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| **Geography Unit: PEOPLE LIVE IN PLACES** | **Early Stage 1** |
| **Duration:**  |
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| **Unit description** | **Key inquiry questions** |
|  | * What are places like?
* What makes a place special?
* How can we look after the places we live in?
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| **Outcomes** | **A student:** * identifies places and develops an understanding of the importance of places to people-GEe-1
* communicates geographical information and uses geographical tools -GEe-2

***Add cross curriculum outcomes here****….* |

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| [**Geographical Inquiry Skills**](http://syllabus.bos.nsw.edu.au/hsie/geography-k10/geographical-inquiry-skills/) | **Acquiring geographical information** * pose questions and make observations (ACHGS001)
* record geographical data and information (ACHGS002)

**Processing geographical information** * represent data using charts or graphs (ACHGS003)
* draw conclusions based on discussions of observations (ACHGS004)

**Communicating geographical information** * present information (ACHGS005)
* reflect on their learning (ACHGS006)
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| [**Geographical Concepts**](http://syllabus.bos.nsw.edu.au/hsie/geography-k10/geographical-concepts/) | **Place**: the significance of places and what they are like * places students live in and belong to and why they are important

**Space:** the significance of location & spatial distribution, and ways people organise and manage the spaces we live in* location of a place in relation to other familiar places

**Environment:** the significance of the environment in human life, & the important interrelationships between humans & the environment.  * how and why places should be looked after
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| [**Geographical Tools**](http://syllabus.bos.nsw.edu.au/hsie/geography-k10/geographical-tools/) | **Maps – M** * *pictorial maps*

**Fieldwork – F** * *observing and recording data*

**Graphs and statistics – GS** * *tally charts*
* *pictographs*

**Spatial Technologies – ST** * *virtual maps*

**Visual representations – VR** * *photographs*
* *illustrations*
* *story books*
* *multimedia*
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| **CONTENT** |
| **Important places**Students:* investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)
* identification of places they live in and belong to GSVR ANCC
* discussion of why places are special and how people care for them F EUPSCWE
* explanation of why people need to take care of places SECCTL

**Aboriginal and Torres Strait Islander places**Students:* investigate the [Country/Places](http://syllabus.bostes.nsw.edu.au/glossary/ge/countryplace/?ajax) important to Aboriginal or Torres Strait Islander Peoples, for example: (ACHGK003) AHC
* identification of an Aboriginal or Torres Strait Islander site, Country or Place AHC
* discussion of why the site, Country or Place is important IULDD

**Locating places**Students:* investigate how the location of places can be represented, for example:  (ACHGK001)
* location of familiar and local places on maps MST ICT
* description of the location of places L
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| **Contributing Question**  |
| **Learning Intentions****(WALT)** | **Teaching/Learning Activities** | **WILF / Assessment** | **Resources** |
| **Whole Class Learning** | **Independent / Guided Learning** |
| ***Core****We are learning to...****Extension****We are learning to...* |  |  |  | [Geography syllabus](http://syllabus.bos.nsw.edu.au/hsie/geography-k10/content/) |
| **Support**  | **Extension** |

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| **ASSESSMENT** |
| Assessment for Learning | Assessment as Learning | Assessment of Learning |
| *“Assessment for learning* involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as ‘formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.” | *“Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning”  | “*Assessment of learning* assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as ‘summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.”  |
| **GEe-1 I**dentify places and develops an understanding of the importance of places to people | Students will: |
| **GEe-2** Communicate geographical information and uses geographical tools | Students will: |
| **Task:** |