

# The Red Door School



## Geography School Plan

**Developed:** 2020-2021

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School Plan: Geography

Month	Theme	Year 1	Year 2
S E P T E M B E R	Myself	<b>Strand: Human Environments</b> <b>Strand units: Living in the Local Community</b> <b>Differentiated activities: My Class (explore and discuss his/her membership of the family, school and local community)</b> <b>General:</b> Design a class roll. Take photographs of his/her family to study and discuss in class. Play I Spy to label different items in the class environment. <b>Mild:</b> Identify familiar people in the school environment: classroom assistant/caretaker/Principal. Identify familiar people in the wider environment: bus driver, postman, teachers and pupils from other school. Use blocks to make a model of the classroom. <b>Moderate:</b> Point out class members in group photographs. React in group awareness games by looking at named students. Identify other people in the school community (such as the bus driver/secretary/etc.) from a series of photographs.	<b>Strand units: Living in the Local Community</b> <b>Differentiated activities: People in my Community (identify and discuss the roles of people who serve the local community)</b> <b>General:</b> Understand that a range of jobs is carried out by people in the wider community: indicate that the electrician fixes the lights, the doctor helps us get better. Investigate the work of people in a range of places in the locality: have opportunities to listen to and interview people in the classroom or in their workplaces. <b>Mild:</b> Identify the jobs that familiar people do: the bus driver brings us to the school. Match the picture of person to the tools/equipment they use: bus, hose-pipe, siren. Questioning about the role of various people in society: ask about/play at being a fire fighter, a guard, visit a fire-station/a bakery/a farm. <b>Moderate:</b> Become aware of the roles of people in the family, class, school: respond differently to various classroom & school staff/school principal. Link people with their roles in our community: indicate, by pointing or other means, that a postman brings letters, a fire fighter puts out fires, doctor helps us when we're sick.
		<b>Linkage/Integration:</b>	<b>Linkage/Integration: Drama/Aistear – Imaginative play different roles</b>
	My Family	<b>Strand: Human Environments</b> <b>Strand units: Living in the Local Community</b> <b>Differentiated activities: My Family/Home (recognise that people live in homes)</b> <b>General:</b> Listen to, and recall, stories of houses being constructed: 'The Three Little Pigs', 'The House That Jack Built'. Understand that people live in homes: using google maps/streetview to locate and recognise his/her own home.	<b>Strand units: Living in the Local Community</b> <b>Differentiated activities: My Family/Home (identify the main features of a house)</b> <b>General:</b> Investigate the main features of his/her own home: the number of rooms, furniture. Describe areas within the house: indicate what is beside the table, on the shelf, in front of the desk.



		<p>Constructing house structures. out of various building materials.          Know his/her own address and some of the street and road names in the locality.          Describing the different rooms in his/her house.  <b>Mild:</b>          Listen to, and interact with, stories of houses being constructed: 'The Three Little Pigs', 'The House That Jack Built'.          Recognise and develop the fact that people live in homes: recognising photographs of his/her own home from photograph and drawing a representation.          Asking about homes of others in the class.          Setting up a house for dolls/teddies.  <b>Moderate:</b>          Listen to stories of houses being constructed: 'The Three Little Pigs', 'The House That Jack Built'.          Become aware of the fact that people live in homes: recognise his/her own house in a photograph, point out homes in the street/in the vicinity of the school/in pictures, explore a doll's house, assist an adult in making house-like structures.</p>	<p>Place furniture in appropriate rooms of a doll's house.          Associate areas in the classroom with particular activities: table-top work, music/reading/computer corner, relaxation area.  <b>Mild:</b>          Add some features to a partially prepared representation of a house: stick a cut-out door or roof onto a picture, add pieces to a jigsaw of a house, draw a missing window or door, participate in 'Where does this belong?' games.          Make simple drawings/collage pictures of houses.          Indicate recognition by actions/gestures/words that we sleep in the bedroom, that meals are cooked in the kitchen.  <b>Moderate:</b>          Look at pictures of different rooms in a house, and indicate recognition of different features of the house when asked: point out the roof, windows, door, etc.          Become aware of the ways in which adults and students use various areas in the house: examine pictures of rooms in his/her own house or other houses (kitchen, bedroom, sitting-room, bathroom).          Identify the position of different objects in the house: know where to find the television, pyjamas, a carton of milk.</p>
		<b>Linkage/Integration: History/Literacy - Stories</b>	<b>Linkage/Integration:</b>
O C T O B E R	Autumn (History)	<b>Strand</b>	
		<b>Strand units</b>	<b>Strand units</b>
		<b>Differentiated activities</b>	<b>Differentiated activities</b>
		<b>General:</b> <b>Mild:</b> <b>Moderate:</b>	<b>General:</b> <b>Mild:</b> <b>Moderate:</b>
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
	Halloween (History)	<b>Strand</b>	
		<b>Strand units</b>	<b>Strand units</b>
		<b>Differentiated activities</b>	<b>Differentiated activities</b>
<b>General:</b> <b>Mild:</b> <b>Moderate:</b>		<b>General:</b> <b>Mild:</b> <b>Moderate:</b>	
	<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>	
N	<b>Planet Earth In Space</b>	<b>Strand: Natural Environments</b>	



