

## Suggestions on how to use the Joyce Country & Western Lakes geopark project region as a case study for PRIMARY GEOGRAPHY CURRICULUM

The table below provides suggestions and ideas for teachers to use to incorporate aspects of the Joyce Country & Western Lakes geopark project within their classrooms. We want to encourage using the geopark region as an outdoor classroom, as a case study area and for the people living within it to realise what a special area it is and be proud of where they live.

We hope to design resources in conjunction with teachers, so if you are interested in working with us, please [contact us](#). We look forward to hearing from and working with you.

Please note, the curriculum information is correct as of April 2020. Only the strand units that apply to the geopark project are mentioned here.

| Level: PRIMARY (curriculum <a href="#">webpage</a> )   | Ideas on how to incorporate JCWL geopark with your teaching  |
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| <b>Infant Classes</b>  |  |
| <p><b>People and places in other areas</b></p> <ul style="list-style-type: none"> <li>• become aware of some links between the school or local community and people in other places</li> </ul> <p><b>The local natural environment</b></p> <ul style="list-style-type: none"> <li>• become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school e.g. hill, seashore, hedgerow, forest, bog, waste ground</li> <li>• observe, discuss and investigate water in the local environment</li> <li>• observe, collect and investigate a variety of natural materials in the local environment</li> </ul> | <ul style="list-style-type: none"> <li>• Students can make links between Gaeltacht and non-Gaeltacht schools in geopark area and using map to see where their school is and which area it is part of</li> <li>• Elicit aspects of natural environments in locality of school e.g. hill/bog/coast/lake etc</li> <li>• Talk about different bodies of water in geopark area and how they may be related e.g. Lough Mask &amp; Lough Corrib, streams/rivers running in to loughs</li> <li>• Bring in rock samples from geopark area e.g. sedimentary, igneous and metamorphic and students try and group them together based on some characteristics</li> </ul> |
| <b>First &amp; Second Classes</b>  |  |
| <p><b>People and places in other areas</b></p> <ul style="list-style-type: none"> <li>• become familiar with some aspects of the lives of people and especially of children in Ireland, Europe and other areas</li> </ul> <p><b>The local natural environment</b></p> <ul style="list-style-type: none"> <li>• identify, explore and discuss aspects of some major natural features in the local environment</li> </ul>  | <ul style="list-style-type: none"> <li>• Seeing which rocks/stones from geopark area are being used in geopark area e.g. clasts from till in dry stone walls; Connemara marble; local limestone etc. Could do this with samples and photos. Could also use 'building stones' poster from Geological Survey Ireland</li> <li>• Linking place name with geology. Use 'Place Names and Geology' booklet</li> <li>• Elicit aspects of natural environments in locality of school when doing school talks e.g. hill/bog/coast/lake etc</li> </ul>   |



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- observe, discuss and investigate water in the locality

- observe, collect and investigate a variety of natural materials in the local environment

### **Caring for my locality**

- identify, discuss and appreciate the natural and human features of the local environment
- identify and help to implement simple strategies for protecting, conserving and enhancing the environment e.g. planting trees and flowers, developing school garden, engaging in anti-litter campaigns

- Talk about different bodies of water in geopark area and how they may be related e.g. Lough Mask & Lough Corrib, streams/rivers running in to loughs

- Bring in rock samples from geopark area e.g. sedimentary, igneous and metamorphic and students try and group them together based on some characteristics
- Can record and communicate experience and observations as drawings and sketches

- Discuss and observe the natural and human features in the local environment e.g. sites of interest, archaeological sites etc
- Geopark concept i.e. protecting and promoting the natural heritage of the area you live in
- Can brainstorm with class why having a geopark is good for protecting, conserving and enhancing the environment

## **Third & Fourth Classes**

### **People living and working in the local area and in a contrasting part of Ireland**

#### Natural environmental features and people

- become aware of the natural features in the locality and in a contrasting part of Ireland and their relationship to the lives of people living in these places

