

Area of Experience: Geography

Geography

At Junior Certificate level the student can:

- | | |
|--|--|
| 2 The Environment and People | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Describe the interaction between human activity and the environment | |
| 3 Population, Settlement and Development | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Explain how social, cultural and economic factors influence human settlement and the process of urbanisation | |
| 4 Development Issues: Geography | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Explain the factors that contribute to poverty in underdeveloped countries and describe the various responses required | |
| 5 Industry: Geography | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Understand the nature of the three types of industry involving a study of an industry in the local area | |
| 6 The Environment: Climate | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Describe important features of the Earth's climate in local, national and global settings and its impact on human activity | |
| 10 Physical Geography | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Describe how the physical landscape was formed and changed over time | |
| 11 Physical Geography: Rivers | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Describe the different stages of a river and the features of erosion and deposition | |
| 12 Physical Geography: The Sea | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Describe how the costal landscape was formed and has changed over time | |
| 13 Physical Geography: Ice | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Describe how the physical landscape was formed and has changed over time by ice | |
| 14 Map Skills: Ordnance Survey | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Interpret Ordnance Survey Maps | |
| 15 Map Skills: Photographs | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Interpret Photographs | |

Work begun | Work in progress | Work completed

The Environment and People

Geography

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Describe the interaction between human activity and the environment

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 Give examples of the earth's most important natural resources | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 List different types of natural resources and energy and classify them as renewable and non-renewable | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Give examples of ways in which the earth's natural resources are used by humans | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Outline the effects of over-use of natural resources | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Outline how we can look after our natural resources | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Explain how the physical environment influences the kind of food that is available to people | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Explain how the physical environment influences the kind of shelter that is available to people | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Suggest ways in which climatic and geographical conditions influence the clothing that people wear | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Explain how pollution can harm the environment | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 Suggest ways in which industry may contribute to polluting the environment | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Materials Technology: Wood, Science

Work begun | Work in progress | Work completed

Population, Settlement and Development

Geography

Statement Code no: 3

Student:

Class:

At Junior Certificate level the student can:

Explain how social, cultural and economic factors influence human settlement and the process of urbanisation

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1 | Explain what is meant by birth rate and death rate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Give examples of population change | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Explain what causes the world's population to grow or fall | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Describe some different types of human settlement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Explain why urban areas grow | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Explain the process of urban growth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Give examples of large-scale migrations and say why they occur | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Explain immigration and emigration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Identify some of the effects of large-scale migrations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explain urban/rural migration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Materials Technology: Wood, Science

Work begun | Work in progress | Work completed

Development Issues: Geography

Geography

Statement Code no: 4

Student:

Class:

At Junior Certificate level the student can:

Explain the factors that contribute to poverty in underdeveloped countries and describe the various responses required

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|--|--|
| 1 Give the characteristics of a developed country | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Give the characteristics of an underdeveloped country | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Give four reasons why one third world country is underdeveloped | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Give two examples of how developed countries aid underdeveloped countries | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 How does the first world contribute to the poverty of the third world (that is, unfair trading, exploitation etc.) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Describe the day-to-day living conditions of one underdeveloped area in the third world, for example Calcutta | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 Suggest ways in which your school can help the third world | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Name two Irish organisations that provide aid for developing countries | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Taking one Irish organisation, describe the type of help it provides | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Science, Civic Social and Political Education

Work begun | Work in progress | Work completed

Industry: Geography

Geography

Statement Code no: 5

Student:

Class:

At Junior Certificate level the student can:

Understand the nature of the three types of industry involving a study of an industry in the local area

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | |
|---|--|
| 1 List four primary industries | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 Identify the different jobs people can do in primary industries | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 Using one industry as an example, name the inputs, processes and outputs of that industry | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 Discuss the factors that influence the location of a primary industry in your area | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 Give one example of a manufacturing industry in your local area | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 Discuss the factors that influence the location of a secondary industry | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 List facilities and services provided by the Irish tourist industry | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 Identify two local tourist attractions | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9 Discuss positive and negative effects of tourism on local safety and the environment | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Science

Work begun | Work in progress | Work completed

The Environment: Climate

Geography

Statement Code no: 6

Student:

Class:

At Junior Certificate level the student can:

Describe important features of the earth's climate in local, national and global settings, and its impact on human activity

