

# JUNIOR CYCLE GEOGRAPHY OVERVIEW - ACADEMIC YEAR 2022/2023

## FIRST YEAR

Term 1	Case Study Region:	Strands:	Elements:	Learning Outcomes – Students should be able to...
	Iceland	Strand 1	Physical Geography	<b>1.1 Describe</b> the formation and global distribution of volcanoes in the context of plate tectonics and the structure of the earth.
		Strand 2	Physical and Social Mix	<b>2.1 Describe</b> the economic and social impacts of how we interact with the occurrence of volcanoes.
				<b>2.8 Investigate</b> how people respond to natural disaster: Eyjafjallajökull
		Strand 1	Physical Geography	<b>1.9 Differentiate</b> between the types of energy resources produced by the physical world: geothermal energy
		Strand 2	Physical and Social Mix	<b>2.2 Evaluate</b> the environmental, economic, and social consequences of: energy resources
	Strand 3	Socio-economic geography	<b>3.1 Use</b> the demographic transition to explain population' characteristics and how populations change.	
	Skills	All 3	Geoliteracy	Newspaper Articles – CBA practice project.
<b>October Mid-Term Break</b>				
	Iceland	Strand 1	Physical geography	<b>1.5 Explain</b> how the processes of erosion, deposition and transportation shape our glacial landscapes.
		Strand 2	Physical and Social Mix	<b>2.7 Investigate</b> examples of how people interact with glacial surface processes.
				<b>2.9 Assess</b> the relationships between the physical world transport and tourism
		Strand 1	Physical geography	<b>1.6 Classify</b> global climate: Cool Temperate Oceanic / Tundra
				<b>1.10 Investigate</b> a range of physical processes active in a chosen location and the connections between them.
	Strand 3	Socio-economic geography	<b>3.6 Identify</b> global patterns of economic development.	
			<b>3.9 Synthesise</b> learning of population, settlement, and human development within the process of globalisation	
	Skills	All 3	Geoliteracy	Mapping

## Christmas Exams

Term 2	Ireland	Strand 1	Physical geography	<b>1.1 Describe</b> the formation and global distribution of fold mountains in the context of plate tectonics and the structure of the earth.
		Strand 2	Physical and Social Mix	<b>2.1 Describe</b> the economic and social impacts of how we interact with the occurrence of fold mountains
		Strand 1	Physical geography	<b>1.2 Distinguish</b> between different categories of rock type, referring to composition and formation
		Strand 1	Physical geography	<b>1.9 Differentiate</b> between the types of energy resources produced by the physical world: Peat, Natural Gas, Wind, HEP.
		Strand 2	Physical and Social Mix	<b>2.2 Evaluate</b> the environmental, economic and social consequences of rock exploitation and energy resources.
		Strand 1	Physical geography	<b>1.3 Analyse</b> the processes of weathering on our landscape.
				<b>1.4 Assess</b> the soil type in a local area in relation to composition and vegetation.
	Strand 2	Physical and Social Mix	<b>2.4 Assess</b> the exploitation of soil as a natural resource.	
Skills	All 3	Geoliteracy	Irish Locational Geography Aerial Photographs and Satellite Imagery	

## February Mid-Term Break

	Ireland	Strand 2	Physical and Social Mix	<b>2.3 Identify</b> how the physical landscape influences the development of primary activities.
				<b>2.5 Describe</b> a local secondary activity in relation to its function and the factors that influence its location
		Strand 1	Physical geography	<b>1.5 Explain</b> how the processes of erosion, deposition and transportation shape our marine landscapes.
		Strand 2	Physical and Social Mix	<b>2.7 Investigate</b> examples of how people interact with marine surface processes.
		Strand 1	Physical geography	<b>1.6 Analyse</b> the factors that influence the climate of Ireland.
				<b>1.7 Investigate</b> the formation and behaviour of a significant weather event: Hurricane Ophelia
	Strand 2	Physical and Social Mix	<b>2.8 Assess</b> how people respond to natural disaster: Hurricane Ophelia	
Skills	All 3	Geoliteracy	Infographics	

