

GEOGRAPHY



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WHY STUDY GEOGRAPHY?

Geography turns out to be much more significant than many of us realize. It is much more than knowing facts and figures. Geography is about spatial patterns and processes. It is about frontiers, centres and peripheries, about tourists, terrorists and refugees, about trade of food, clothes, drugs and digital data, about population growth, Hurricanes, tsunamis and earthquakes. It is the fascinating story of an ever-changing world.

Without geography you get lost.

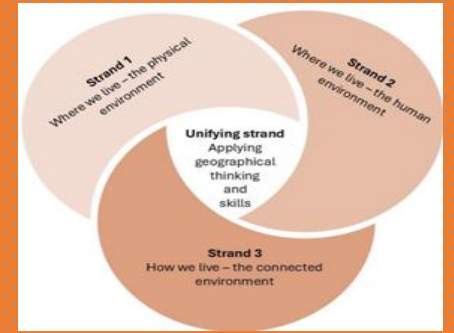
From iGeog

LEAVING CERT 2028 GEOGRAPHY
4th year going into 5th year

SLIDES 3-19 New Geography Specification

GEOGRAPHY 2026 SPECIFICATION

Course Structure



1. THE PHYSICAL ENVIRONMENT - STRAND 1

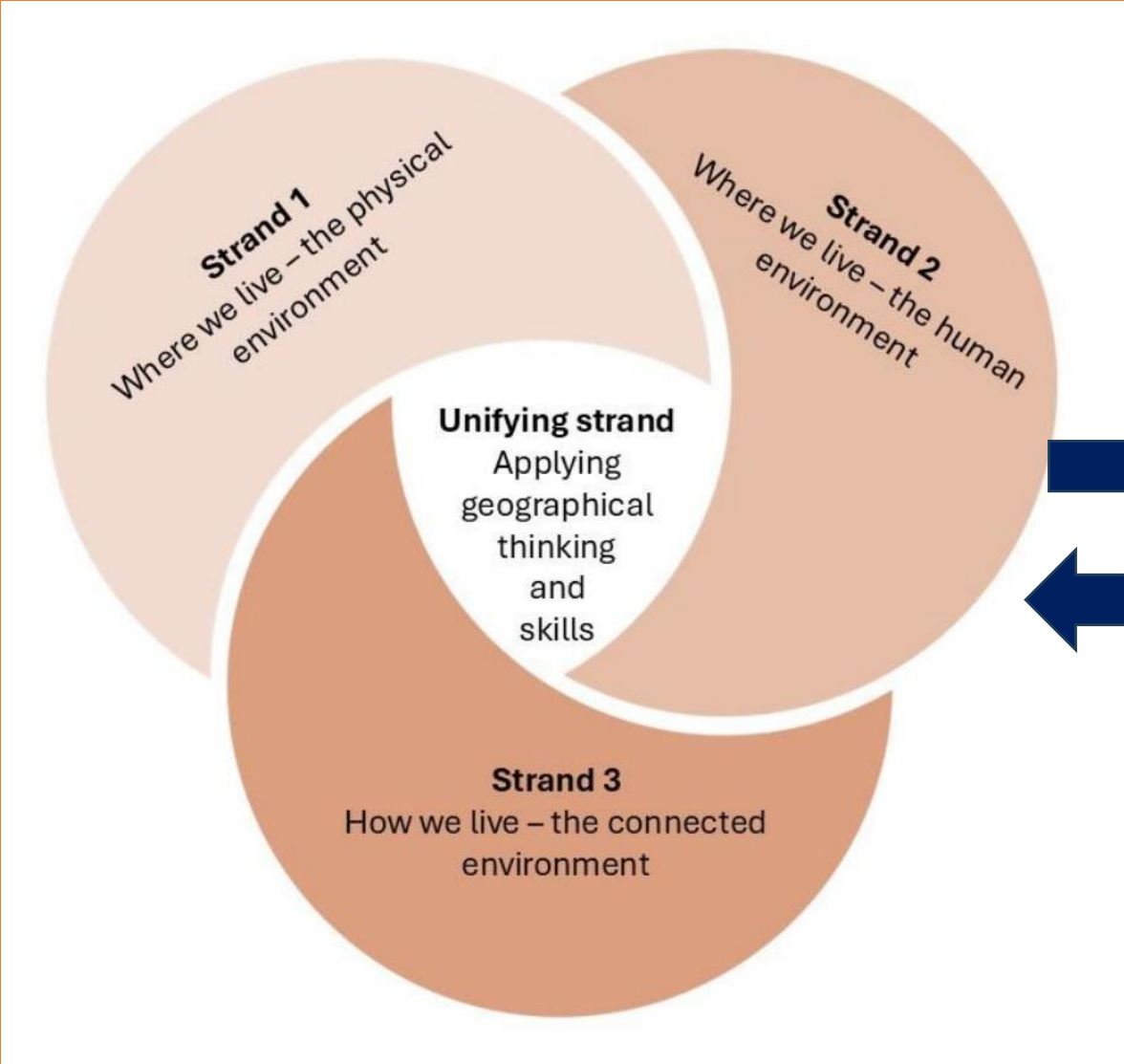
2. THE HUMAN ENVIRONMENT - STRAND 2

3. THE GLOBAL ENVIRONMENT - STRAND 3

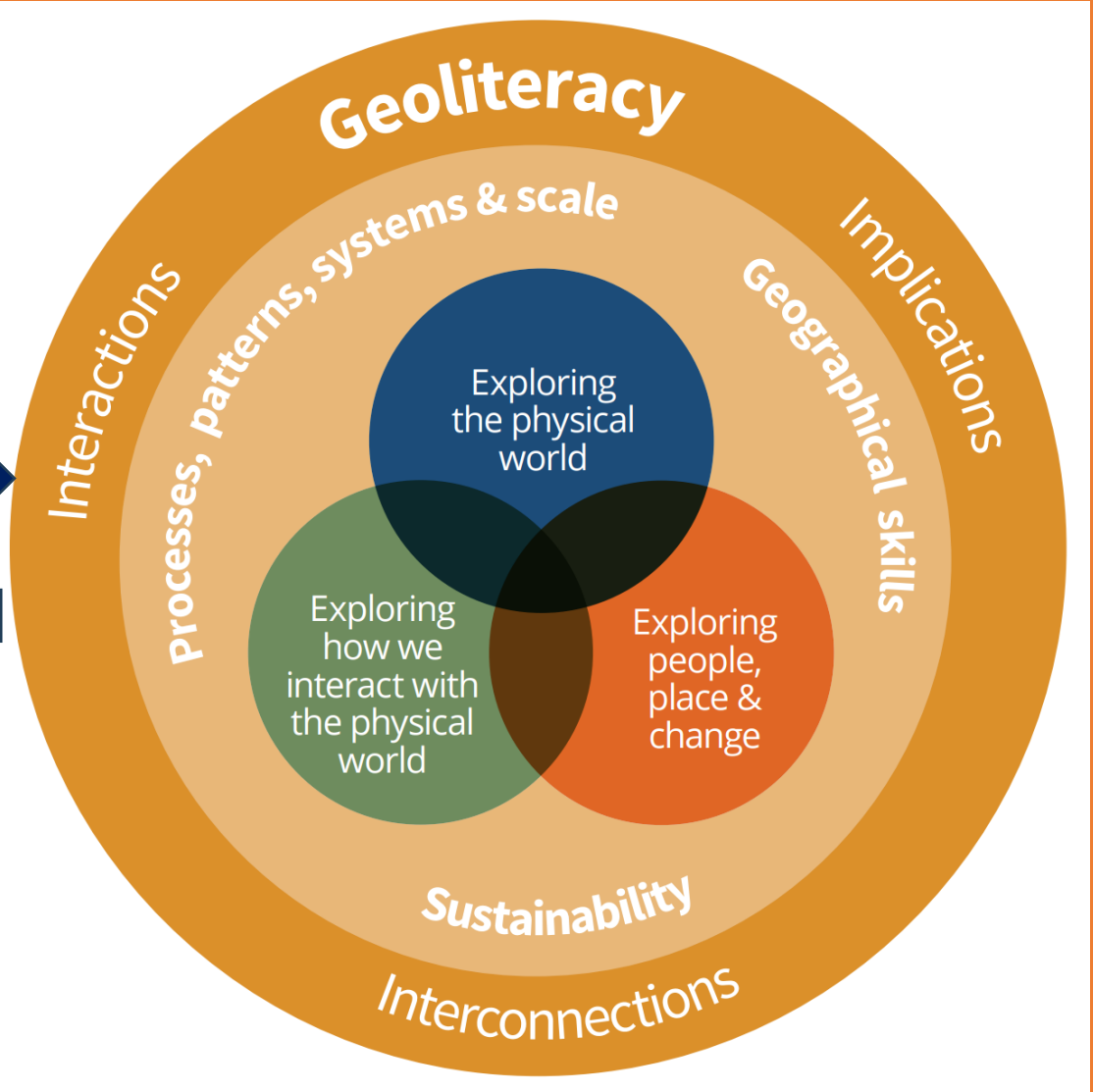
4. APPLIED GEOGRAPHICAL THINKING AND SKILLS – UNIFYING STRAND

CONNECTING THE JUNIOR CYCLE AND NEW LEAVING CERTIFICATE COURSES

LEAVING CERTIFICATE GEOGRAPHY



JUNIOR CYCLE GEOGRAPHY



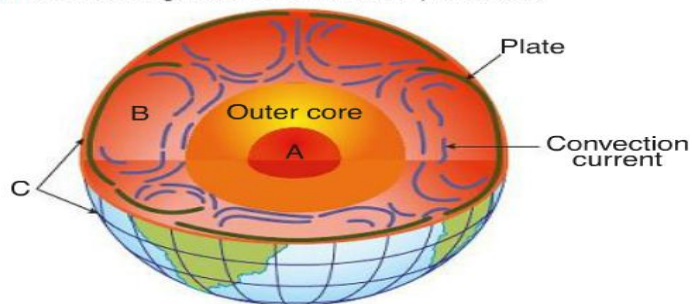
PHYSICAL ENVIRONMENT topics

- ☐ Tectonics (plates, volcanoes, seismic activity, mountain ranges)
- ☐ Rock Cycle (processes)
- ☐ Surface Processes (fluvial, glacial, coastal)
- ☐ Atmosphere and Weather (atmosphere, depressions, anticyclones)
- ☐ Climate (climate zones, biomes, climate change)

