



**Belong To** LGBTQ+  
Youth Ireland

# **JUNIOR CYCLE**

# **GEOGRAPHY**



## **Rationale**

Geography is the study of the Earth's landscapes, peoples, places, and environments. It adheres to the scientific method and pursues scientific principles and logic. The study of geography empowers the person to explore and understand the world around them. Engagement with the subject promotes a deep understanding of people and place. Students develop the skills to read their environment, enabling them to interpret the physical landscape, observe climatic events with an informed eye and discuss world events in a knowledgeable manner.

Learning in geography supports students in making informed decisions, giving the ability to make valuable contributions to the economic, social, and cultural life of their communities, localities and countries. Through the study of geography, people are encouraged to appreciate the processes that shape their world and view global issues as ethical citizens. Geography provides a platform to analyse world events, empowering young people as informed, active citizens. Studying geography enhances students' ability to engage with issues such as sustainable development, economic systems, hazard management and climate change. The topics experienced help develop students' awareness and understanding of cultural variations fostering a respect of difference. Students are growing up in a globalised, dynamic world.

Geography provides a medium to explore current events in our world. Students viewing events through a geographical lens are well placed to be part of a generation that can deal effectively with and mitigate global challenges, and can rise to related opportunities. The skills developed through the subject are transferrable and will benefit students in study and life. Geography encourages structured inquiry: this critical thinking

involves students asking questions, gathering data, evaluating and interpreting, and presenting information. It encourages collaboration and communication with their peers and experts in other fields.

## **Aim**

The study of Junior Cycle Geography enables students to become geographically literate. It stimulates curiosity, creating opportunities for students to read, analyse, synthesise and communicate about their immediate environment and wider world. It develops knowledge, skills, values and behaviours that allow students to explore the physical world, human activities, how we interact with our world and to recognise the interconnections between systems.

## **Structure**

Junior cycle Geography is organized into three interconnected strands which share three cross-cutting strand elements. The three strands are informed by the concept of geoliteracy. This refers to students' ability to develop far-reaching decisions through geographical thinking and reasoning and has three core components: interactions, interconnections and implications.

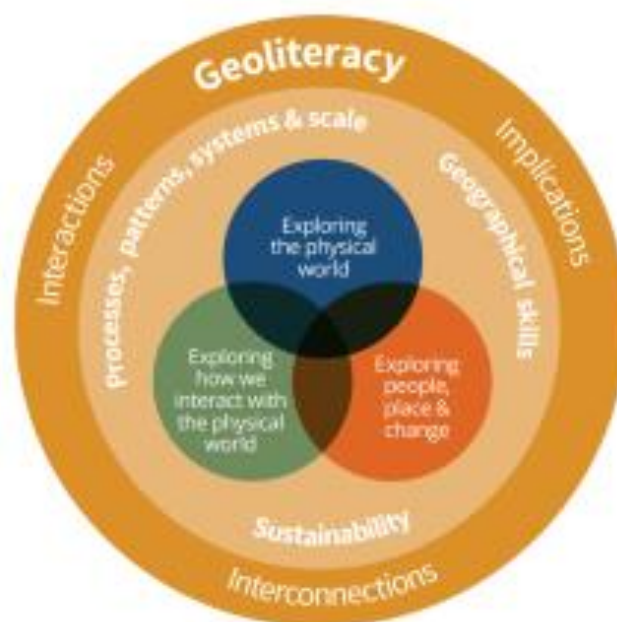


Figure 1: junior cycle Geography strands and elements

There is potential for teachers to embed LGBTQ+ inclusion content and perspectives into their teaching and assessment of learning outcomes in junior cycle Geography. Sample learning outcomes with scope for inclusion of LGBTQ+ content and perspectives include:

### **Strand Three: Exploring People, Place and Change**

3.2 Investigate the causes and consequences of migration

3.3 Examine population change in Ireland and in a developing country

3.5 Examine the causes and effects of urban change in an Irish town or city

3.7 Compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country

### **IDEAS FOR TEACHING AND LEARNING:**

#### **Facilitate your student to:**

- Explore the push and pull factors that might lead different population groups, including LGBTQ+ people, to migrate internally and internationally.
- Examine case studies of who have migrated to Ireland from other countries, including LGBTQ+ people who have come as economic migrants, asylum seekers and refugees. See Sorcha Pollak's 'New to the parish' articles in the Irish Times:  
<https://www.irishtimes.com/life-and-style/people/new-to-the-parish>
- Use maps and graphs to compare the experiences of LGBTQ+ people in different countries around the world.
- Discuss the factors causing population segregation in urban areas. For example, why might certain cities/towns have LGBTQ+-friendly

neighbourhoods or streets? Discuss how the location of services, support and social activities in rural and urban areas affects LGBTQ+ people.

- Access information about LGBTQ+ rights worldwide and consider the implications of this data when comparing life chances of young people. See: International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA) for LGBTQ+ rights information worldwide ([www.ilga.org](http://www.ilga.org)) and Belong To research data about the experiences of LGBTQ+ young people in Ireland (<https://www.belongto.org/professionals/research/>)



**Belong To LGBTQ+**  
Youth Ireland

**Belong To is a national organisation supporting LGBTQ+ youth.**

Since 2003, we have worked with LGBTQ+ young people across Ireland offering safety and support through our services. Let your students and youth groups know about Belong To and what supports are available for them including LGBTQ+ youth groups, crisis counselling with Pieta and digital support services.

For educators, we offer online training, support and initiatives such as the LGBTQ+ Quality Mark. For youth workers, we support a National Network of LGBTQ+ youth groups and run the Rainbow Award – an action-focused accreditation programme that supports a whole-organisation approach to safe and supportive services for LGBTQ+ youth.

**Learn more at [www.belongto.org](http://www.belongto.org)**



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