

Topic Web

The following Topic Web demonstrates how the inland waterways of Ireland can be integrated into lesson plans on the Irish Primary Curriculum and the Northern Ireland Primary Curriculum.



Social Environmental and Scientific Education (SESE)/The World Around Us

Geography:

- The local natural environment – observe the physical waterway features, record & communicate experiences & observations
- People living and working in a natural environment – compare & contrast e.g. tourism, agriculture, industry, services etc.
- Settlements along the waterways – towns built near the waterways, built environment e.g. buildings and their uses, bridge and lock construction
- Environmental awareness - discuss how human activities may have positive or adverse effects on your local waterway environment
- Movement and energy - the effect of natural disaster/extreme weather conditions on the lives of people living near a waterway e.g. flooding

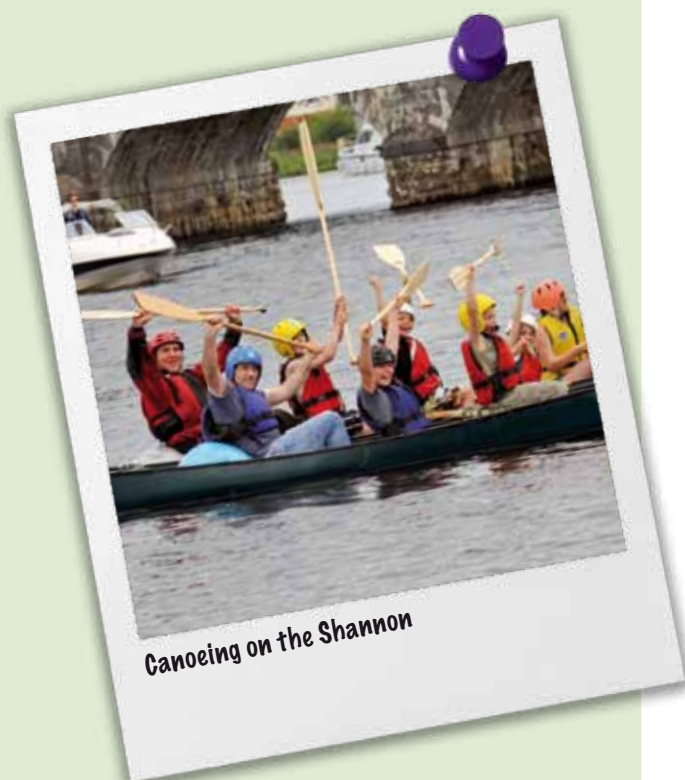
History:

- Continuity and change over time – timelines, compare a local waterways site as it is today and how it was in the past
- Stories – listen to local people telling stories of the waterways in the past
- Life, society, work and culture in the past – the waterways during the industrial age, leisure and pastimes, stories of individuals from the past
- Local studies – buildings, sites or ruins along the waterways. My locality through the ages – important events along the waterways in your locality
- Eras of change and conflict - on the waterways, settlements, traders on the waterways

- Interdependence - how people in the past interacted with their environment for transport & communications

Science:

- Energy and forces – the waterways as a source of energy
- Environmental awareness – interrelationships e.g. waterways and people. Using the waterway environment for leisure activities
- Science and the environment – investigate aspects of human activities that may have positive or adverse effects on the waterway environment
- Place – how people, plants & animals depend on the features and materials in places



Canoeing on the Shannon

Language/Language and Literacy

English:

- Emotional and imaginative development through language - creative writing e.g. reports, articles, interviews
- Developing cognitive abilities through language – clarifying through writing
- Talking and listening - classroom discussion & presentations relating to the inland waterways
- Reading - locate, select, evaluate and communicate information
- Writing - express thoughts and opinions in imaginative and factual writing

Mathematics and Numeracy

- Problem solving e.g. calculate how many smart card units it will take to navigate through all locks on the Shannon-Erne Waterway, how many bridges are there, how many kilometres of navigation managed by Waterways Ireland, add the length of one navigation to another etc
- Decision making e.g. making a sensible estimate regarding the type of smart card you would need for a waterway trip
- Measure e.g. an estimation of the length of a journey and the time it will take to complete
- Money e.g. budgeting for a trip on the waterways
- Understanding and recalling e.g. waterway facts

Social Personal and Health Education (SPHE)/Personal Development and Mutual Understanding

- Myself and the wider world – awareness and care of the waterways, a knowledge of how the waterways are used & the benefits to the economy e.g. tourism, waterside festivals etc.
- Myself and others – my friends and other people, making decisions e.g. plan a trip on the waterways, allocate duties equally among the group, practice safe waterway use, record a log of the trip, waterway activities forming part of a healthy lifestyle i.e. swimming, kayaking, walking etc.
- Mutual understanding in the local and wider community - an awareness and concern about your waterway environment

