detailed weather observations.
- Record and display simple weather observations in systematic way using graphs, charts and common meteorological symbols.
- 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.
- Compare temperatures indoors and outdoors in shade and sunlight, on different sides of same building, and explore reasons for difference.
- Collect weather lore from the locality.

Weather and Climate

- Study weather variations during the year and their influences on plants, animals and humans.
- Begin to appreciate the difference between climate and weather.
- Begin to appreciate the importance of solar energy for the Earth.
- 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.
- Explore the relationship between climatic factors and aspects of building construction.

- Become aware of the characteristics of some major climatic regions in different parts of the world.
- Explore the relationship of climate to plant, animal and human life.
- Collect and record weather lore from the locality.

The Atmosphere

- Develop simple understanding of some atmospheric features - nature of atmosphere, properties of air, global wind movements, the water cycle, atmospheric pollution, storms and weather disasters.

Planet Earth in Space

The Earth and the Sun

- Observe, describe and record the positions of the sun when rising and setting and the changing lengths of day and night during the seasons.
- Investigate shadows, directions and sunlight.
- Observe the changing lengths of day and night during the seasons.
- Understand the importance of sunlight as a source of energy for plants and animals.
- Become aware of influence of the sun on weather and atmospheric conditions.
- Become aware of the dangers of sunlight for skin and eyesight.

The Earth, Moon and Solar System

- Recognise that the Earth, moon, sun and other planets and their satellites are separate bodies and are parts of the solar system.
- Develop a simple understanding of the interrelationships of these bodies, including day, night and seasonal movements.
- Recognise a few of the major constellations - the Great Bear and Pole Star, Orion.

Environmental Awareness

- Identify, discuss and record aspects of the local and natural environment which are considered attractive or unattractive: Attractive: school grounds, Church, Mullagh Hill, Mullagh Bog, The Lake, etc. Unattractive: littered areas, derelict buildings.

- Explore some examples of the interrelationships 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:
 - In the locality - ecosystem of tree, hedgerow, stream.
 - In Ireland - bog lands, mountains, Burren, rivers.
 - In other areas - rainforest, grasslands, tundra, desert.
- Recognise how the actions of people may have an impact on environments - planting or felling trees, removing hedgerows, draining marshes, new buildings, roads, dumps, bridges, deforestation, activities which produce biodegradable, and non-biodegradable waste, activities which affect the quality of air or water, activities which affect flora and fauna , role of recycling.
- Become aware of the importance of the Earth's renewable and non-renewable resources.
- Foster an appreciation of the ways in which people use the Earth's resources - mining, fishing, forestry, agriculture, using wind, water, fossil fuels or nuclear energy to generate power, using the environment for leisure activities, processing raw materials for manufacturing.
- Come to appreciate the need to conserve the Earth's resources.
- Examine a number of ways in which local and other environments could be improved or enhanced.
- Identify and discuss a local, national or global environmental issue (one per year) from the following list: litter in Mullagh, need for new roads or buildings, pollution in rivers/lakes, need for cycle-way near school, global warming, ozone depletion, changes in family practices.
- Realise that there is a personal and community responsibility for taking care of and conserving environments. See Appendix E.

Caring for the Environment

- Children in Fifth and Sixth Class are involved on a daily basis recycling paper and card. They compost all compostable materials produced in the school, including gardens, classrooms and staff room.
- Through our Healthy Lunch Policy children are encouraged to look at the amount of rubbish they produce through their lunchboxes and how they dispose of it.
- Children examine a number of ways in which local and other environments could be improved or enhanced. To help them focus on this each class looks after its own.

Appendix A

Strand: Human Environments

Settlements (Homes and other buildings). Teachers will draw from the list below for their relevant classes, in their study of this strand.

Class	Topic
Third Class	Clonarn Farm.
Fourth Class	St. Kilian's N.S. St. Kilian's Heritage Centre.
Fifth Class	St. Kilian's Lodge Mullagh Sports Centre Mullagh parish/townlands
Sixth Class	St. Kilian's Church St. Kilian's Heritage Centre. The Graveyard

Appendix B

Strand: Human Environments

People at Work: Teachers will draw from the list below for their relevant classes, in their study of this strand.

Class	Topic
Third Class	Farming, Clonarn Farm.
Fourth Class	Industry Clarke's Forge
Fifth Class	Farming in the locality CLG Cúchulainn's
Sixth Class	Tourism St. Kilian's Heritage Centre. Wellman's Plastics (Indorama)

Appendix C

Strand: Human Environments

People and Other Lands: Teachers will draw from the list below for their relevant classes, in their study of this strand.