Physical Geography



Fig. 11 Clints and grikes on limestone pavement



Exam Diagram

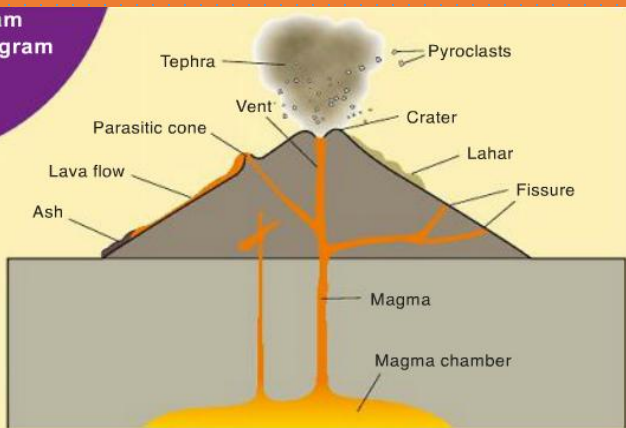


Fig. 7 Parts and products of a typical volcano



Fig. 1 Lava, a product of the earth's internal heat

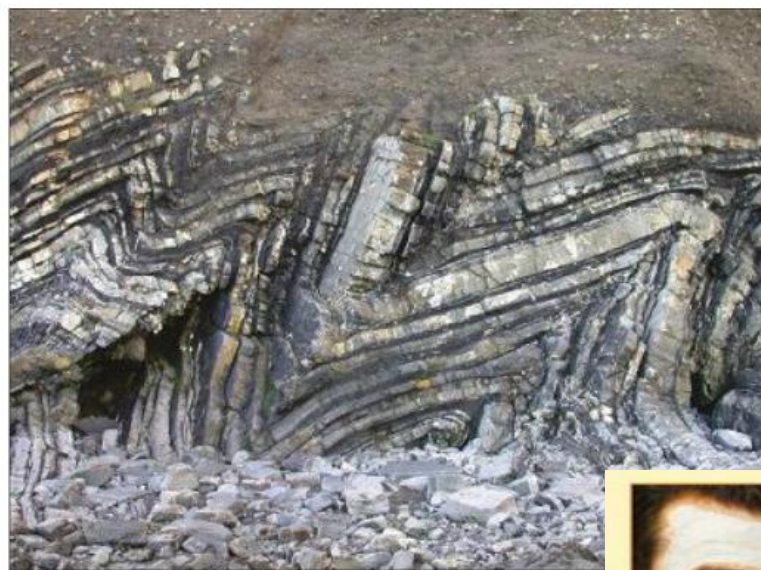


Fig. 1 Folded limestone rock at Loughshinny, N Dublin



Fig. 9 Hydraulic action by storm waves



Kaolin clay is used in mudpacks

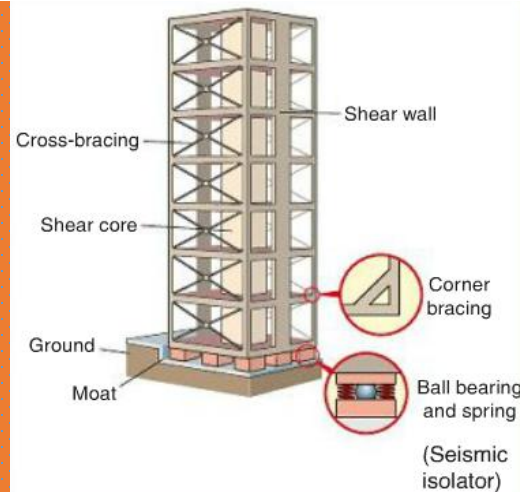


Fig. 16 How to make a building earthquake-proof

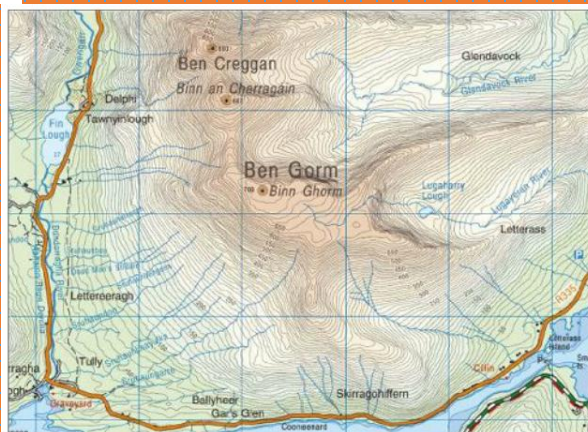


Fig. 11 Radial drainage pattern in County Mayo. Note dendritic and trellis pattern of individual rivers.



Fig. 20 Geothermal energy provides economic benefits.

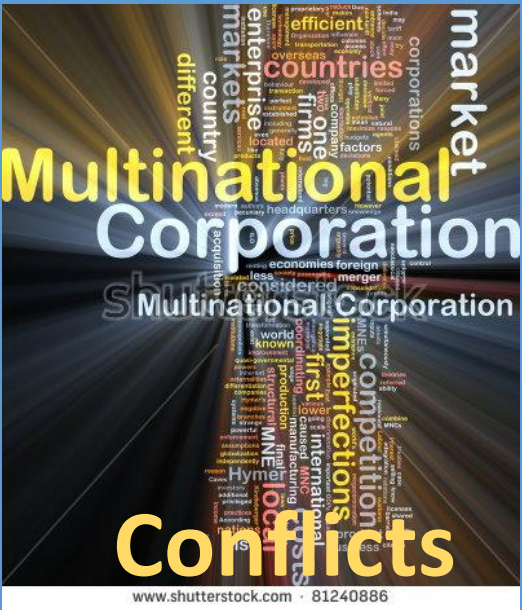
HUMAN ENVIRONMENT topics

- ❑ HUMAN SETTLEMENT (definitions, rural settlements, urbanisation,
- ❑ POPULATION (population size, distribution, structure, policies impacting on change)
- ❑ MIGRATION (internal migration, impacts of migration)

GLOBAL ENVIRONMENT TOPICS

- ☐ Agriculture and fisheries
- ☐ Tourism
- ☐ Globalisation and trade
- ☐ Development assistance and cooperation
- ☐ Geopolitics

ECONOMIC ACTIVITIES AND THEIR IMPACTS



Development

Global Warming



PRIMARY SECONDARY TERTIARY ECONOMIC ACTIVITIES

APPLYING GEOGRAPHICAL THINKING AND SKILLS

1. The value and importance of Geography
2. Key concepts in Geography
3. Geographical inquiry and skills (Fieldwork project)
 - Brief supplied annually by SEC
 - An Inquiry carried out by students
 - Data collected and analysed
 - Conclusions drawn and communicated
 - Marked at 40% of final assessment by SEC

GEOGRAPHY CAREER OPPORTUNITIES

Geography is based a wide range of valuable skills and competencies which are transferable to many future professions for you.

- Environmental and Climate Change Analyst**
- Architect**
- Land Use Surveyor.**
- Demographer (population specialist)**
- Urban Planner**
- Educationalist**
- Agricultural Scientist**

- Natural Hazards and Emergencies Analyst**
- Parks and Forestry manager.**
- Public Servant**
- Cartographer (map maker)**
- Renewable energy expert**
- Environmental heritage worker**
- Development Aid worker**