#### Settlement: homes and other buildings

- explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland

#### People at work

- explore and investigate, especially through practical studies, a small number of the common economic activities of people in the locality and in a contrasting part of Ireland

### **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

- Elicit what natural features are around school and in geopark area and how these affect jobs e.g. flat, fertile land = agriculture
- Linking place name with geology. Use 'Place Names and Geology' booklet

- Short fieldtrip around geopark area to look at rock types and buildings/roads/pavements etc that were built with them e.g. fossils in limestone and recognising fossils in buildings/pavements built using limestone
- Linking geopark to jobs that you can do in it e.g. farming, fishing, markets, supply of services, tourism, guides, quarrying etc
- Environmental factors and type of activity e.g. where farmland is, where tourist hot spots are, interdependence of people in locality etc
- Contrast jobs around that school to other places in geopark

- Cultural and geological heritage of geopark area incl. prominence of Irish language
- Students/teachers can share myths, legends and stories of geopark area – some of these may relate to the landscape/ geology. When contrasting to another location, see if the origins of those myths, legends and stories are also from the landscape



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### **The local natural environment**

- investigate and become familiar with some natural features in the local environment
- estimate distances and establish cardinal directions during the exploration of these features
- observe and explore ways in which these features have affected the lives of plants, animals and humans
- investigate the ways in which these features have been used by humans and the changes which have occurred as a result

### **Land, rivers and seas of my county**

- become familiar with the names and locations of some major natural features in the county e.g. mountains, lowlands, bogs, rivers, lakes, bays, estuaries, headlands and islands
- develop some familiarity with the relationship of these features with each other and with elements of the built environment such as roads, bridges, towns and cities

### **Rocks and Soils**

- observe, collect and examine different soil samples in the immediate and other environments
- sort and group constituent materials in samples e.g. rocks, pebbles, sand, plant material
- compare and contrast materials, focusing on certain criteria e.g. colour, texture, use, strength, hardness, size and weight
- begin to explore influence of soils and rocks on animal and plant life e.g. physical conditions, soil, water and food supply influencing range of plants and animals

### **Environmental awareness**

- develop some awareness of the types of environment which exist in Ireland and other parts of the world mountains, boglands, seas, desert, forest, grassland, ice landscape, tundra
- recognise and investigate human activities which may have positive or adverse effects on local and wider environments e.g. activities which affect the quality of air or water

- Familiarisation with the names of the major natural features in the geopark area e.g. mix and match exercise
- Use map of geopark area to become familiar with cardinal directions and location of features relative to one another
- Visit these natural areas in geopark and observe the way they've affected plants, humans and animals

- Familiarisation with the names and locations of the major natural features in the geopark area e.g. mix and match exercise
- Can use JCWL maps for this
- Going in to some detail of some relationships of nature and built environment e.g. why were the mines built there

- Students go and collect different rock or bring rock samples in and students try and group them together based on some characteristics
- Try and use geological map to establish relationship with rock and vegetation you find there through student observations
- Can record and communicate experience and observations as drawings and sketches

- Students become aware of the environments of the geopark e.g. bog, mountains, ice landscape etc

## **Fifth & Sixth Classes**

### **People living and working in the local area and in a contrasting part of Ireland**

#### Natural environmental features and people

- become aware of the natural features in the locality and in a contrasting part of Ireland and their interrelationship with the lives of people living in these places

- Elicit what natural features are around school and in geopark area and how these affect jobs e.g. flat, fertile land = agriculture
- Linking place name with geology. Use 'Place Names and Geology' booklet



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### Settlement: homes and other buildings

- explore, investigate and come to appreciate the major features of the built environment in the locality and in a contrasting part of Ireland

### People at work

- explore and investigate, especially through practical studies, one or more of the important economic activities of people in the locality and in a contrasting part of Ireland