Class	Topic
Third Class	European Country Spain/Norway Other Tanzania/China
Fourth Class	European Country France Other New Zealand
Fifth Class	European Country Italy/Greece Other Australia/South America
Sixth Class	European Country Germany European Union Other North America Japan

Appendix D

Strand: Human Environments

Local Natural Environment: Teachers will draw from the list below for their relevant classes, in their study of this strand.

Class	Topic
Third Class	School grounds Hedgerows School gardens
Fourth Class	School garden Transport Millstream River
Fifth Class	Mullagh Hill Mullagh Lake
Sixth Class	Mullagh Bog The Earth, crust and rocks.

Appendix E

Strand: Human Environments

Environmental Awareness Topics: Teachers will draw from the list below for their relevant classes, in their study of this strand.

Class	Topic
Third Class	Rainforests
Fourth Class	Water and water conservation. Global warming and climate change.
Fifth Class	Recycling Environmentally friendly farming practices.
Sixth Class	Climate Change Conservation of our bog lands.


Appendix F

Strand: Human Environments



Trade and Development Issues: Teachers will draw from the list below for their relevant classes, in their study of this strand.

Class	Topic
Third Class	Trocaire
Fourth Class	Fair Trade Issues
Fifth Class	Agriculture
Sixth Class	Wellman's Plastics (Indorama)

Local Geography Plan 1st to 6th Class (St. Kilian's N.S. 19608V). This plan was compiled over a two year period, from 2019 to 2021. It was inspired by our Where I'm From Is Everything Creativity Project which highlighted the importance of giving our pupils an opportunity to explore what's on their 'door step.' This version was written in the final term of 2021 and will be reviewed annually thereafter.


Biodiversity Walk	1st and 2nd Class
	<p>An annual nature walk around the area. Investigate what biodiversity means/wetlands/esker. Study the plants and trees growing there. Make a seasonal comparison. The life cycle of the otter and why it frequents the Borora stream. (Millstream) Record and sketch the different parts of the walk around the park. Highlight the importance of caring for our environment and focus on littering and tidying up after our pets/link with tidy town's initiative. A resource for our community and visitors. (Caring for My Locality)</p>

	<p>Map the route from the school to the park.</p> <p>Map the features within the park.</p> <p>Estimate the height of the esker and measure.</p> <p>The width of the stream, the length of the bridge.</p>
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<p>Biodiversity Walk</p>	<p>1st and 2nd Class</p>
	<p>Build an awareness of the natural features in particular the flora and fauna observed in the park.</p> <p>Sketch and record.</p>
	<p>SPHE: Myself and the wider world.</p> <p>Link to RSE life cycles as appropriate.</p> <p>History: Local studies</p> <p>Gaeilge: Learn the Irish name for an otter and the parts of a tree. Science: Living things—Plants and animals</p> <p>Visual arts: work on colour, patterns and textures of flora and fauna found in the area.</p> <p>Maths: Mapping and Measure.</p>

	<p>Literacy: Oral language (location, size, smell, sounds, texture etc...) Writing - create collaborative or independent texts.</p>
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Mullagh Hill and Mullagh Lake


	3rd Class	5th Class
<p>A sense of place</p> 	<p>Organise an annual nature walk up Mullagh Hill.</p> <p>Investigate what the name "Mullagh" means. Are there similar place names in Cavan, Ulster, Ireland?</p> <p>'Investigate the old name, Mullagh Laoighill'.</p> <p>Investigate and learn about cairns and old burial sites. Link to other burial places eg: Newgrange, Knowth and Dowth, the pyramids etc...</p> <p>Record, sketch, photograph the picturesque view from Mullagh Hill.</p> <p>Highlight the importance of caring for our environment. A resource for our community and</p>	<p>Explore and become familiar with the distinctive natural features of both Mullagh Lake and Mullagh Hill.</p> <p>Organise a nature walk around Mullagh Lake and up Mullagh Hill.</p> <p>Identify and recognise some of the place names/townlands on the walk and from the viewing point on Mullagh Hill e.g. Mullaghlane, Cloughbally, Cornakill etc.</p> <p>Investigate what the name 'Mullagh' means and also the meaning of local town lands names.</p> <p>Investigate drumlins as glacial features and link these landforms to some place names in Cavan which contain 'drum' or 'droim' in Irish.</p> <p>Investigate local town lands</p>

	<p>visitors. (Caring for My Locality)</p>	<p>containing the word 'corr', meaning rounded hill, which is another reference to drumlins in the area.</p> <p>Understand how drumlins were formed during the last Ice Age along with some other glacial features of the area e.g. Mullagh Lake, Mullagh Bog, Eskers beside Mullagh pitch.</p> <p>Identify drumlins while looking out at the landscape from the top of Mullagh Hill.</p> <p>Record, sketch, map, and/or photograph the picturesque view from Mullagh Hill.</p>
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Mullagh Hill and Mullagh Lake