TEACHING RESOURCES COURSE

MS NOTEBOOK

WRITING FRAMES

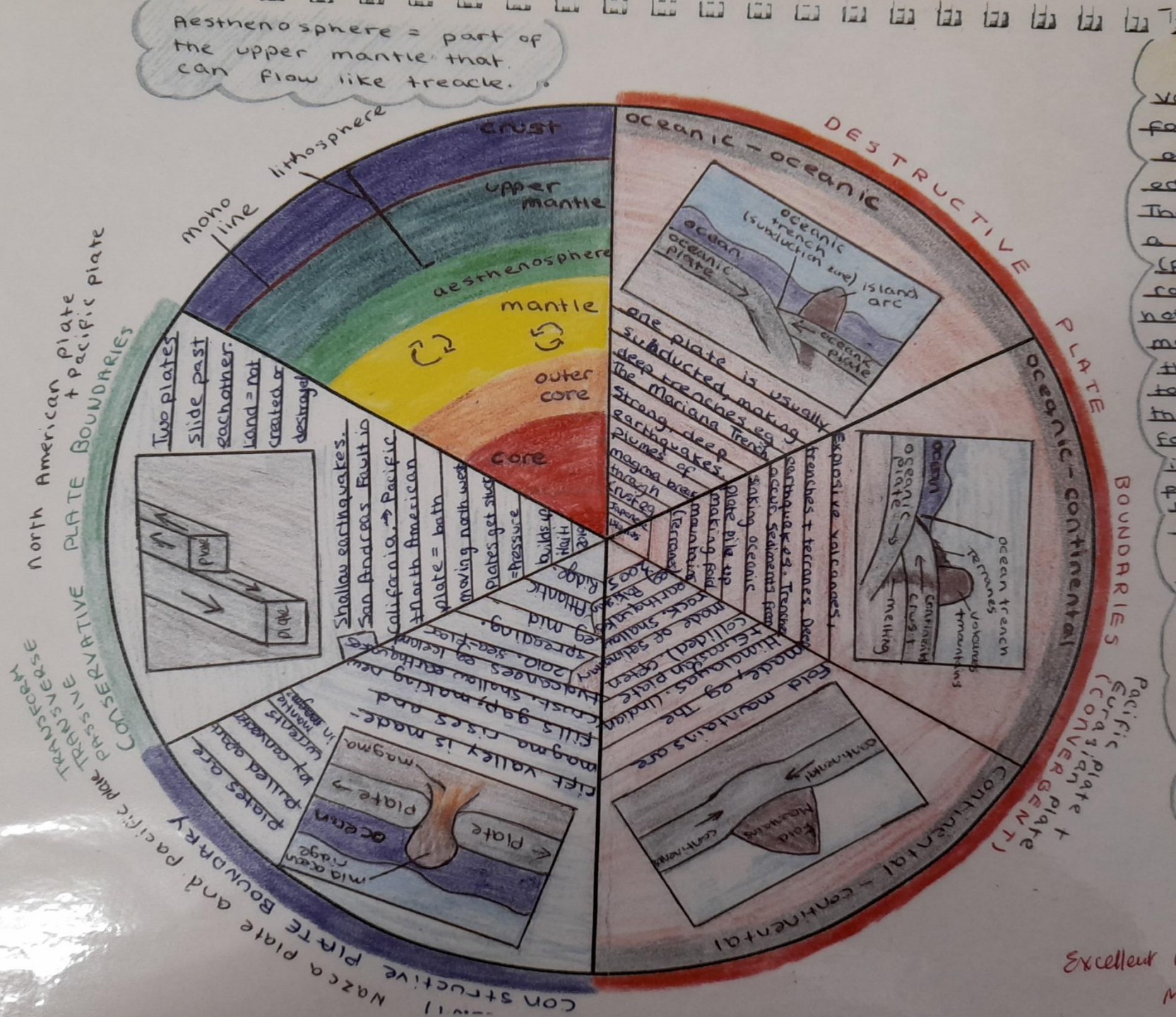
GRAPHIC ORGANISERS

TEXTBOOK AND WORKBOOK

OS MAP AND PHOTOGRAPHS

VIDEO

STUDENT WORK USING A GRAPHIC ORGANISER



"Examine the influence of climate and soils on the flora and fauna of the hot desert biome"

Writing frame for this essay - sample

You are writing a three-paragraph essay with a short introduction. A suggested structure is provided with opening statements and examples relevant to each of the three paragraphs.

- **Introduction**

My chosen Biome is the Hot Desert, and example of which is the Thar Desert NW India. A biome is a unique natural region controlled by Climate. There are four parts to any Biome, climate, soil, plants and animals. In this essay I will demonstrate the interdependence of all four parts.

- **Para 1 Key climate and soil characteristics explained**

- Make an opening statement for 4m (see statement below)
- Give an example for 2m E.G., a desert zonal soil is Aridisol.
- Explain your arguments for 14m which is 7 SRP's
- A relevant diagram (from your allowed two) drawn and labelled, can earn 2m from the SRP's

- **"Location is a major factor explaining the presence and characteristics of a hot desert and its associated zonal soil"**