### **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
- become aware of various ethnic, religious and linguistic groups of peoples in Ireland, Europe and the wider world

### **County, regional and national centres**

- become aware of the location of the counties of Ireland, some of their towns and cities; the origins and geographical significance of their place-names

### **The local natural environment**

- investigate and learn about the main natural features in the locality and county, such as:
- observe and develop simple understanding of the links between these features
- become aware of the ways in which people, animals and plants have exploited and/or altered these features e.g. water collection and supply, power generation mining, removal of peat, farming, tourism

### **Land, rivers and seas of Ireland**

- become familiar with the names and locations of some major natural features in Ireland e.g. mountain ranges, rivers, lakes, bays, headlands, islands

- Short fieldtrip around geopark area to look at rock types and buildings/roads/pavements etc that were built with them e.g. fossils in limestone and recognising fossils in buildings/pavements built using limestone

- Linking geopark to jobs that you can do in it e.g. farming, fishing, markets, supply of services, tourism, guides, quarrying etc
- Environmental factors and type of activity e.g. where farmland is, where tourist hot spots are, interdependence of people in locality etc
- Contrast jobs around that school to other places in geopark
- Why JCWL geopark would appeal to tourists and what jobs/work could people living in geopark have because of this tourism. Can touch on some positives and negatives of tourism and reinforce sustainable development and tourism and initiatives like 'leave no trace' etc

- Cultural and geological heritage of geopark area incl. prominence of Irish language
- Students/teachers can share myths, legends and stories of geopark area – some of these may relate to the landscape/ geology. When contrasting to another location, see if the origins of those myths, legends and stories are also from the landscape
- Awareness of Gaeltacht region in geopark area and its location and cultural heritage

- Linking place name with geology. Use 'Place Names and Geology' booklet.

- Visit these natural areas in geopark and observe their shapes and any relationships, briefly going in to how they formed

- Think about humans, plants and animals use these features in the landscape

- Familiarisation with the names and locations of the major natural features in the geopark area e.g. mix and match exercise



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- become familiar with the relationship of these features with each other, with elements of the built environment and with significant natural features of Ireland e.g. 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 the major natural features of Europe e.g. Alps, Rhine, Mediterranean Sea

### **Rocks and soil**

- collect and identify some common rocks in the locality
- identify and explore the use of stone in building and other human activities, especially in the locality
- develop simple understanding of the structure of the Earth, using terms such as core, mantle, crust, plates of the crust, lava flow, volcano, earthquake
- learn about the characteristics of some common rock types and where they may be found in Ireland and in other parts of the world. Become aware of major rock groups (i.e. igneous, sedimentary and metamorphic) and some common rock types (e.g. granite, limestone, marble)

### **Environmental awareness**

- explore some examples of the interrelationship 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
- foster an appreciation of the ways in which people use the Earth's resources

### **Caring for the environment**

- come to appreciate individual, community and national responsibility for environmental care

- Going in to some detail of some relationships of nature and built environment e.g. why were the mines built there
- Get students to see relationships within geopark area e.g. towns built around the loughs etc

- Show similarities between formation of geopark area and some of the landscapes to other parts of the world e.g. Greenland, Newfoundland, Scotland etc and briefly explain why so many similarities

- Students go and collect different rock or bring rock samples in and students try and group them together based on some characteristics. Can also use rocks from the GSI school packages
- Try and use geological map to establish relationship with rock and vegetation you find there through student observations
- Can record and communicate experience and observations as drawings and sketches
- Briefly go into the different types of rock
- Can match rock samples to geological map of geopark area

- Students become aware of the environments of the geopark e.g. bog, mountains, ice landscape etc
- Go in to detail on how karst landscape of geopark formed and that some features are unique to area
- Look at ways people use Earth's resources in geopark area e.g. mining, tourism, recreation etc

- Explain how the geopark is an example of sustainable development i.e. bottom-up approach and the momentum comes from the local communities



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