	3rd Class	5th Class
<p>Maps, Globes and Graphical Skills</p> 	<p>Estimate the height.</p> <p>Measure the estimated height using a trundle wheel.</p> <p>Make comparisons with other hills and mountains.</p> <p>Make/draw a simple map to include our school, the lake and Mullagh Hill.</p> <p>Include on a map, the route taken by the class when travelling to Mullagh Hill.</p> <p>Introduce simple contour lines.</p>	<p>Examine a map of Mullagh and identify key features e.g. football pitch, church, school, Mullagh Lake and Mullagh Hill.</p> <p>Construct/draw a simple map to include our school, the lake and Mullagh Hill.</p> <p>Record the route and directions the class took to travel to the lake and the hill.</p> <p>Use common map features and conventions to suit the locality e.g. symbols, key, index and simple grid-style references.</p> <p>Examine and develop the meaning of scale when constructing and using maps.</p>


Mullagh Hill and Mullagh Lake

	3rd Class	5th Class
<p>Geographical Investigation Skills</p> 	<p>Build an awareness of the natural features in particular the flora and fauna observed on and around the hill.</p> <p>Sketch, record and develop</p> <p>Compare to a Similar Environment The teacher's discretion.</p>	<p>Build an awareness of the natural features of the two areas.</p> <p>Observe and record the various types of flora and fauna found in and around Mullagh Lake and on Mullagh Hill.</p> <p>Record measurements and collect data e.g. water samples, trundle wheel measurements, photos.</p> <p>Research the different types of fish found in Mullagh Lake.</p> <p>Investigate and collect information from newspaper articles and the internet regarding Mullagh Lake and Mullagh Hill.</p> <p>Highlight the importance of caring for our environment.</p>


Mullagh Hill and Mullagh Lake


	3rd Class	5th Class
<p>Linkage and Integration</p> 	<p>SPHE: Myself and the wider world</p> <p>History: Local studies</p> <p>Gaeilge: Logainmneacha . Use room names as a resource.</p> <p>Science: Living things—Plants and animals</p> <p>Visual arts: work on colour, patterns and textures of flora and fauna found in the area.</p> <p>Maths: Mapping and Measure.</p> <p>Literacy: Oral language (location, size, smell, sounds, texture etc...)</p> <p>Writing - create collaborative or</p>	<p>English: Oral language development (location, size, smell, sounds, texture etc.); Reading (newspaper articles, poem 'The Scenery of Mullagh Lake', information online etc.); Writing (recording information and experiences, creating collaborative/independent texts etc.)</p> <p>Maths: Measures; Shape and space</p> <p>Gaeilge: Logainmneacha/ Caitheamh Aimsire</p> <p>History: Local studies; Story</p> <p>Science: Living things (Plants and animals); Environmental awareness and care</p> <p>SPHE: Myself and the wider world (Environmental care)</p> <p>Visual arts: Drawing (drawing maps, sketching features, recording flora and fauna through drawings etc.); Paint and colour</p> <p>P.E.: Outdoor and adventure activities</p>


	independent texts (Imlitir na Scoile)	
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Killyconny Bog	4th Class	6th Class
<p data-bbox="204 618 472 651">A Sense of Place</p> 	<p data-bbox="715 618 1002 745">Visit to St Kilian's Heritage Centre to view bog display.</p> <p data-bbox="715 786 959 1084">Investigate words associated with the bog locally and investigate similar places in Ireland?</p> <p data-bbox="715 1128 959 1473">Learn what a bog is and look at the different types of bogs found in Ireland (blanket, raised)</p> <p data-bbox="715 1518 991 1778">Learn specific characteristics of bogs (bogs as wetland, where peat, turf and moss grow)</p> <p data-bbox="715 1823 991 1989">Investigate flora and fauna on the bog in very broad terms (The</p>	<p data-bbox="1043 618 1335 790">Understand the formation and development of a fen and raised bog</p> <p data-bbox="1043 831 1335 1084">Identify and learn about plants and animals that are found on bogs in particular the local bog environment</p> <p data-bbox="1043 1128 1318 1346">Become aware of the importance of these plants in the natural ecosystem</p> <p data-bbox="1043 1391 1350 1733">Understand the conditions necessary for these plants to survive Observe the various bog plants on the local bog during a visit</p> <p data-bbox="1043 1756 1385 1868">Record samples of bog plants found on Killyconny Bog</p> <p data-bbox="1043 1912 1350 1989">Observe the various forms of animal life</p>

