

Working in the Geography Classroom



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Getting there

- Degree or two!
- Masters in Education Practice
- Induction Year
- Sub
- Sub some more
- Sub a bit more
- Get a temporary position – EPT – CID – TWT
- Permanent.....*if*



Masters in Education

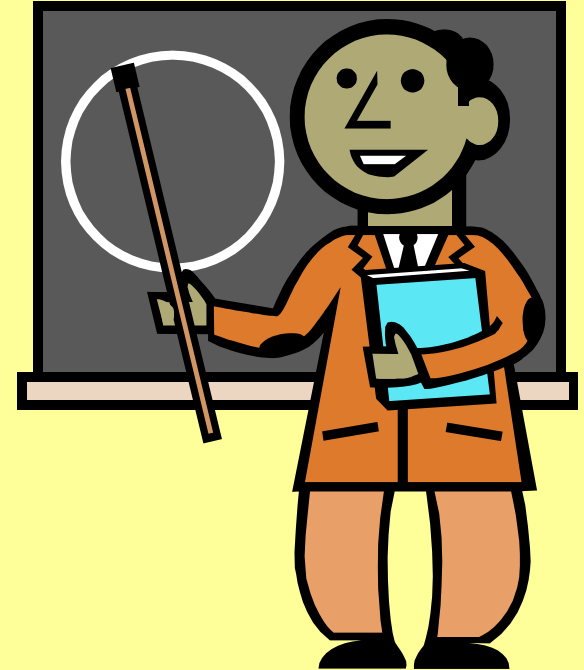
- Objective
 - To prepare you for a career in teaching
- Outcome
 - Completely fails to prepare you for a career in teaching
- Course focuses on
 - Psychology, philosophy, history or education
 - Subject methodologies

Fantasy MEd

- Techniques for managing different behaviours
- Classroom organisation and management
- Differentiation
- Paper & Workflow management
- Setting and correcting homework
- Embedding ICT in teaching and learning
- Career development
- Parent- Teacher Meetings

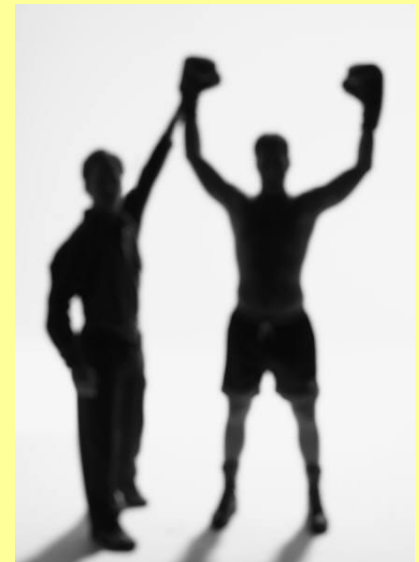
The Job

- Teacher in the school
- Classroom teacher
- Staff member
 - Coach
 - Baby-sitter
 - *In loco parentis*
 - sometimes literally



Part of 3s

- Teach Geography
 - You'll have passion but can you connect?
- Teach students
 - You can connect but will they respect you?
- Teach Geography to students
 - You'll win Teacher of the Year



School Geography VS College Geography

- Shallow but varied
- Hemmed in by the curriculum
- Inflexible
- Little control over what you teach
- But Golden Rule.....
 - Stay on top of your subject
 - GSI, AGTI, courses....



Students 1

- Age range 12 – 18/19
 - The Hormonal Years!
- Junior Certificate
- 1st years & 2nd + 3rd Years
- Transition Year
- Leaving Certificate

Students 2

- Need to develop VERY quickly
 - several modes of relating
 - Keen sense of who each child is.
- Need to be friendly but not a friend
- Need to be professional but not aloof
- Need to remember that students are children
- Need to care
- Need to be able to switch off

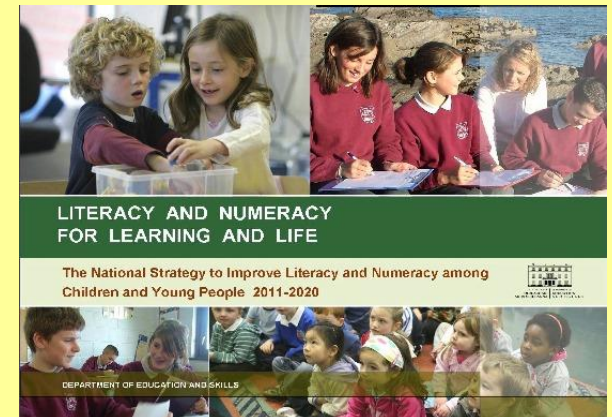
Teaching Geography to Students

- Need to be professionally interested in
 - Subject
 - Students
 - Education
 - Self
 - CPD
 - Enhance knowledge and skills
 - Pass on love of the subject
 - Be super enthusiastic but not show it too much



