

Linking Junior Cycle Geography with Level 2 Learning Programmes

	Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle Geography: Suggested Links to Learning Outcomes
Communication and literacy	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener	1.1 Listen to obtain information relating to more than one option, e.g. listen to school related announcements, using a speaking timetable to get a train arrival and departure time	1.8 Gather, record and interpret weather data
		1.2 Ask questions to obtain information, e.g. to check dates/prices (face to face and by telephone), booking a meal over the telephone	2.5 Describe a local secondary activity in relation to its function and the factors that influence its location
		1.4 Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend	3.2 Investigate the causes and consequences of migration
		1.5 Participate in practical, formal and informal communications, e.g. an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom	1.8 Gather, record and interpret weather data
		1.6 Listen to and respond to a range of stories	3.7 Compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and developing country
		1.11 Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using household equipment with three or more operations, putting a battery in a toy, finding safety exits/ following fire drill	1.2 Distinguish between different categories of rock type, referring to composition and formation
	Using nonverbal behaviour to get the message across	1.22 Participate in a performance or a presentation, e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents	1.1 Describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth
		1.23 Create a range of images using a variety of materials	3.5 Examine the causes and effects of urban change in an Irish town or city
		1.24 Produce a piece of work for display	1.1 Describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth
	Using expressive arts to communicate	1.29 Use technology to communicate in an activity with others	1.10 Investigate a range of physical processes active in a chosen location and the connections between them
1.30 Use a new piece of ICT equipment		2.3 Identify how the physical landscape influences the development of primary activities	
1.35 Access a range of websites on the internet e.g. scoilnet, websites of personal interest to the student		1.1 Describe the formation and global distribution of volcanoes, earthquakes, and fold mountains in the context of plate tectonics and structure of the Earth	
1.29 Use technology to communicate in an activity with others		1.8 Gather, record and interpret weather data	
Using suitable technologies for a range of purposes	2.13 Use appropriate words to describe temperature, e.g. hot and cold.	1.8 Gather, record and interpret weather data	
	2.14 Identify instruments used for indicating and adjusting temperature, e.g. thermometer, marked oven dials	1.8 Gather, record and interpret weather data	
Numeracy	Developing awareness of temperature	2.15 Relate temperatures to everyday situations, e.g. heating in a classroom	1.8 Gather, record and interpret weather data
		2.17 Compare temperatures for the different times of the year, e.g. hot in summer and cold in winter, keep a simple weather log	1.8 Gather, record and interpret weather data
		2.23 Use appropriate vocabulary to describe the units in length and distance, e.g. kilometres, metres, centimetres	3.4 Consider the factors affecting the location and origin of rural and urban settlement in Ireland
	Developing an awareness of length and distance	2.24 Identify the units of length and distance on a ruler, metre stick and measuring tape	1.5 Explain how the processes of erosion, deposition and transportation shape our fluvial, marine, and glacial landscapes
		2.25 Use a ruler to draw and measure different lengths of lines	3.3 Examine population change in Ireland and in a developing country
		2.29 Use a calculator to solve simple problems, e.g. add two items	3.3 Examine population change in Ireland and in a developing country
	Using a calculator	2.32 Use appropriate vocabulary to describe direction, e.g. clockwise, anti-clockwise, horizontal, vertical	2.5 Describe a local secondary activity in relation to its function and the factors that influence its location
		2.33 Use a simple map to find a given location	2.5 Describe a local secondary activity in relation to its function and the factors that influence its location
	Developing spatial awareness	2.34 Draw a simple map to give directions	2.9 Assess the interrelationships between the physical world, tourism and transport
		2.35 Calculate the distance between two places on a map	2.7 investigate examples of how people interact with and manage surface processes
2.38 Identify uses of data in everyday life, e.g. class survey on the most popular movie for teenagers		2.6 Examine the causes and implications of climate change	
Using data for a range of purposes	2.39 Identify basic approaches to data collection, e.g. record sheets, tally system	3.2 Investigate the causes and consequences of migration	
	2.40 Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records	3.2 Investigate the causes and consequences of migration	
	2.41 Interpret basic data of two criteria, e.g. more/less of one class than another, bigger/smaller	3.5 Examine the causes and effects of urban change in an Irish town or city	
	2.42 Construct basic representations to communicate data with two criteria, e.g. drawing a pictogram /bar chart	3.3 Examine population change in Ireland and in a developing country	
	2.43 Talk about /discuss information from basic data e.g. a pictogram, bar chart or trend graph	3.1 Use the demographic transition model to explain populations' characteristics and how population change	
	4.6 Participate co-operatively in a group situation	3.7 Compare life chances for a young person in relation to gender equality, health care, employment, and education opportunities in a developed and a developing country	
Living in the community	Developing good relationships	4.10 Demonstrate an ability to negotiate with peers, e.g. in the sharing of equipment	3.6 Identify global patterns of economic development
		4.14 List ways of spending leisure time	2.9 Assess the interrelationships between the physical world, tourism and transport
	Resolving conflict	4.15 Identify familiar places and organisations in the local community	2.9 Assess the interrelationships between the physical world, tourism and transport
		4.16 Distinguish between what is free and what has to be paid for in the local community	2.9 Assess the interrelationships between the physical world, tourism and transport
		4.17 Participate in a school-based community project and record their participation, e.g. a litter campaign	2.6 Examine the causes and implications of climate change
	Using local facilities	4.22 Visit a local community organisation and ask for advice	3.8 Evaluate the role of development assistance in human development
		5.1 Set learning goals, e.g. by the end of this week I will finish my book	2.2 Evaluate the environmental, economic, and social consequences of exploitation and energy resources
Preparing for work	Seeking help and advice	5.1 Set learning goals, e.g. by the end of this week I will finish my book	2.5 Describe a local secondary activity in relation to its function and the factors that influence its location
		5.6 List three local employment opportunities	2.7 Investigate examples of how people interact with and manage surface processes
	Being able to set goals for learning	5.20 Store all tools, materials and equipment safely	1.4 Assess a soil type in a local area in relation to composition and vegetation
		<ul style="list-style-type: none"> • Gather background information to help plan and participate in the activity • Sequence a number of steps to be taken to successfully complete the activity • Assume a role in the activity and identify tasks linked with the role • Use key words associated with the activity correctly • Identify safety procedures and/or permissions required for the activity • Participate in the activity • Review the activity to evaluate its success • Assess effectiveness of own role in the activity 	1.3 Analyse the processes and effects of weathering and mass movement on our landscapes
	Finding out about work	5.20 Store all tools, materials and equipment safely	1.3 Analyse the processes and effects of weathering and mass movement on our landscapes
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Developing an awareness of health and safety using equipment	5.20 Store all tools, materials and equipment safely	1.10 Investigate a range of physical processes active in a chosen location and the connections between them	
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* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students. Furthermore, whilst four PLU areas have been identified here, teachers may also consider Learning Outcomes in the PLU 'Personal Care' if appropriate to their students' learning in Junior Cycle Geography.