**EARLY STAGE 1 GEOGRAPHY: My school grounds**

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| Focus area: People live in places |
| Important places | Aboriginal and Torres Strait Islander Places | Locating Places |
| 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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| Content focusStudents:* explore the places they live in and belong to
* develop an understanding of what makes a place special and how this may differ for different people
* learn about the importance of looking after places
* explore how the location of places can be represented
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| OutcomesA 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**
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| OverviewThe geographical inquiry process will identify the importance of places that students belong to and why they are special. Through investigation of a local geographical issue, students will examine why people need to take care for these places.This learning is shaped by four small inquiries, which vary in length. |
| AssessmentMany of the activities require students to demonstrate their learning. These activities can be used to assess student progress at various stages throughout the inquiry process. |

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| **Locating places*** Students:
* investigate how the location of places can be represented, for example:  (ACHGK001)
* location of familiar and local places on maps
* description of the location of places
 | **Inquiry 1 – Classroom pictorial map**Students develop a pictorial map of the classroom to represent furniture and objects in the room. **Acquiring geographical information****Question:**How are places represented?* What is a map?
* What is its purpose?
* Why do we need maps?
* How is a map made?

**Acquire data and information:*** Use a variety of strategies to support students to understand the purpose and characteristics of **maps**.
* Use the **picture book**, *My Map Book* by Sara Fanelli, to support the explanation of **pictorial maps** as a geographical tool. Describe the features of maps to students with a focus on pictorial maps of schools and familiar places, including an example of a picture map of a bedroom and classroom.
* View examples of maps of the school, e.g. site map, evacuation map, Google map (**virtual map**) and **satellite image**.
* Develop a practical understanding of ‘birds’ eye view’ or ‘looking down’ using construction toys. Build **3D models** and view them from a variety of points of view.
* Take digital **photographs** of the 3D models from various points of view.

**Processing geographical information**Jointly construct a **pictorial map** of the classroom:* Consider the spatial arrangement of furniture and other 3D objects in the classroom.
* Consider how 3D objects are represented on a map, consider size and scale in relation to each other.
* Compare and discuss the point of view in the photographs of the 3D model. Guide students to develop understanding of point of view and the spatial arrangements of objects.

**Communicating geographical information****Communicate:** Students draw the classroom as a **pictorial map** and provide a verbal explanation of the spatial relationships of objects represented.**Respond:**Discuss ways of caring for the classroom, e.g. keeping it tidy. |
| **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
* discussion of why places are special and how people care for them
* explanation of why people need to take care of places

**Locating places*** Students:
* investigate how the location of places can be represented, for example:  (ACHGK001)
* location of familiar and local places on maps
* description of the location of places
 | **Inquiry 2 – Important places at school**Explore important places in the school grounds.**Acquiring geographical information****Question:**What are places like?* What are important places in our school?
* What are the features of important places in our school?
* Why are places in our school in their current location?
* How do people use these places?
* Why do we need to look after our school?
* How can we care for our school?

**Acquire data and information:****Fieldwork**:* Walk around the school and observe and identify the natural and human features.
* Take **photographs** to record places in the school.
* Identify the locations of features using the language of position to describe these features in relation to each other, e.g. between, next to, behind.
* Discuss uses of places and relate to their location. This develops spatial awareness.
* Create a **tally chart** of the places used by ES1 students.

**Processing geographical information*** Work collectively on the IWB or provide a large blank school **map** and have students position and paste their **photographs** to correspond with their location.
* Add a **symbol** to each of the places used by Early Stage 1 students. Cross reference this to the tally chart.
* Label the features and their use, e.g. silver seats - for lunch.
* Discuss location and organisation to develop spatial awareness.
* Discuss ways of caring for different places in the school.