O V E M B E R		<p><b>Strand units: Planet Earth in Space</b></p> <p><b>Differentiated activities: Earth, Day &amp; Night (identify and discuss the sun, the moon and stars)</b></p> <p><b>General:</b> Explore a globe model of the Earth and where we are in relation to the world. Using light source directed at globe to illustrate how day and night work and how rotation of the earth and sun results in day/night.</p> <p><b>Mild:</b> Recognise and understand the difference in time and activities done between day and night. Day and night matching: matching day time activities (school, lunch, playing) and night time activities (bed, sleep, shower, reading story) to their corresponding times.</p> <p><b>Moderate:</b> Recognise the difference between day and night: know that the sun is in the sky during the day and the moon and stars at night, participate in songs such as 'Mr Sun', 'Twinkle, Twinkle Little Star'. Know that we sleep during the night and go to school or work during the day.</p>	<p><b>Strand units: Planet Earth in Space</b></p> <p><b>Differentiated activities: Earth, Moon &amp; Shadows</b></p> <p><b>General:</b> Complete wooden jigsaw of the Earth, using globe as a guide. Observe the shape of the sun and moon: look at pictures of the moon and observe that it can appear to be different shapes at different times. (Full moon, new moon, waxing/waning crescent). Drawing and labelling different shapes and steps of the moon. Shadow portraits.</p> <p><b>Mild:</b> Why we need sunlight: Understand the importance of sunlight for plants and animals. Become aware of the dangers of the sun for skin and eyesight: wear sunglasses, put on sunscreen/a hat/a T-shirt in hot weather. Observe the shape of the sun and moon: look at pictures of the moon and observe that it can appear to be different shapes at different times. (Full moon, new moon, waxing/waning crescent). Investigate shadows: keep a record of how the shadow of a stick in the ground changes during the day.</p> <p><b>Moderate:</b> Observe the shape of the sun and moon: look at pictures of the moon and observe that it can appear to be different shapes at different times. (Full moon, new moon, crescent) Shadow play. Recognising and exploring how light can result in the formation of shadows and the different shapes that be made.</p>
		<b>Linkage/Integration:</b>	<b>Linkage/Integration: Science - Materials</b>
D E C E M B E R	Christmas (History)	<b>Strand</b>	
		<b>Strand units</b>	<b>Strand units</b>
		<b>Differentiated activities</b>	<b>Differentiated activities</b>
		<b>Linkage/Integration:</b> <b>General:</b> <b>Mild:</b> <b>Moderate:</b>	<b>Linkage/Integration:</b> <b>General:</b> <b>Mild:</b> <b>Moderate:</b>
J	Winter- hot and cold	<b>Strand: Natural Environment</b>	<b>Strand units: Local Natural Environment</b>
		<b>Strand units: Local Natural Environment</b>	<b>Strand units: Local Natural Environment</b>



