**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? | | |
| Content focus Students:   * 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 | | |
| 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** | | |
| 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 |