Geographical Investigation

A Rationale
Today’s Schedule

• Introducing the Geographical Investigation 9.30 - 10.00
• Practical Application – Planning Today’s Investigation 10.00- 10.30
• Coffee Break 10.30 - 10.45
• Work in the Field 11.00 - 12.45
• Lunch 1.00 - 2.00
• 3 Ps! 2.00 – 3.30
• Administration 3.30
What *is* an Investigation?

An investigation is essentially learning through activity on the part of students. It is the study of the environment at first hand under the guidance of the teacher.

Students observe, map, measure and record what they see in the real world and thus motivation is high in that their success is related to their own efforts.
Why *Investigate*?

- Learning by doing - Experiential Learning
- Co-operative Learning / Team Work
- Active / school based learning
- Active Methodologies
- Teaching for Understanding
- Assessment for Learning
- Individual and/or Group Work
- Develops a sense of place
- Transports students out of the classroom
Geographical Investigation

• The Geographical Investigation is now a Core area of study and is compulsory for all students
• Annual list of topics
• Primary & Secondary sources to be used
• Exam weighting of 20%
Investigation Skills

• Map Interpretation
• Photograph Analysis
• Statistical Analysis
• ICT
• GIS
• Planning
• Data Collection
• Use of Documentary Sources
• Report Planning

• Analysis & Interpretation of Results & Conclusions
Learning Outcomes

- Understand, use & apply some or all skills listed
- Work through the distinct stages of a Geographical Investigation
- Use statistical analysis and I.T in the interpretation of basic results and conclusions
- Experience, where possible, working conditions similar to those likely to be encountered in employment
Learning Outcomes  Higher Level

- Understand, use & apply skills listed to complete investigation
- Work through the distinct stages of investigation
- Use statistical & information technology in the interpretation & analysis of results & conclusions
- Analyse & evaluate their work and make comparisons with other studies
- Experience, where possible, working conditions similar to those likely to be encountered in the world at work

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Health & Safety

Hints & Tips

• Daily weather forecasts
• Times of tides
• Right of way
• Country Code
• Identify potential hazards
• Common sense approach
5 Points to Organising Fieldwork

1. Planning: What is the focus of the trip? Where will you visit? Who will take you? What will they do when you arrive? How many students/teachers? How long will it take? What will be the follow up work? What will be the learning outcomes? The cost?

3. Do a reccy:

- How long does it take to get there?
- Where will they have lunch?
- What will they visit?
- What will they do there?
- Do you need to prepare Activity Sheets?
- How will you time activities?
- Do you need to book?
- Does the place have guidance to help you?
- What about toilets?
- Places to sit down?
4. Letters to parents/guardians. Include;
   • Purpose of trip
   • Cost
   • Any special equipment, lunch, clipboard etc.
   • Times of departure and return
   • Reply/permission slip

5. Check:
   • Permission slips have been returned
   • Collect Money
   • Worksheets copied
   • List of student names/home ph. numbers/any special needs/Medical Conditions
   • Mobile Phone
   • First Aid Kit
Time Management

- Current proposal is to have Investigation completed by December of the second year
- Envisaged that Investigation will be undertaken during the first term of second year
- Adequate time needs to be given for preparation, data analysis and presentation
- In most cases data collecting will take place in the course of a one day fieldtrip outside of school
Data Sources: Primary

Data collected in the field;

✓ Photography
✓ Field sketching
✓ Measurements / Counting
✓ Observations
✓ Surveys
✓ Transects
✓ Questionnaires
✓ Samples
✓ Interviews/Oral History
Secondary

- Text Books / Encyclopaedias
- Maps (Old, Town Plan etc)
- Library Records
- www
- Satellite Images
- Small Area Pop. Statistics (SAPS) (Lawrence Collection)
- County Development Plan
- Local Newspaper
- Local Authorities
- Census Data
- Parish Records
- Electoral Registers
- Thoms / Picketts Directories
- Photographs
- Company Literature
- Statistics
- Local History Books

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Ways of presenting data:

- Maps
- Diagrams
- Field sketches
- Pie Charts
- Line Graphs
- Choropleth maps
- Bar Graphs
- Pictogram
- Flowlines
- Photographs
- Cross / Long Profiles
- Scatter Graphs
Maps
Surveys
Clinometer
Calipers
Measuring Tape
Meter Stick
Compass
Pantometer
Stopwatch
Recording sheets
Ranging Poles
Clipboard
Worksheets
Viewfinder
Field Diary

Quadrat
Calculator
Camera
Chain
Wellies
Disposable/rubber gloves
Pebblemeter
Notebook & pens/pencil
Landuse Classification Key
Micrometer
Spade
Sample bottles
pH Soil Kit
First Aid Kit

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The Value of Planning

A Geography Department offers teachers the opportunity to:

- Establish common purpose & direction in geography teaching
- Develop communication with colleagues in order to:
  - Share good practice
  - Provide mutual support
  - Review subject needs
- Manage subject resources
- Enhance continuity & progression in student learning through coordinated planning and subject development
- Coordinate assessment practices
Useful Websites

- www.scoilnet.ie
- www.gsi.ie
- www.epa.ie
- www.cso.ie
- http://www.georesources.co.uk/darentfte.htm
- http://www.bbc.co.uk/schools/sosteacher/answers/answer
- http://www.zephyrus.demon.co.uk/geography/resources/fieldwork
- http://www.ireland.com/weather/tides.htm