A N U A R Y		<p><b>Differentiated activities: Our Garden (become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school)</b></p> <p><b>General:</b> Name familiar flowers and animals in the local environment: identify the areas in the school grounds where certain common plants and animals are often found. Create a suitable home for a minibeast.</p> <p><b>Mild:</b> Select a common plant or animal and predict where he/she might find it. Sort pictures of plants and animals into groups which live in similar homes: wet/dry/cold/hot places.</p> <p><b>Moderate:</b> Respond to sensory experiences involving animals and plants: smell flowers/cut grass/herbs in the garden, feed the fish in the aquarium, observe birds on the bird table outside the classroom. Recognise some animals and plants within the immediate locality of the school (the garden).</p>	<p><b>Differentiated activities: Minibeasts</b></p> <p><b>General:</b> Have opportunities to observe the transformation of caterpillars in to butterflies in a vivarium. Minibeast hunt: Compile a checklist for his/her friends of common insects and bugs that can be found in the school garden. Choose one to capture and house for a short period of time.</p> <p><b>Mild:</b> Have opportunities to observe the transformation of caterpillars in to butterflies in a vivarium. Minibeast hunt: Find each of the insects and bugs from the checklist. Describe the key features of the minibeasts as they are found.</p> <p><b>Moderate:</b> Explore the garden and find a variety of habitats within his/her immediate environment: birds living in nests, spiders building webs, worms living under the ground, insects on leaves. Have opportunities to observe the transformation of caterpillars in to butterflies in a vivarium. Minibeast hunt: Find several minibeasts from the checklist.</p>
		<p><b>Linkage/Integration:</b></p>	<p><b>Linkage/Integration: Science – Living Things</b></p>
Weather	<p><b>Strand: Natural Environment</b></p> <p><b>Strand units: Weather</b></p> <p><b>Differentiated activities: The Weather (observe and discuss a variety of weather conditions, using simple vocabulary)</b></p> <p><b>General:</b> Measure and record the weather using direct observation and simple equipment - Participate in creating a class rain gauge: collect rainwater in jars in various parts of the school grounds over a period, notice which jar collected the most water. Record results over a period in a weather diary: using pictures, appropriate pictorial symbols, and his/her own drawings.</p> <p><b>Mild:</b> With assistance from staff/other students, design a weather chart and record weather observations. Using the chart, identify by pointing to weather symbols/pictures/photographs what the current weather is (raining, snowing, sunny, etc.)</p>	<p><b>Strand units: Weather</b></p> <p><b>Differentiated activities: Effects of Weather (become aware of some of the effects of different weather conditions on human, animal and plant life in the local environment)</b></p> <p><b>General:</b> Have opportunities to experience weather (without limiting this experience by overprotective clothing). Listen to the weather forecast on radio/television – Have a discussion about changes in the weather (daily, weekly and seasonal) and how it affects the job of a farmer, a sailor, or a builder.</p> <p><b>Mild:</b> Have opportunities to experience weather (without limiting this experience by overprotective clothing). Observe the effects of different weather on animal and plant life: notice how frost affects plant life, how animals seek shelter from the rain.</p>	