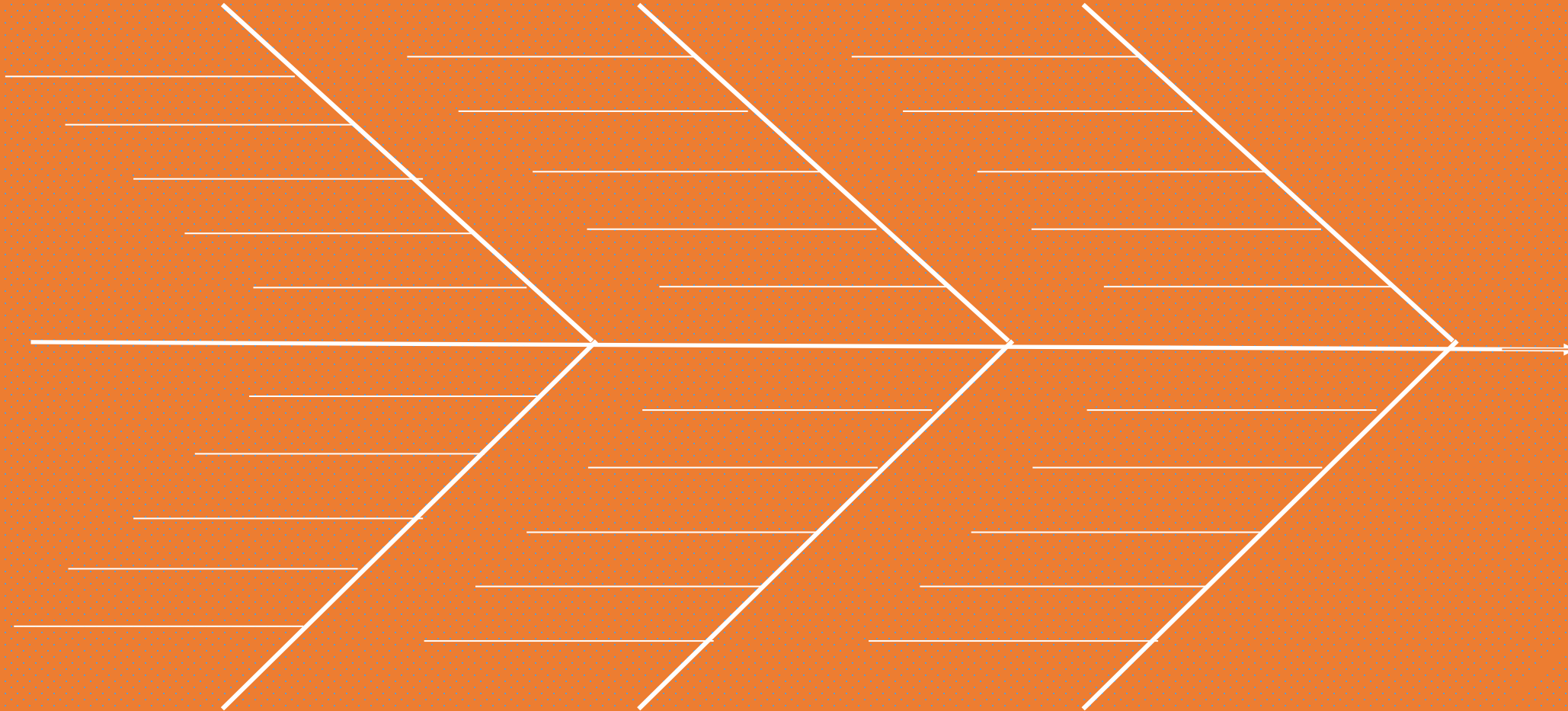
UNDERGROUND LIMESTONE LANDFORMS

CAVE/CAVERN

STALACTITE

STALAGMITE

PILLAR



EXAMPLE OF A GRAPHIC ORGANISER USED TO SUMMARIZE PHYSICAL GEOGRAPHY

TRANSITION YEAR 2026-2027
3rd year going into 4th year

SLIDES 19-25

GEOGRAPHY

TY Module Examples

Killer Weather – how weather events occur and their importance

Cultural Studies – looking at the unique cultures of the world

Fieldwork studies – learning how to carry out practical Physical and Human studies in Geography

Environmental studies – looking at the environmental impact of economic activity and doing a research project based on it e.g. mobile phone production or fast fashion