Typical Teaching

- Used to be read the book/copy notes
- Changing slowly
 - Need varied methodologies
 - Varied classroom arrangements
 - Facebook/Youtube generation
- [Literacy & Numeracy Strategy](#)
- Assessment for Learning



Experience of Teaching

- Exhilarating
- Frustrating
- Funny
- Engaging
- Stimulating
- Deeply depressing
- No 2 days are the same
- Hard work
- Busy



Teaching as a Career

- Easy to spend 40 years just teaching
- Need to try other education-related areas
 - Subject association(s)
 - New endeavours related to
 - extra-curricular activities
 - Educational developments
 - Further study
- Need to model learning

Future?

- NCCA.^{ie}
 - Reviewing the Junior Certificate
 - Threat to Geography as a core subject
 - Bad idea
 - Geography is a synthesising subject
 - Promotes holistic world view
 - Promotes Identity but also understanding

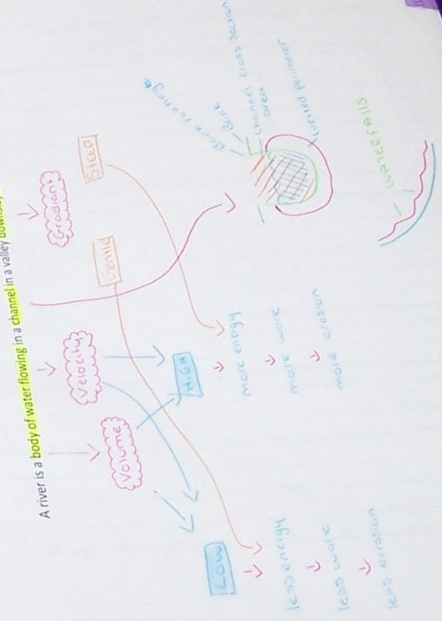
Future of Teaching

- School Principals will run every aspect of school
 - Including budgets for staff
 - Teaching will become part of a career rather than a career for life
 - 9-5 job
 - Extra-curricular activities will suffer
 - Private schools excepting
 - » Depending on funding



1. Classwork - Thinking about rivers

A river is a body of water flowing in a channel in a valley down slope under the influence of gravity



THE PHYSICAL ENVIRONMENT

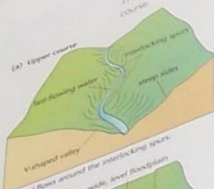
STAGES IN A RIVER'S

Stages in the course of a river: upper course

middle course

floodplain

meander narrow



The river flows around...

(C) Lower course

wide, level

leaves

bluff point

protruder

oxbow lake

alluvial soil

affluent in an old valley

Oxbow lakes and levees are created in a river's course.

river stages in a river's course.



Fig. 13.3 The ...

A cross-sectional diagram of a V-shaped valley. The river is shown in the center, with a 'meander' indicated on its left bank. The valley floor is labeled 'alluvial soil'. The steep sides of the valley are labeled 'interlocking spurs are cut away in a mature floodplain'. The top of the valley is labeled 'floodplain'. The river is labeled 'river in floodplain'.

Interlocking spurs are cut away in a mature floodplain

Landform: V-Shaped Valley
 Valley: Devil's Glen in Co. Wicklow

Formation
V-shaped valleys form on mountain slopes from many gullies and streams joins to form rivers in mountain regions. This water finds route downhill by winding and twisting paths of hard rock.

The flowing water becomes a **cur** flow **strongest** on the **outside** of the **turn**. **Abrasion** by the river's load and the **fast** water at these locations make the **projections** down **pronounced**. The **projections** down **called** **interlocking spurs**.

Rainfall on the steep valley side
freeze-thaw in winter and gravity
cause downhill movement of material
channel. Over time, the river moves
inland areas.

Erosion is greatest in times of high flow. The **speed and load** of the river allow it to move **large rock particles by traction** and **sand and pebbles**, so increasing the **channel depth**. This erodes the riverbed and makes the channel deeper.

Rivers in their upper courses flow quickly within narrow, steep-sided V-shaped valleys.

Landform: Waterfall
Example: Torc Waterfall near

Example: Torc Waterfall near Killybegs



Fig. 13.4 The formation of a waterfall.

Formation

river. It forms where a layer of hard rock that lies across the riverbed is horizontal or tilted upwards.