		<p><b>Moderate:</b> Experience weather conditions first-hand and react accordingly: shiver/hunch shoulders when cold, observe rain landing on the window, watch and listen to wind blowing through the trees. Explore objects that may be affected by certain weather conditions such, as wind: chase balloons, run with crepe paper streamers/scarves in the playground.</p>	<p>Weather association - matching activities with different types of weather: picnics, trips to the beach, building a snowman. Explore picture books about time/seasons. <b>Moderate:</b> Have opportunities to experience weather (without limiting this experience by overprotective clothing). Become aware of the effects of weather on the type of clothes we wear and on our daily routines: put on a coat when the weather is cold, pull up a hood in the rain, know that he/she can only go to the playground when it is dry. Distinguish between summer and winter clothes: dress a 'weather bear' in a T-shirt and shorts, or a raincoat and umbrella, or a coat and hat, or a scarf and gloves</p>
		<b>Linkage/Integration: Numeracy/Science – taking and recording data</b>	<b>Linkage/Integration:</b>
F E B R U A R Y	Love (History)	<b>Strand</b>	
		<b>Strand units</b>	<b>Strand units</b>
		<b>Differentiated activities</b> <b>General:</b> <b>Mild:</b> <b>Moderate:</b>	<b>Differentiated activities</b> <b>General:</b> <b>Mild:</b> <b>Moderate:</b>
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
	Animals (History)	<b>Strand</b>	
		<b>Strand units</b>	<b>Strand units</b>
		<b>Differentiated activities</b> <b>General:</b> <b>Mild:</b> <b>Moderate:</b>	<b>Differentiated activities</b> <b>General:</b> <b>Mild:</b> <b>Moderate:</b>
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
M A R C H	Mothers Day	<b>Strand: Environmental Awareness and Care</b>	
		<b>Strand units: Environmental Awareness and Care</b>	<b>Strand units: Environmental Awareness and Care</b>
	St Patrick's Day (History)	<b>Differentiated activities: Keep Our Class Space Nice (observe, identify and appreciate the natural and human features of the local environment)</b> <b>General:</b> Identify positive aspects of natural and built environments through observation, discussion and recording: colours, textures and shapes in materials/buildings/walls, expressing views on features he/she finds	<b>Differentiated activities: Our Rubbish (become aware of ways in which the environment can be polluted or harmed)</b> <b>General:</b> What's Rubbish? – Food Preparation. During baking or other food prep activity, recognising that there are waste products as a result; put egg shells/vegetable peelings into a special bin for the compost heap.



	<p>attractive or unattractive. What can we do to make the environment even nicer?</p> <p>Assist in keeping my space clean and tidy: contributing to and experiencing an attractive, welcoming, colourful, clean classroom. He/she will help clean up after groups and snack-times, attend to new artwork on walls, care for new flowers indoors or outdoors.</p> <p><b>Mild:</b> Observe, identify and discuss attractive elements of physical, natural and human features: colours and features of the playground, colours of flowers and trees in the school grounds/park during the different seasons, water features in the local environment.</p> <p>Assist in keeping my space clean and tidy: contributing to and experiencing an attractive, welcoming, colourful, clean classroom. He/she will help clean up after groups and snack-times, attend to new artwork on walls, care for new flowers indoors or outdoors.</p> <p><b>Moderate:</b> Keeping my space clean and tidy: contributing to and experiencing an attractive, welcoming, colourful, clean classroom. He/she will help clean up after groups and snack-times, attend to new artwork on walls, care for new flowers indoors or outdoors.</p>	<p>During transitions around the school environment, become aware of litter, pollution and vandalism; identify the types of litter around the school and the activities that created them.</p> <p><b>Mild:</b> What's Rubbish? - Look for evidence of harm caused to the school environment: litter in yard, broken furniture, etc. Recognising that broken things that cannot be fixed become waste materials: throw broken plates and cups in the bin, become aware that small rubbish bins are emptied into larger containers stored in the school grounds.</p> <p><b>Moderate:</b> What's Rubbish? – Matching activity, placing rubbish in the bin and organising items for keeping. Identifying common waste products: know that sweet/crisp wrappers and empty juice cartons are rubbish. Know that rubbish has to be disposed of in an appropriate way: put used tissues into a bin in the classroom.</p>
	<b>Linkage/Integration: SPHE/Science – Environmental Awareness &amp; Care</b>	<b>Linkage/Integration: SPHE/Science – Environmental Awareness &amp; Care</b>
Spring (History)	<b>Strand</b>	
	<b>Strand units</b>	<b>Strand units</b>
	<b>Differentiated activities</b>	<b>Differentiated activities</b>
	<b>General:</b> <b>Mild:</b> <b>Moderate:</b>	<b>General:</b> <b>Mild:</b> <b>Moderate:</b>
	<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
A P R I L	<b>Air and Water</b>	<b>Strand: Environmental Awareness and Care</b>
		<b>Strand units: Environmental Awareness and Care</b>
	<b>Differentiated activities: Caring for the School (identify, discuss and implement simple strategies for improving and enhancing the school environment)</b> <b>General:</b> Through group activity, develop a sense of responsibility for taking care of and enhancing the school environment: hanging works of art on the class walls, keeping our corridors clean, ensuring the toilets are flushed	<b>Strand units: Environmental Awareness and Care</b> <b>Differentiated activities How To Care For the Environment (identify and help to implement simple strategies for protecting, conserving and caring for the Environment)</b> <b>General:</b> Participate in activities that contribute to and protect the environment: - collecting rainwater for watering the school garden