Killer Weather



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

TY Geog. Module



TY Programme
Statement



The
Student



The
Learning



Pedagogy



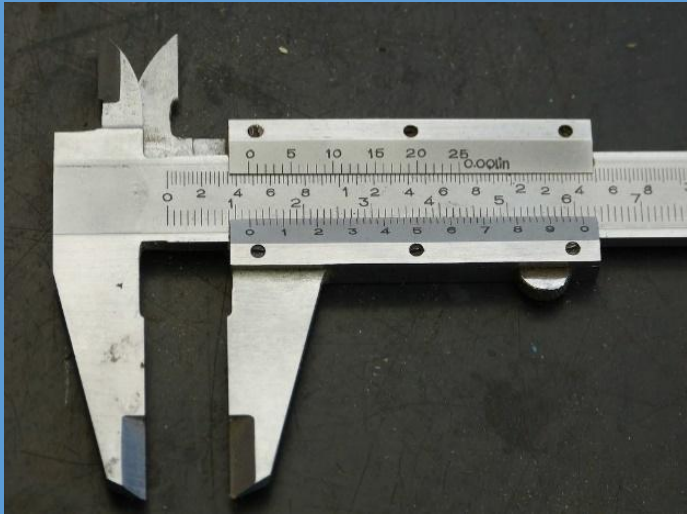
Assessment

Title	<i>Killer Weather</i>
Rationale	Curriculum (and assessment) across every stage of a young person's education in Ireland strives towards students becoming lifelong independent learners who are motivated and confident, who value learning and who have an understanding of how best they learn. Transition Year provides many opportunities for students to further develop that understanding and awareness of the power of their own agency in the learning process and how it might support them as they move into their 5th and 6th year and beyond. This TY Geography module aims to develop that independence and motivation to learn, providing opportunities for students to share the responsibility for the 'why', 'what' and 'how' of their learning by supporting their agency in engaging with geography through a variety of themes and pedagogical activities of their choice. Geography plays an important role in understanding the world and organizing the world in social, economic and environmental ways. Through engaging with this specific module students will develop a real understanding and appreciation of the processes that create some of the most dramatic weather/atmospheric events and how these events impact societies, economies and environments. They will learn how we prepare for these weather events and how we use technologies to try to predict the time and place in which they might occur. They will develop an understanding of how these events are likely to increase in frequency and intensity as the world's climate changes due to the activities of the human race.
Why?	
Aim	This module will support students in becoming more motivated to learn about the real world around them and how it can impact our lives and our planet. It will provide time and space for students to develop their investigation skills (into particular events). It will afford them an opportunity to develop their presentation skills in communicating their findings to their Teacher and peers. It will expose them to feedback and encourage them to and reflect, both individually and collaboratively.