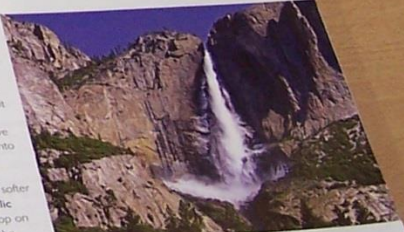
Uneven hardness of the bedrock leads to **differential erosion**. The softer rock is eroded at a faster rate than the hard rock layer. The river finds it difficult to remove the hard rock. Generally, this process is represented by a stretch of **rapids** above the hard rock. The rushing water forces its way in the **joints** in the hard rock, creating an uneven surface.

Directly downstream from the rapids, the rock undergoes severe erosion due to **hydraulic action and abrasion**. This causes a vertical drop in the riverbed, where the hard rock ends and the softer rock begins.

called a **plunge pool**. This pool is gradually deepened with the **eddying** or swirling action of the water and its **load**, creating **abrasion** within the pool.

The mist created by the falling water softens the rock cap. This soft **rock crumbles** and the hard rock is undermined. Large **chunks** of the hard rock **break away** from the front of the waterfall and fall to the base of the waterfall as a result of undermining or opening up of its joints by hydraulic action.

river **freezes** over, some freeze-thaw may result in these rock chunks being loosened. In this way the **waterfall retreats** upstream, leaving a deep, steep-sided narrow channel downstream from the waterfall. This landform is called a **glacier**.



Yosemite Falls in Yosemite National Park in California.
 2. List one reason why this waterfall formed here.

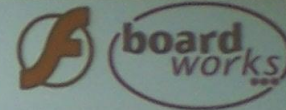
Activity

1. Name a waterfall in Ireland.
2. Explain, with the aid of diagrams, how a waterfall forms in a young river valley.
3. Explain, using examples, how waterfalls are used to encourage economic development.





How does a waterfall form?



Rearrange the stages of formation into the correct order:

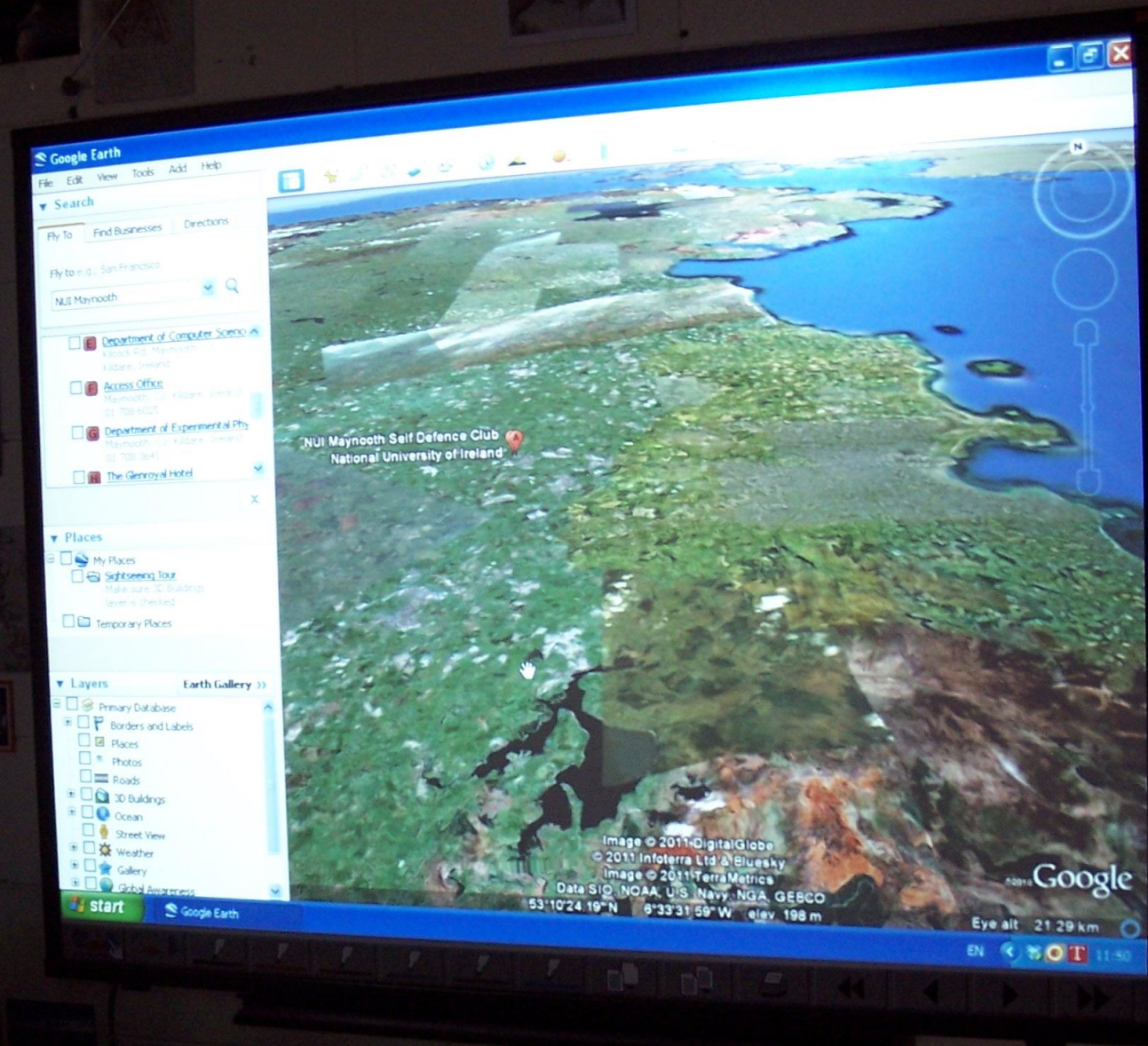
- 1 A river meets a band of softer, less resistant rock. ✓
- 2 The underlying, softer rock is eroded away more quickly. ✓
- 3 Processes of erosion such as abrasion cause undercutting. ✓
- 4 The more resistant rock is left unsupported and overhangs. ✓
- 5 Eventually the more resistant rock collapses onto the riverbed. ✓
- 6 The rock causes abrasion of the river bed. ✓
- 7 Hydraulic action also helps to create a deep plunge pool. ✓
- 8 This process is repeated and the waterfall retreats upstream. ✓
- 9 A steep-sided river valley is created called a gorge. ✓