	<p>and no water on floor, participating in the planting of trees and flowers in the school grounds, setting stones in the garden to create habitats (building and maintain a bug hotel).</p> <p><b>Mild:</b> Through group activity, begin to develop a sense of responsibility for taking care of and enhancing the school environment: hanging works of art on the class walls, keeping our corridors clean, ensuring the toilets are flushed and no water on floor, participating in the planting of trees and flowers in the school grounds, setting stones in the garden to create habitats (building and maintain a bug hotel).</p> <p><b>Moderate:</b> Begin to develop an awareness of the importance of taking care of and enhancing the school environment: watering plants, changing water in vases of flowers, wiping down tables, sweeping the floor, picking up litter.</p>	<ul style="list-style-type: none"> <li>- collecting of papers, aluminium cans or other materials for recycling from each classroom</li> <li>- identifying simple things we can do for the environment at school and at home: turning water off when brushing teeth, turning lights off when leaving the classroom, etc</li> </ul> <p>'Things <b>WE</b> can do together'</p> <p><b>Mild:</b> 'Things <b>WE</b> can do together'</p> <ul style="list-style-type: none"> <li>- caring for one's own property and that of others</li> <li>- keeping classroom, school and play spaces clean and tidy, participating in a rota for tidying the area outside his/her classroom</li> <li>- turning off the tap to save water</li> <li>- collecting paper or cans for recycling</li> <li>- participating in a project to enhance the school environment: planting bulbs, sunflowers, trees etc.</li> <li>- caring for a living thing in the classroom – a plant, caterpillars</li> </ul> <p><b>Moderate:</b> 'Things that <b>I</b> can do'</p> <ul style="list-style-type: none"> <li>- caring for clothes, toys and other possessions</li> <li>- tidying the classroom by putting objects in appropriate storage boxes</li> <li>- disposing of litter appropriately: throwing empty wrappers and tissues away.</li> </ul>
	<p><b>Linkage/Integration: SPHE/Science – Environmental Awareness &amp; Care</b></p>	
Easter	<p><b>Strand: Natural Environments</b></p> <p><b>Strand units: The Local Natural Environment</b></p> <p><b>Differentiated activities: Class Trip to Beach (observe, discuss and investigate water in the local environment)</b></p> <p><b>General:</b> Become aware of a wider range of habitats through field trips: seashore. Explore how water moves objects: float sticks/boats in the water. Use a balance to compare the weights of samples collected.</p> <p><b>Mild:</b> Become aware of a wider range of habitats through field trips: seashore. Identify and describe water features with which he/she is familiar: the seas and beach. Investigate water, sand and stones on the seashore: use touch, sight and smell to explore shells, water, sand, seaweed, rocks.</p>	<p><b>Strand units: The Local Natural Environment</b></p> <p><b>Differentiated activities</b></p> <p><b>General:</b></p> <p><b>Mild:</b></p> <p><b>Moderate:</b></p>