Using fieldwork equipment

Fieldwork studies – learning how to use Fieldwork equipment

CALLIPERS



RANGING POLES



COMPASS



CLINOMETER



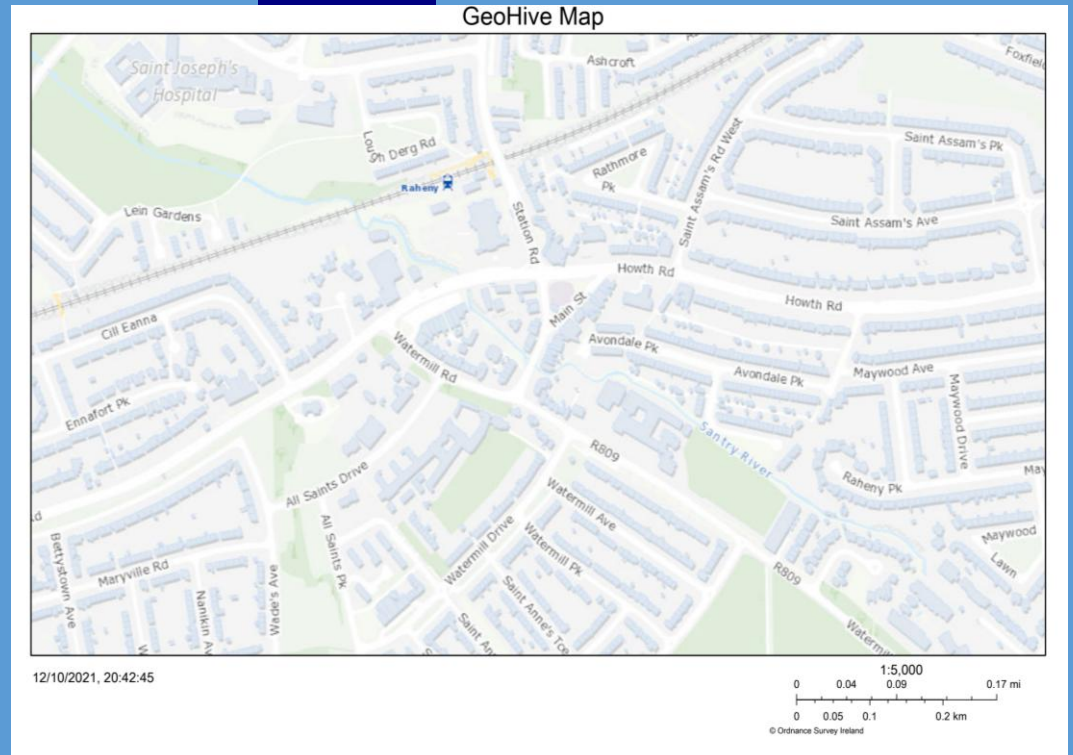
Human investigation studies

Fieldwork studies – learning how to carry out Human studies in Geography

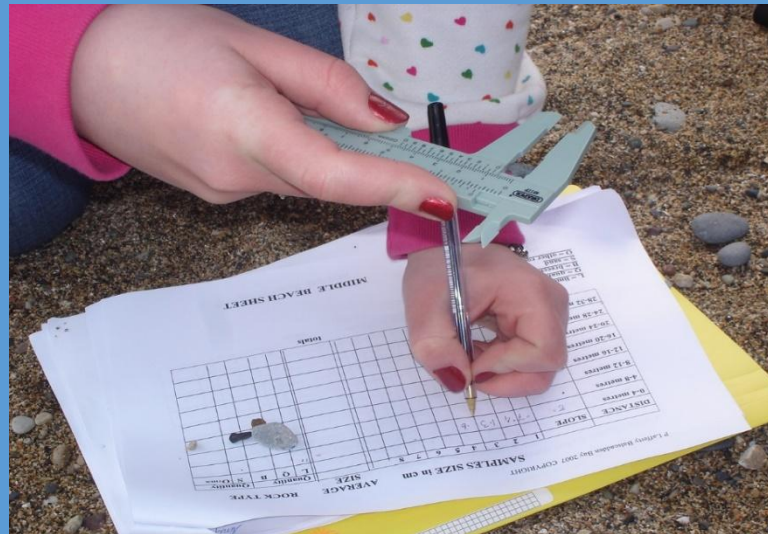
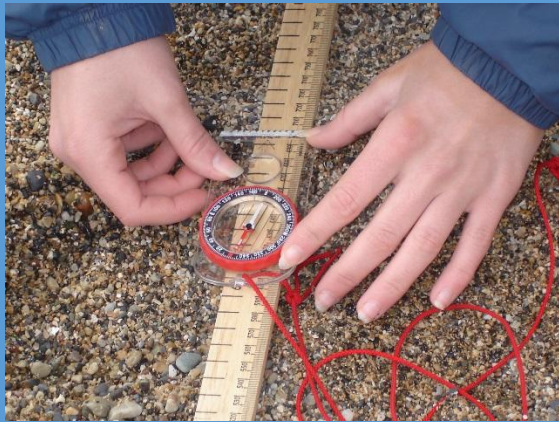
RICEPOTS LANDUSE CLASSIFICATION

Code	Type of Land Use	Further information – extra letters
R	Residential	f = flat, t = terraced house, s = semi-detached house, b = bungalow, d = detached house
I	Industrial	l = light manufacturing, h = heavy industry, c = chemical, e = extraction/mining
C	Commercial	f = food, t = take-away, p = personal services, d = department stores, h = homeware & furniture, g = garage, m = market, s = specialist shop, o = office, v = vacant
E	Entertainment	h = hotel, s = sports centre, g = gym, t = theatre or cinema, b = bar, r = restaurant or café
P	Public building	e = education, l = library, h = hospital, c = place of worship, p = police station, a = ambulance station, f = fire station, w = welfare
O	Open space	f = farmland, p = park, c = cemetery, u = unused land, d = derelict building, s = sports field
T	Transport	B = bus station, t = taxi rank, c = car park, r = railway station
S	Services	f = financial, b = business, m = medical, e = estate agents, d = dental

GEOHIVE MAP MAKER



Physical Investigation Studies



Globe Ireland River Ecosystem Study

