Draft Geography Statements

The following statements comprise draft statements developed with input from a number of practicing Geography teachers in JCSP schools. They are offered as one possible model that teachers may use to approach the new Junior Cycle Geography Specification. They will be adjusted over time based on feedback from teachers in JCSP schools.

The new Geography Specification may be accessed in full at www.curriculumonline.ie.

In addition, support for teaching of the Junior Cycle Specification may be accessed through the Junior Cycle for Teachers (JCT) Geography team at www.jct.ie.

It is important to note that the statements below offer a sample approach for the creation of Junior Cycle Geography statements. They do not cover all of the learning outcomes which are expected to be taught in the new junior cycle course.

January 2019
Area of Experience: Geography

Geography

At Junior Certificate level I can:

1. **GJC1** I can explain how the physical world is formed. DRAFT
2. **GJC2** I can describe how natural processes shape the physical world. DRAFT
3. **GJC3** I understand how people interact with the environment. DRAFT
4. **GJC4** I can investigate what influences where people live. DRAFT
5. **GJC5** I can compare countries with different levels of development. DRAFT

2. **The Environment and People**
   - Describe the interaction between human activity and the environment

3. **Population, Settlement and Development**
   - Explain how social, cultural and economic factors influence human settlement and the process of urbanisation

4. **Development Issues: Geography**
   - Explain the factors that contribute to poverty in underdeveloped countries and describe the various responses required

5. **Industry: Geography**
   - Understand the nature of the three types of industry involving a study of an industry in the local area

6. **The Environment: Climate**
   - Describe important features of the Earth’s climate in local, national and global settings and its impact on human activity

10. **Physical Geography**
    - Describe how the physical landscape was formed and changed over time

11. **Physical Geography: Rivers**
    - Describe the different stages of a river and the features of erosion and deposition

12. **Physical Geography: The Sea**
    - Describe how the coastal landscape was formed and has changed over time

13. **Physical Geography: Ice**
    - Describe how the physical landscape was formed and has changed over time by ice

14. **Map Skills: Ordnance Survey**
    - Interpret Ordnance Survey Maps

15. **Map Skills: Photographs**
    - Interpret Photographs

Work begun  || Work in progress  || Work completed
I can explain how the physical world is formed

**Geography**

**Statement code no. GJC1**

<table>
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This has been demonstrated by my ability to:

1. Draw and label the layers of the earth
   -

2. Explain what a tectonic plate is
   -

3. Name and describe the three types of plate boundaries
   -

4. Draw a labelled diagram of an earthquake
   -

5. Describe why earthquakes occur
   -

6. Describe how volcanoes are formed using labelled diagrams
   -

7. Identify the three categories of rocks
   -

8. Classify rocks according to what they are made of and how they are formed
   -

9. Develop my research skills by completing a structured inquiry into a volcano or earthquake that appeared in the news
   -

**Reflecting on my learning...**

One thing I did well...

One thing I might improve...

I really enjoyed......because...
I can describe how natural processes shape the physical world

I can:

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This has been demonstrated by my ability to:

1. Explain the terms weathering and erosion
2. Identify one type of mechanical weathering and draw a labelled diagram showing how it occurs
3. Describe two types of mass movement and give examples
4. Identify the main components of soil
5. Describe the horizons in your local soil type
6. Explain how fluvial processes shape the landscape
7. Explain how marine processes shape the landscape
8. Explain how glacial processes shape the landscape
9. Identify different types of climate on a map of the world
10. Describe Ireland’s climate and give reasons why it is so changeable
11. Identify four weather instruments, name what they measure and describe how they are used
12. Name examples of renewable and non-renewable energy resources
13. Develop my geographical skills by researching a number of facts about a recent weather event

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed......because...
I understand how people interact with the environment

**Statement code no. GJC3**

**Geography**

I can:

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This has been demonstrated by my ability to:

1. Describe the economic and social impacts of volcanoes, earthquakes and fold mountains

2. Investigate the consequences of using different types of energy resources

3. Describe how Ireland’s landscape is suited to one of the following: farming, fishing, forestry, mining or quarrying

4. Outline the importance of considering sustainability when exploiting natural resources

5. Name a factory in the local area and list three reasons why it is located there

6. List examples of the causes and implications of climate change and describe one of each

7. Explain what a natural disaster is and describe three ways people respond to a natural disaster

8. List the factors affecting tourism and examine the positive and negative impacts tourism has on the physical landscape

9. Develop my geographical skill by investigating the different causes and effects that climate change is having on the world

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed......because...
I can investigate what influences where people live

I can:

<table>
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<th>I have begun</th>
<th>I am working on this</th>
<th>I can</th>
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This has been demonstrated by my ability to:

1. List examples of push and pull factors that cause migration
2. Using examples, describe the causes and effects of migration
3. Explain the terms birth rate, death rate and life expectancy
4. List and explain the factors which change birth rates, death rates and life expectancy
5. Examine the birth rate, death rate and life expectancy of a developing country on a population pyramid
6. List three differences between an urban and rural settlement
7. Examine the reasons why different types of settlement located in certain areas
8. Develop the geographical skills of reading and drawing graphs to show data

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed......because...
I can compare countries with different levels of development

Geography

Statement code no. GJC5

I can:

| I have begun | ☐ ☐ ☐ | I am working on this | ☐ ☐ ☐ | I can | ☐ ☐ ☐ |

This has been demonstrated by my ability to:

1. Explain the terms developing country and developed country ☐ ☐ ☐
2. Identify two examples of developed and two developing countries on a world map ☐ ☐ ☐
3. Describe two differences between the life of a young person in a developed and developing country ☐ ☐ ☐
4. Name two types of aid that developed countries give to developing countries and describe the work that they do ☐ ☐ ☐
5. Give an example of an NGO (Non-Governmental Organisation) or charity ☐ ☐ ☐
6. Describe how effective is international aid to a developing country ☐ ☐ ☐
7. Develop the geographical skills of investigating the factors affecting economic development in a country that you have studied ☐ ☐ ☐

Reflecting on my learning...

One thing I did well...

One thing I might improve...

I really enjoyed......because...
At Junior Certificate level the student can:

Describe the interaction between human activity and the environment

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

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

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Materials Technology: Wood, Science
At Junior Certificate level the student can:

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

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

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

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

**Work begun** | **Work in progress** | **Work completed**
At Junior Certificate level the student can:

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

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

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

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

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

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

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

Work begun | Work in progress | Work completed
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

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

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

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Materials Technology: Wood, Science
At Junior Certificate level the student can:

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

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

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

Refer also to: English, Art, Business Studies, Environmental and Social Studies, Home Economics, Materials Technology: Wood, Science
At Junior Certificate level the student can:

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

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

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

**Refer also to:** All subjects except Physical Education
At Junior Certificate level the student can:

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

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

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

Refer also to: All subjects except Physical Education
At Junior Certificate level the student can:

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

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

1. State what was meant by the Ice Age
2. Explain the word glacier
3. Explain how a glacier is formed
4. Explain the word erosion
5. Draw and label 3 features of glacial erosion
6. Explain how the features of glacial erosion were formed
7. Give an example of one of these features in Ireland
8. Explain the word deposition
9. Draw and label 3 features of glacial deposition
10. Explain how 3 features of glacial deposition were formed

### Refer also to: All subjects except Physical Education
At Junior Certificate level the student can:

Interpret ordnance survey maps

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

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

Interpret Photographs

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

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

Refer also to: All subjects except Physical Education