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Draw and label the water cycle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Explain precipitation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | List different ways in which water is important for human activity and survival | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Draw and label four instruments for measuring weather | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Explain how one instrument is used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | List the ways weather affects human activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Outline or show on a map where different climates are found | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Name and describe the features of two contrasting climates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Give four reasons for the differences in these two climates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Suggest ways in which different climates affect human activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Describe Ireland's climate and give reasons why it is so changeable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Materials Technology: Wood, Science

Work begun | Work in progress | Work completed

Physical Geography

Geography

Statement Code no: 10

Student:

Class:

At Junior Certificate level the student can:

Describe how the physical landscape was formed and has changed over time

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1 List the three rock categories | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 State how each was formed giving an example of each | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Describe two examples of how rocks are useful to people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 On a map of Ireland locate one predominant rock type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Identify the different layers inside the earth's crust | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Demonstrate understanding of plate movement
and the formation of fold mountains | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Name 3 plates on a map | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Name and locate which plate Ireland is on | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Describe how, why and where earthquakes and volcanoes occur | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Explain the difference between mechanical and chemical weathering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Explain how limestone is weathered by rain water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Identify surface and underground features of a limestone region | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Identify the different types of mass movement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: English, Art, Business Studies, Environmental and Social Studies,
Home Economics, Materials Technology: Wood, Science

Work begun | Work in progress | Work completed

Physical Geography: River

Geography

Statement Code no: 11

Student:

Class:

At Junior Certificate level the student can:

Describe the different stages of a river and the features of erosion and deposition

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Name a local river and 3 important rivers in Ireland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Draw and label the stages of a river | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Explain the word erosion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Draw and label 3 features of erosion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Explain how the features of erosion were formed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Explain the word deposition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Draw and label 3 features of deposition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Explain how 3 features of deposition were formed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Describe human use of rivers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explain what a natural disaster is and give an example of one involving a river | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: All subjects except Physical Education

Work begun | Work in progress | Work completed

Physical Geography: The Sea

Geography

Statement Code no: 12

Student:

Class:

At Junior Certificate level the student can:

Describe how the coastal landscape was formed and has changed over time

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1 | Name a famous coastal feature in Ireland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Draw and label the different parts of a beach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Explain the word erosion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Draw and label 3 features of sea erosion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Explain how the features of erosion were formed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Explain the word deposition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Draw and label 3 features of coastal deposition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Explain how 3 features of deposition were formed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Describe human use of seas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explain what a natural disaster is and give an example of one involving the sea | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: All subjects except Physical Education

Work begun | Work in progress | Work completed

Physical Geography: Ice

Geography

Statement Code no: 13

Student:

Class:

At Junior Certificate level the student can:

Describe how the physical landscape was formed and changed over time by ice

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1 | State what was meant by the Ice Age | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Explain the word glacier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Explain how a glacier is formed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Explain the word erosion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Draw and label 3 features of glacial erosion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Explain how the features of glacial erosion were formed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Give an example of one of these features in Ireland | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Explain the word deposition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Draw and label 3 features of glacial deposition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Explain how 3 features of glacial deposition were formed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: All subjects except Physical Education

Work begun | Work in progress | Work completed

Map Skills: Ordnance Survey

Geography

Statement Code no: 14

Student:

Class:

At Junior Certificate level the student can:

Interpret ordnance survey maps

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1 | Draw, label and identify parts of a compass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Explain the function of scale on a map | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Work out the grid reference of a given feature | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Use the grid references to locate a feature on a map | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Demonstrate understanding of direction on the map | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Calculate map area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Measure distance on a map - straight and winding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Read heights at and between contours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | Demonstrate understanding of and use map symbols | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Identify patterns of a settlement on a map | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Identify and list the functions of an urban area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Identify historical and geographical features on a map | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Explain why towns developed in certain areas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Draw a Sketchmap | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Refer also to: All subjects except Physical Education

Work begun | Work in progress | Work completed

Map Skills: Photographs

Geography

Statement Code no: 15

Student:

Class:

At Junior Certificate level the student can:

Interpret Photographs

Date Commenced: / /

Date Awarded: / /

Learning Targets - This has been demonstrated by your ability to:

- | | | |
|---|--|--|
| 1 | Locate features on photographs using the correct terms of reference - left background etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Demonstrate understanding of the difference between a vertical and oblique photograph | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Identify geographical features on a photograph | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Identify historical features on a photograph | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | Identify suitable locations on a photograph for the construction of various buildings / services. e.g. hotel, shopping centre, bridge etc. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | Compare maps and photographs of the same area | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7 | Name and locate different land-uses on the photograph | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8 | Draw a Sketchmap | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: All subjects except Physical Education

Work begun | Work in progress | Work completed