?

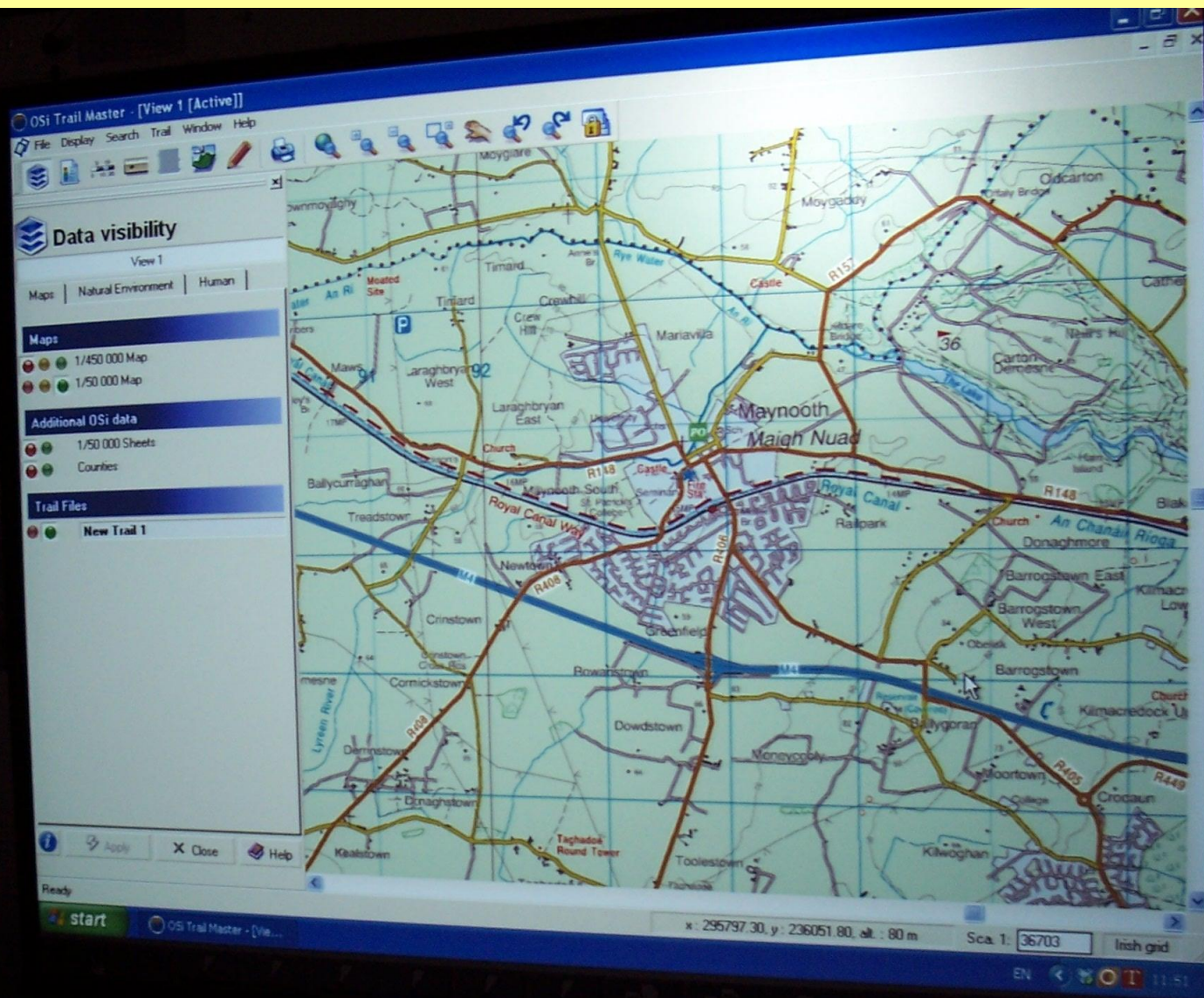
solve

C





Learning Outcomes
A1 = 90-100
A2 = 85-89
B1 = 80-84
B2 = 75-79
B3 = 70-74
C1 = 65-69
C2 = 60-64
C3 = 55-59
D1 = 50-54
D2 = 45-49
D3 = 40-44
E = 35-39
F = 30-34







Twentieth Century World History in Focus Henry Mills 10/1

三三三三三

ECONOMIC DEVELOPMENT. VIEWS OF DEVELOPMENT. ISRAELI ECONOMY

AID - INDIAN AID - INDIAN AID

一、二、三、四、五、六、七、八、九、十、十一、十二、十三、十四、十五、十六、十七、十八、十九、二十、二十一、二十二、二十三、二十四、二十五、二十六、二十七、二十八、二十九、三十、三十一、三十二、三十三、三十四、三十五、三十六、三十七、三十八、三十九、四十、四十一、四十二、四十三、四十四、四十五、四十六、四十七、四十八、四十九、五十、五十一、五十二、五十三、五十四、五十五、五十六、五十七、五十八、五十九、六十、六十一、六十二、六十三、六十四、六十五、六十六、六十七、六十八、六十九、七十、七十一、七十二、七十三、七十四、七十五、七十六、七十七、七十八、七十九、八十、八十一、八十二、八十三、八十四、八十五、八十六、八十七、八十八、八十九、九十、九十一、九十二、九十三、九十四、九十五、九十六、九十七、九十八、九十九、一百。

E.U. POLICIES

6. FRANCE - REGIONAL

INDIA

CDZ

LOJON & FENJIN - PARTIQUAKES - NOCTARION

五ノ二

PLATE TECTONICS

770697

T. Y. GEOGRAPHICAL SKILLS ENV. ST. MODULE

ATMOSPHERE, WEATHER & CLIMATE

3. NEGOTIATED SETTLEMENT - HOLLAND - URBAN AREAS

2 SOILS, MEDITERRANEAN CLIMATE, MANUFACTURING

3. URBANISATION, TOURISM & COMMUNICATIONS, POPULATION, DEVELOPMENT 16-34 3.

2 EARLY SETTLEMENT, O.S., GLACIATION, FIELD TRIP

COASTAL
G.I.

TITLE	07. COMMUNICATION LINKS2		
KEY IDEA	Movement of people, goods and information between settlements leads to the development of communication links. The existence of such links aids the development of settlement.		
OBJECTIVES The pupils will Understand and be able to demonstrate	1. Their knowledge of CASE STUDIES of communication links and the development of settlement.		
STEPS			MATERIALS
Introduction	Case Study Case Study Case Study	Irish Road Network The French TGV System The US Interstate Network	1 Lesson – present OHP's and H/O's
	Case Study	Growth of air travel and European airports Present OHP's.....note taking Paper Quiz on European Capitals and Airports	1 Lesson
	Case Study	The River Rhine	1 Lesson
	Emphasis on the how communication links lead to the development of Settlement		
QUESTIONS			

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NEW TOWNS

Existing towns

- Existing towns, especially capital cities grew as a result of increased trade (Dublin)

Important bridging points on rivers, such as the lowest bridging points along coastal estuaries. Defensive and important port settlements developed at such places.

Modern road improvements have helped the development of tourists and so have helped tourist towns such as Killarney and Galway.