## Easter Break

Term 3	Ireland	Strand 3	Socio-economic geography	3.1 Use the demographic transition to explain population' characteristics and how populations change.
				3.2 <b>Investigate</b> the causes and consequences of migration: internal migration
				3.4 <b>Consider</b> factors affecting the location and origin of rural and urban settlement in Ireland.
				3.5 <b>Examine</b> the causes and effects of urban change in an Irish town or city.
				3.6 <b>Identify</b> global patterns of economic development.
				3.7 <b>Compare</b> the life chances of a young person in relation to gender equality, health care, employment, education opportunities (developed country example).
				3.8 <b>Evaluate</b> the role of development assistance in human development: Irish Aid
	3.9 <b>Synthesise</b> learning of population, settlement, and human development within the process of globalisation			
	Skills	All 3	Geoliteracy	Charts and Graphs

### Summer Exams

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## SECOND YEAR

Term 1	Geographical Region:	Strands:	Elements:	Learning Outcomes – Students should be able to...
	Japan	Strand 1	Physical geography	<b>1.1 Describe</b> the formation and global distribution of earthquakes in the context of plate tectonics and the structure of the earth.
		Strand 2	Physical and Social Mix	<b>2.1 Describe</b> the economic and social impacts of how we interact with the occurrence of earthquakes.
				<b>2.8 Investigate</b> how people respond to natural disaster: Tsunami.
		Strand 1	Physical geography	<b>1.6 Classify</b> Global climates: Subtropical / Boreal.
				<b>1.7 Investigate</b> the formation and behaviour of a significant weather event: Cyclones.
Strand 2	Physical and Social Mix	<b>2.8 Investigate</b> how people respond to natural disaster: Cyclones.		
<b>October Mid-Term Break</b>				
	Japan	Strand 1	Physical geography	<b>1.9 Differentiate</b> between the types of energy resources produced by the physical world: nuclear energy.
		Strand 2	Physical and Social Mix	<b>2.3 Identify</b> how the physical landscape influences the development of primary activities: fishing.
		Strand 2	Physical and Social Mix	<b>2.4 Assess</b> the exploitation of fish stocks.
		Strand 3	Socio-economic geography	<b>3.1</b> Use the demographic transition model to explain populations' characteristics and how populations change.
		Strand 3	Socio-economic geography	<b>3.6 Identify</b> global patterns of economic development
		Strand 3	Socio-economic geography	<b>3.9 Synthesise</b> learning of population, settlement, and human development within the process of globalisation
<b>Christmas Exams</b>				
Term 2	CBA 1	All 3	Geography in the News	<b>CBA1</b> Students will engage in a geographical research project.

	India	Strand 1	Physical geography	<b>1.1 Describe</b> the formation and global distribution of fold mountains in the context of plate tectonics and the structure of the earth.
		Strand 2	Physical and Social Mix	<b>2.1 Describe</b> the economic and social impacts of how we interact with the occurrence of fold mountains
		Strand 1	Physical geography	<b>1.3 Analyse</b> the processes of mass movement on our landscape.
		Strand 2	Physical and Social Mix	<b>2.8 Investigate</b> how people respond to natural disaster: mass movement

### February Mid-Term Break

	India	Strand 1	Physical geography	<b>1.6 Classify</b> global climates: Tropical/Monsoon
				<b>1.7 Investigate</b> the formation and behaviour of a significant weather event: monsoon rainfall
		Strand 2	Physical and Social Mix	<b>2.8 Investigate</b> how people respond to natural disaster: monsoon rainfall
		Strand 1	Physical geography	<b>1.9 Differentiate</b> between the types of energy resources produced by the physical world: coal
		Strand 2	Physical and Social Mix	<b>2.2 Evaluate</b> the environmental, economic and social consequences of energy resource: coal
				<b>2.6 Examine</b> the causes and implications of climate change
<b>2.9 Assess</b> the interrelationships between the physical world and transport: trains				

