

<b>Date</b>	<b>Class level</b> First Class and Second Class	<b>Subject</b> Geography
<b>Strand</b> Natural Environments	<b>Strand Unit</b> The Local Natural Environment	
<b>Title</b> Observing and Investigating Place Names near the Seashore		
<b>Objective(s)</b> The aim of the lesson plan is for children to identify, explore and discuss aspects of some major natural features in the local environment including a seashore, estuary, bays, inlets, harbours and islands.		
<b>Skills Required</b> A sense of place and space; Use of pictures, maps and globes; Observing; Investigating and Experimenting; Recording and communicating		
<b>Learning objectives</b>  The child will be enabled to:  Develop a sense of the enormity of the world's oceans through globe work.  Engage in map study to identify natural coastal features in the locality.  Interact with the map to develop a sense of place and space.  Use ICT to explore history of local place names along the coastline.  Engage in group work to create their own map using found materials.	<b>Learning activities</b>  Maps, Globes and Atlases: Begin the lesson with a quick globe activity. An inflatable globe would work best for this activity. The children stand in the circle and toss the globe around. They say what colour their thumb lands on. Teacher explains that blue is water and green is land. This is an activity to show how much of the earth's surface is made up of water.  <b>Maps, Globes and Atlases:</b> Display an aerial map of the local area. Can the children identify the water and the land? What is the feature that occurs when the water and the land meet? Does anyone know the name of a local bay, beach or headland? Bring up children to identify areas on the map of Ireland.  <b>Use of ICT:</b> Area capture on the Interactive White Board can be used to take a screen shot of the map. This means that the children can mark the map with the whiteboard pens. They can mark the major natural features in the local environment including seashore, estuary, bays, inlets, harbours and islands. Show students pictures of the	

	<p>different types of environments near the sea. The students should mark the route that they could take to get to the nearest seashore, bay, etc.</p> <p><b>Talk and Discussion:</b> The pupils could discuss the names of the local natural features and conduct some research on the etymology of the names incorporating the meaning and some history into the lesson.</p> <p><b>Collaborative Work:</b> The class is divided into groups and on large sheets of paper each group draws a coastal map of the local area.</p> <p>This could be made more interesting for the groups by providing recycled materials for them to use in the creation of their map e.g. blue plastic for the sea, sand paper for the beach etc.</p> <p><b>Resources</b></p> <p>Globe</p> <p>Aerial Maps on Interactive White Board</p> <p>Photograph of your local seashore, estuary, bays, inlets, harbours and / or islands. Alternatively download generic images from the website.</p> <p>White paper</p> <p>Found Materials</p>
<p><b>Differentiation</b> Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.</p>	
<p><b>Assessment</b> Teacher Observation and Questioning</p>	
<p><b>Linkage and Integration</b> Art: Use of fabric and fibre to create maps History: Delving into local history to discover the meanings of names in the locality Oral language: Talk and discussion surrounding local natural features.</p>	