

The elements

These elements inform how students will experience the learning outcomes within the strands. Students will approach the learning outcomes through the lens of the elements:

1. Processes, patterns, systems and scale
2. Geographical skills
3. Sustainability.

Figure 3: The elements of the contextual strands showing the integrated nature of the geography specification

Elements	Application
Processes, patterns, systems and scale	<ul style="list-style-type: none"> • Students learn about how geographical processes form and shape our physical, environmental, and social world. • Students identify patterns and distribution of geographical phenomena and draw conclusions based on their findings. This includes recognising, analysing and explaining similarities or differences in phenomena. • Students adopt a systems-thinking approach to understand complex components. • Students study topics at a variety of scales and levels including Ireland, Europe (EU) and global level.
Geographical skills	<p>Reading and interpretation skills:</p> <p>Students will develop their graphicacy through:</p> <ul style="list-style-type: none"> • Mapping: Cartographic skills relating to a variety of scales. • Visuals: Reading and interpreting a variety of relevant visual stimuli. • Data analysis: Reading and interpreting a variety of data sets. <p>Applied skills:</p> <ul style="list-style-type: none"> • Asking geographical questions: Engaging with the key geographical questions of who, what, where, when, how and why. • Investigating geographical data: Gathering data from diverse sources in various ways to develop information that will inform responses. • Organising and interpreting geographical data: Different types of data may be separated and classified in visual, graphic forms: paper and computer-generated maps, or various geospatial images. • Analysing geographical information: Geographic information involves seeking patterns, relationships, and connections. • Presenting geographical information: Managing and assembling data so that it is clear and concise.
<i>Field investigations are encouraged where appropriate.</i>	<ul style="list-style-type: none"> • Asking geographical questions: Engaging with the key geographical questions of who, what, where, when, how and why. • Investigating geographical data: Gathering data from diverse sources in various ways to develop information that will inform responses. • Organising and interpreting geographical data: Different types of data may be separated and classified in visual, graphic forms: paper and computer-generated maps, or various geospatial images. • Analysing geographical information: Geographic information involves seeking patterns, relationships, and connections. • Presenting geographical information: Managing and assembling data so that it is clear and concise.
Sustainability	<ul style="list-style-type: none"> • Students consider the balance between economic, environmental and social systems necessary for meeting the needs of the present without compromising the needs of the future. • Students recognise how their decisions and actions impact on local and global sustainability. • Students critically reflect on current concepts and practices in relation to sustainability. • Students develop knowledge, skills, behaviours, and values to live sustainably.