**Communicating geographical information****Communicate and respond:**Organise students to draw and describe an **illustration** of a place they use frequently in the school environment. This is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_. We use this place for \_\_\_\_\_\_\_\_\_\_\_\_\_\_. This place is special because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We look after this special place by \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  |
| **Aboriginal and Torres Strait Islander places*** Students:
* investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples, for example: (ACHGK003)
* identification of an Aboriginal or Torres Strait Islander site, Country or Place
* discussion of why the site, Country or Place is important
 | **Inquiry 3 – Local Aboriginal places**Students begin to learn the history and culture of the Aboriginal people in which the school is located.**Acquiring geographical information****Question:**What makes a place special?* Who lived here before we did?
* What are some of the places which are important to Aboriginal people?
* Why is the land so important to Aboriginal people?

**Acquire data and information:*** Identify the local Aboriginal tribal language group in which your school is located. Reference the school’s *Acknowledgement of Country*.
* Identify and describe some of the places important to local Aboriginal people such as significant landform features, water sources, camp sites, trails.
* Engage with Community, Elders, storytelling, photographs and shared experiences of visits to local places of Aboriginal significance.

**Processing geographical information*** Construct **photograph** collages to represent important local Aboriginal places.
* Use **multimedia** apps to organise video recordings of stories and photographs, landform features and sites.
* Support students to draw conclusions, through guided discussions about the places which are significant to the local Aboriginal people and how the land supported their culture.

**Communicating geographical information****Communicate:**Students provide a **verbal response** to the question: What makes a place special? This could be recorded and accompanied by student-selected photographs and illustrations in a multimedia format.**Respond:**Discuss ways of respecting and caring for special places. |

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| **Important places*** Students:
* investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)
* discussion of why places are special and how people care for them
* explanation of why people need to take care of places
 | **Inquiry 4 – Taking care of our place**Examine the geographical issue of litter in the school grounds and explain why people need to take care of their environment. **Acquiring geographical information** **Question:**Why do we need to put our litter in the bin?* Is there litter in our school? Where?
* Why is there litter in our school?
* What is the impact of litter in our school?
* How can we reduce litter and take care of our school?

**Acquire data and information:****Fieldwork**:* Walk around the school to observe and **photograph** places that contain litter. Observe use of the area and its location, e.g. lunch area, close to canteen.
* Plot places with litter on a **map** of the school.
* Collect litter from an area typically used by Early Stage 1 students, for sorting and analysis.
* Observe and discuss ways that the school grounds are looked after.

**Processing geographical information*** Sort the litter according to source, e.g. from home, canteen products, homework notes. Place the litter on the ground to create a **3D pictograph** to represent the quantity of each according to predicted source. Interpret the data.
* Discuss location of litter in relation to uses of places to develop understandings of cause and effect.
* Brainstorm the impacts of litter in the school environment, e.g. aesthetics, birds feed on it, washes into drains.
* Discuss connections between the roles of multiple participants in the maintenance of the school, e.g. students, teachers, cleaners, parents, visitors.
* Discuss and **role play** ways to reduce litter in the school environment.

**Communicating geographical information****Communicate:**Students create a visual **concept map** illustrating how people, including themselves, care for the school.**Respond:**Students create a **sequence of drawings** to illustrate what they do with litter at school. Record students’ verbal explanations of their illustrations for sharing with other students in the school.  |

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| **Geographical concepts** | **Geographical inquiry skills** | **Geographical tools** |
| The following **geographical concepts** have been integrated into the teaching and learning sequence:**Place:** *the significance of places and what they are like* eg places students live in and belong to and why they are important.**Space:** *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in* eg location of a place in relation to other familiar places.**Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg how and why places should be looked after. | The following **geographical inquiry skills** have been integrated into the unit:**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)
 | The following **geographical tools** have been integrated into the unit. These are indicated through underlined text.Examples may include:**Maps –** * pictorial maps

**Fieldwork –** * observing and recording data

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

**Spatial technologies –** * virtual maps

**Visual representations –** * photographs, illustrations, story books, multimedia
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