	<p>plants that grow there are special plants that you won't find anywhere else in the world)</p> <p>Look at specific plants found on the bog in particular bog moss (sphagnum) and bog cotton Children become aware of the different varieties within each plant group</p> <p>Record and sketch aspects of the bog's flora and fauna</p> <p>Highlight the importance of caring for bogs as areas of significant environmental importance. A resource for our community and visitors. (Caring for My Locality)</p>	<p>inhabiting the local bog Record examples of animal life found on Killyconny Bog</p> <p>Understand the interrelationships between the natural features, and the lives of the plants, animals and people (historical aspect)</p> <p>Come to appreciate the importance of Irish bogs and the need to conserve them as rich environments with important eco-systems</p> <p>Identify the clearing of bog lands as a major environmental issue</p> <p>Come to appreciate Killyconny Bog as part of The Living Bog LIFE Nature and Biodiversity project which is restoring Active Raised Bog in Ireland's SAC Network 2016, http:// raisedbogs.ie/life-on- killyconny-bog/</p>
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Killyconny Bog	4th Class	6th Class
<p data-bbox="225 353 660 434">Maps, Globes and Graphical Skills</p> 	<p data-bbox="732 353 1023 613">Estimate the area of the bog. Comparison the area of the bog to the area of the lake.</p> <p data-bbox="732 658 995 875">Investigate town lands that border the bog</p> <p data-bbox="732 920 1003 1144">Make/draw a simple map of the bog (Killyconny)</p> <p data-bbox="732 1196 1046 1323">Compare to a Similar Environment at the teacher's discretion</p>	<p data-bbox="1090 353 1337 658">A journey to Killyconny Bog and visit to St Kilian's Heritage Centre to view the bog display.</p> <p data-bbox="1090 703 1362 1003">Map a trip to the bog from the school and looking at the bog in relation to the village, hill and lake.</p> <p data-bbox="1090 1048 1401 1173">Examine the bog on the ordnance map of the area</p> <p data-bbox="1090 1218 1347 1563">Investigate bogs across Ireland and identify blanket bogs as area around the coast and raised bogs as inland areas.</p> <p data-bbox="1090 1608 1305 1688">Construct bog models</p>

Killyconny Bog	4th Class	6th Class
<p data-bbox="201 315 619 389">Geographical Investigation Skills</p> 	<p data-bbox="687 315 975 434">Investigate and question about bog life</p> <p data-bbox="687 483 1002 607">Research and record the different types of bogs in Ireland</p> <p data-bbox="687 656 959 864">Record and analysis different types of life (flora and fauna) found on the bog</p> <p data-bbox="687 913 948 1122">Communicate the need to care for this unique environment</p>	<p data-bbox="1054 315 1382 389">Build an awareness of local natural features</p> <p data-bbox="1054 439 1334 651">Observe and record the various types of flora and fauna found on Killyconny Bog</p> <p data-bbox="1054 701 1310 864">Collect data and analyse same e.g. surveys/ photos, videos.</p> <p data-bbox="1054 913 1366 1301">Research different kinds of plants and animal/ birds found on the bog with particular attention to the decline of animal and bird life with the destruction of bog lands</p> <p data-bbox="1054 1350 1342 1559">Investigate the importance of bogs within the area of climate change and biodiversity</p> <p data-bbox="1054 1608 1334 1816">Compare to a similar environment: The teacher's discretion.</p>

Killyconny Bog	4th Class	6th Class
<p data-bbox="204 353 577 394">Linkage and Integration</p> 	<p data-bbox="710 353 906 524">SPHE: Myself and the Wider world</p> <p data-bbox="710 533 906 882">History: Bog Timeline (St Kilian's Heritage Centre) Life in the past "A Day On the Bog"</p> <p data-bbox="710 891 906 931">Gaeilge:</p> <p data-bbox="710 940 906 1151">Science: Living things: Flora and Fauna</p> <p data-bbox="710 1160 906 1464">Arts Education: Various areas for exploration at the teacher's discretion</p> <p data-bbox="710 1473 906 1644">Maths: Number/ Shape/ Measure</p> <p data-bbox="710 1653 906 1823">Literacy: Oral Language/ Stories</p>	<p data-bbox="954 353 1299 488">English: Oral language development/ Creative writing</p> <p data-bbox="954 497 1394 577">Maths: Measures; Shape and space</p> <p data-bbox="954 586 1235 757">Gaeilge: "Lá ar an bPortach", plandaí, bláthanna agus ainmhithe</p> <p data-bbox="954 766 1299 891">History: Local studies; Story, The Bog Timeline</p> <p data-bbox="954 900 1299 1070">Science: Living things (Plants and animals); Environmental awareness and care</p> <p data-bbox="954 1079 1299 1205">SPHE: Myself and the wider world (Environmental care)</p> <p data-bbox="954 1214 1315 1384">Arts Education: At the discretion of the teacher</p> <p data-bbox="954 1393 1315 1429">P.E.: Outdoor and adventure activities</p>