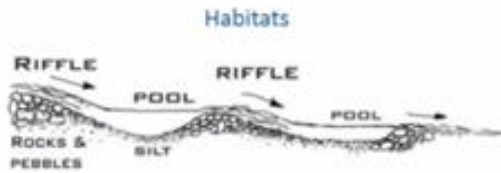
The GLOBE PROGRAM **An Taisce**
The National Trust for Ireland

Visual Assessment of your River

Habitats in Rivers

3 Habitats – do you see these?

- Riffle (shallow water over rocks)
- Run/Glide (fast moving water)
- Pool (deeper areas, very slow-moving water)



The GLOBE PROGRAM **An Taisce**
The National Trust for Ireland

Visual Assessment of your River

Pollution



Record the pollution you observe in and around your river

The GLOBE PROGRAM **An Taisce**
The National Trust for Ireland

Measuring Water Temperature and pH

Ideal Temperature and water pH are essential for maintaining a healthy ecosystem.

- Put the bulb end of the thermometer into the sample water to a depth of approximately 10 cm.
- Leave the thermometer in the water for 3 minutes.



Dip a test strip into your sample. Just a few seconds of exposure will suffice.

Shake off any excess water. The 3 different indicator bars on the paper strip will begin changing colour within a few moments.

Look at all 3 colour indicator bars and compare them to the chart (left). Notice variations in individual indicators with changes in pH.

Record your pH, repeat 3 times with fresh samples.

Environmental studies

Environmental studies – looking at the environmental impact of economic activity and doing a research project based on it



FAST FASHION



MOBILE PHONE PRODUCTION

TY ASSESSMENT

PROJECT WORK

- 60%

MODULE EXAM

- 40%