		<p>Group and classify objects found on a nature walk: colour, size, texture, wet/dry.</p> <p><b>Moderate:</b> Become aware of a wider range of habitats through field trips: seashore. Observe bodies of water (the sea), listen to the sound of rainfall, and splash in puddles and streams. Use touch, sight and smell to investigate sand, pebbles, stones, leaves, shells, bark and rocks: show curiosity about, and participate in, undirected and directed sorting of materials, with assistance make and display collections of materials gathered. Go outside and look for particular items, using samples or pictures as reference.</p>	
		<b>Linkage/Integration:</b>	<b>Linkage/Integration:</b>
M A Y	Outdoors	<b>Strand: Human Environments</b>	
		<b>Strand units: People and Places in Other Areas</b>	<b>Strand units: People and Places in Other Areas</b>
		<p><b>Differentiated activities: Other People (develop some awareness of people living in other areas)</b></p> <p><b>General:</b> Develop awareness of other people through listening to stories, looking at pictures, and watching videos. How my Place is Different: Name the town/parish/city where he/she lives vs where a relative lives. Name the country in which he/she lives. Look up these places on google maps/streetview.</p> <p><b>Mild:</b> Develop awareness of other people through listening to stories, looking at pictures, and watching videos. People We Know Who Live Far Away: Begin to develop an interest in people and places beyond his/her immediate experience by discussing friends and relatives living in the town/city/countryside.</p> <p><b>Moderate:</b> Develop awareness of other people through listening to stories, looking at pictures, and watching videos.</p>	<p><b>Differentiated activities: Directions (find objects or areas by following a simple plan [with verbal directions or from a set of drawings])</b></p> <p><b>General:</b> Where Am I? – Using rules of Hot and Cold game, he/she will follow directions to find a hidden object in the classroom. Include simple maps in community outings and use of directional language - including the terms forwards, backwards, up and down, left, right.</p> <p><b>Mild:</b> Where Am I? - Give and follow simple directions to places: follow pictorial or verbal directions for routes within the school building, where he/she has to follow directions: ‘Take three steps forward, one step backward’, ‘Go to the front, back, left or right of the hall’, follow the outline of a road drawn by teacher in the school yard by walking/hopping/cycling along it. Increase difficulty by using large and small apparatus and including obstacle course elements. Using prepositional language.</p> <p><b>Moderate:</b> Where Am I? – One step instruction direction game. Demonstrate some understanding of positional language: respond appropriately to requests such as ‘Sit beside X’, ‘Stand behind X’, ‘Go to the door’.</p>



			Follow the Road game – Using a car, he/she will trace the outline of a road drawn by the teacher. Simple directional language to be used: up, down, in, behind, over, using toy cars and play mat.
		<b>Linkage/Integration: SPHE</b>	<b>Linkage/Integration:</b>
J U N E	Holidays and Summer	<b>Strand: Human Environments</b>	
		<b>Strand units: People and Places in Other Areas</b>	<b>Strand units: People and Places in Other Areas</b>
		<p><b>Differentiated activities: How We Get Around (recognise different means of transport)</b></p> <p><b>General:</b> Safety When We Travel: Safe Cross Code. Drama activity – Going on Holiday: Naming all the modes of transport he/she can think of and then pretending to use these various modes of travel to get to a far-away destination. (Using globe to question how to travel across land/water).</p> <p><b>Mild:</b> Different Ways to Move: Discuss the different means different vehicles travel - cars travel on the road, boats on water, and planes in the sky. Match the vehicle to the corresponding means of travel. Describe the features of certain vehicles by signing, gesturing or verbalising, different means of transport: planes have two wings, cars have four wheels.</p> <p><b>Moderate:</b> Cars and Trucks: Select ‘Mammy’s/Daddy’s car’ from a series of photos and sort cars from trucks. While on community outings, identify different types of vehicles passing the school/walk.</p>	<p><b>Differentiated activities: Getting Around (describe simple journeys)</b></p> <p><b>General:</b> Treasure Hunt – Design and participate in a treasure hunt: find an object on the school site given simple verbal/ pictorial/symbolic clues. Discuss and communicate about a journey to school or a school outing: transport used, features and people observed, showing recognition of familiar routes and landmarks. On community outings, he/she will take pictures of notable landmarks.</p> <p><b>Mild:</b> Participate in creating displays of pictures or photographs which sequence his/her journey to school and create a pictorial record of class or school visits to other environments – playground, park, Dun Laoghaire, Post Office. Treasure Hunt - Participate in a treasure hunt: find an object on the school site given simple verbal/ pictorial/symbolic clues.</p> <p><b>Moderate:</b> Participate and interact with action Songs and Stories – The Wheels on the Bus, We’re Going On A Bear Hunt. During Aistear/Drama, use small-world toys to reconstruct real and imaginary journeys. More active communication during community outings – anticipating familiar landmarks, communicating what is ‘around the next corner’, and ‘What are we near?’ Treasure Hunt - Participate in a treasure hunt: find an object on the school site given simple verbal/ pictorial/symbolic clues.</p>
<b>Linkage/Integration:</b>	<b>Linkage/Integration: Music/Literacy/SPHE</b>		