### Easter Break

Term 3	India	Strand 3	Socio-economic geography	<b>3.1</b> Use the demographic transition model to explain populations' characteristics and how populations change.
				<b>3.2 Investigate</b> the causes and consequences of migration: economic migration
				<b>3.3 Examine</b> the population change in a developing country
				<b>3.4 Consider</b> factors affecting the location and origin of rural and urban settlement: Slums in Mumbai
				<b>3.6 Identify</b> global patterns of economic development
				<b>3.7 Compare</b> the life chances of a young person in relation to gender equality, health care, employment, education opportunities (developing country).
				<b>3.9 Synthesise</b> learning of population, settlement, and human development within the process of globalisation

### Summer Exams

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## THIRD YEAR

Term 1	Geographical Region:	Strands:	Elements:	Learning Outcomes – Students should be able to...
	CBA 2	All 3	My Local Geography	<b>CBA2</b> Students will engage in a local geographical research project.
	Brazil	Strand 1	Physical geography	<b>1.5 Explain</b> how the processes of erosion, deposition and transportation shape our fluvial landscapes (with throwback to Ireland)
		Strand 2	Physical and Social Mix	<b>2.7 Investigate</b> examples of how people interact with surface processes: fluvial
		Strand 1	Physical geography	<b>1.10 Investigate</b> a range of physical processes active in a chosen location and the connections between them.
<b>October Mid-Term Break</b>				
	Brazil	Strand 1	Physical geography	<b>1.9 Differentiate</b> between the types of energy resources produced by the physical world: Biomass and Wood
		Strand 2	Physical and Social Mix	<b>2.3 Identify</b> how the physical landscape influences the development of primary activities
				<b>2.4 Assess</b> the exploitation of forestry and soil
				<b>2.6 Examine</b> the causes and implications of climate change.
<b>Christmas Exams</b>				
Term 2	Brazil	Strand 3	Socio-economic geography	<b>3.1</b> Use the demographic transition model to explain populations' characteristics and how populations change.
				<b>3.2 Investigate</b> the causes and consequences of migration: Internal migration
				<b>3.4 Consider</b> factors affecting the location and origin of rural and urban settlement: Favelas
				<b>3.6 Identify</b> global patterns of economic development
				<b>3.9 Synthesise</b> learning of population, settlement, and human development within the process of globalisation

## February Mid-Term Break

	MENA	Strand 1	Physical geography	<b>1.6 Classify</b> global climates: Desert
		Strand 2	Physical and Social Mix	<b>2.4 Assess</b> the exploitation of water as a natural resource
		Strand 1	Physical geography	<b>1.7 Investigate</b> the formation and behaviour of a significant weather event (drought)
		Strand 2	Physical and Social Mix	<b>2.8 Investigate</b> how people respond to natural disaster: drought
		Strand 1	Physical geography	<b>1.4 Assess</b> the soil type in an area in relation to composition and vegetation (desertification)
		Strand 2	Physical and Social Mix	<b>2.4 Assess</b> the exploitation of soil (desertification) as a natural resource
		Strand 1	Physical geography	<b>1.9 Differentiate</b> between the types of energy resources produced by the physical world: Oil
		Strand 2	Physical and Social Mix	<b>2.2 Evaluate</b> the environmental, economic and social consequences of energy resources: Oil
		Strand 3	Socio-economic geography	<b>3.5 Examine</b> the causes and effects if urban change Dubai (new settlement) and MASDAR (Eco City Design)

## Easter Break

Term 3	MENA	Strand 3	Socio-economic geography	<b>3.1</b> Use the demographic transition model to explain populations' characteristics and how populations change.
				<b>3.2 Investigate</b> the causes and consequences of migration: forced migration
				<b>3.6 Identify</b> global patterns of economic development
				<b>3.8 Evaluate</b> the role of development assistance in human development: Ethiopia
				<b>3.9 Synthesise</b> learning of population, settlement, and human development within the process of globalisation

## Junior Certificate Examinations