

# GEOSCIENCE FOR LEAVING CERTIFICATE GEOGRAPHY

Continuing Professional Development Course 2021



## GLENDALOUGH FIELD COURSE FIELD INVESTIGATION

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# Module plan: Seismic activity

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# Module plan:

## Links to curriculum

- Carrying out a Geographical Investigation is an integral part of Leaving Certificate Geography. Teachers are provided with a prescribed list of investigation topics each year which are common to Higher and Ordinary Level. Some topics that have appeared over the years include, a river study, urban study, changing land use, a local environmental issue, study of geology to name but a few. Students are required to complete a written element, along with graphs, sketch-maps and diagrams based on one Geographical Investigation chosen by the teacher.
- This field study to be carried out in Glendalough covers a range of elements for students to explore to carry out a geographical Investigation/field study based on Glendalough's landscape, geology, and its human aspect. This field study gives students the opportunity to prepare for their Leaving Certificate Geographical Investigation worth 20% of their overall Geography grade.

## Learning Outcomes

- To explore and appreciate the landscape, geology, and human interaction in Glendalough.
- To support the Geography curriculum by promoting geographical knowledge and understanding
- To provide a real-world opportunity for students to develop and extend their geographical thinking
- To reinforce student's understanding of geographical terminology and processes
- To develop a variety of geographical skills which can be applied to the world of work
- To determine different rock types and their characteristics
- To observe and identify river features in the Glendalough area
- To draw a detailed field sketch
- To engage in teamwork and discussions

## Learning activities

Students will have the opportunity to develop a wide range of different skills and learning activities, such as,

- Information gathering skills
- Enquiry skills (observational skills, data collection, data analysis, map work)
- Investigative skills – carry out a Geographical Investigation/Field Study
- Social skills – working effectively alone or in groups
- Engage in talks and discussions on the landscape in Glendalough, the geology and human interaction
- Evaluate their work using a booklet provided
- Present work/findings to the class, individually, in pairs or in groups.

- Engage in discussions throughout the day and upon returning to the classroom.

## Detailed instructions

- Before undertaking this field study in Glendalough, teachers will revise the necessary chapters from the Geography curriculum linked to the field study in question. Chapters include, Rocks, Rivers, Glaciation, Tourism, Human Interaction with the landscape and the skills and materials required to carry out a field-sketch. Teachers can opt to do PowerPoint presentations, videos, bookwork etc to revise chapters mentioned.
- Familiarise students with Geological Survey's Ireland Map viewer and Geological Survey Ireland website to allow students to explore the area and gain knowledge before the fieldtrip. These websites offer a wide range of information for students to access before visiting the field study site in question, Glendalough.
- Students must be made aware of materials required and safety information as outlined at the start of their booklet before departure day
- Day of departure. Students must arrive on time, wearing their full school/PE uniform with all the necessary materials and a packed lunch. Students will be provided with the booklet on the bus. It is very important to advise students to complete each section carefully and in detail. The more information recorded, the better.
- Upon arriving in Glendalough, students will be divided into three groups. Each group will be accompanied by a teacher.
- This field study is divided up into three parts, (a) Geology (b) Field-Sketch and (c) Discussions. Allow 90 minutes to complete each section. This gives students enough time to complete the questions in the booklet, ask questions, engage in discussion, and admire and appreciate the landscape around them.
- Each group will work on a different section of the booklet at any one time. This allows for smaller groups, more interaction and social distancing.
- Once students have completed two sections of the booklet, allow for lunch in the Upper Lake. Students can have some free time, avail of facilities (toilets, stalls) and admire the landscape around them. Depending on travel time, teachers can suggest the maximum time provided for lunch
- After lunch, students will return to their groups with their accompanying teacher and complete the final section of their booklet
- Once each group has completed the three sections, students will meet at a designated point to return to the bus for departure
- Depending on travel time, teachers can opt to visit the Visitor Centre in Glendalough. This centre has a wonderful exhibition and audio-visual shows. There is also an option for a guided tour.
- As outlined under learning activities, students will have the opportunity to develop a wide range of different skills and learning activities throughout the day. Most of the knowledge and information gained will be recorded in their booklet. Regarding presenting their work to the class, students can work individually, in pairs or in small groups and give a five-minute presentation to the class (PowerPoint or oral) on their

results, analysis and findings from the day spent at Glendalough. Students will have one week to prepare for this presentation

- Finally, students will engage in discussions after each group has presented their presentation. Questions to discuss include, what did I enjoy most about completing this field study, what worked well, what were the main challenges I faced, how could I overcome these challenges in the future, what new geographical skills did I develop while completing this field study

## Resources provided

- Glendalough field guide workbook



# Teacher Notes

## Introduction to teacher notes

- Preparation and revision are vital before carrying out this field trip
- Use the necessary websites mentioned above to aid student's understanding
- Go through the field study booklet in detail to ensure students are aware of what is expected.
- Explain to students that they will give a PowerPoint or oral presentation to the class based on their analysis of the day. Students can work individually, in pairs or in small groups (max 4 people).

## Methodologies

- PowerPoints to aid revision prior to field study
- Talks and discussions
- Collaborative Learning
- Active Learning
- Investigative Approach



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## Assessment

- Self-assessment using field study booklet
- Teacher observation throughout the day
- Questioning at different points of the day
- Individual, pair or group presentations back in the classroom
- Talks and discussions

## Linkage and Integration

### *Linkage*

- History – through its archaeologically and architecturally rich landscape.

### *Differentiation*

- Support/Guidance
- Booklet with higher and lower order questions
- Teacher questioning - Talks and discussions