**STAGE 1 GEOGRAPHY: Aboriginal connections**

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| Focus area: People and places |
| Local and global connections |  |
| Key inquiry question* How are people connected to places?
* What factors affect people’s connections to places?
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| Content focusStudents:* describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places.
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| OutcomesA student:* describes features of places and the connections people have with places **GE1-1**
* communicates geographical information and uses geographical tools for inquiry **GE1-3**
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| OverviewThe geographical inquiry process will identify the Aboriginal and Torres Strait Islander connections to place, including spiritual connections. Through investigation of yarns, stories, language terms and symbols, including engagement with local Aboriginal people, students will examine the significance of place to personal well-being.  |
| 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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| **People’s connections to places**Students: * investigate people’s connections and access to places, for example:  (ACHGK013)
* discussion of why people visit other places
 | **Inquiry – Local connections to place**Students write a poem that describes their special place. They discuss the need to care for their special place and describe the significance of Aboriginal and Torres Strait Islanders Peoples’ spiritual connection to place. **Acquiring geographical information****Question:*** How do Aboriginal and Torres Strait Islander Peoples show their connections to country? (spiritual connections to land, plants and animals, water and sea).

**Acquire data and information:*** Reference a **picture book** to use with students such as *You and Me, Our Place* by Leonie Norrington. A reading of this is available on YouTube.
* Reference some **videos of oral recounts** about Aboriginal people’s connection to the land such as that told by Clive ‘Bidja’ Atkinson in [The land is your mother](http://www.cv.vic.gov.au/stories/aboriginal-culture/land-and-spirit/the-land-is-your-mother/).
* Work with the local AECG or Land Council to access local elders and community to share their **yarnings** about local places and culture.
* Reference **local knowledge and maps** to identify place names and local language terms.
* Examine **art works** by Aboriginal artists which describe their spiritual connection to place.

**Processing geographical information** * Students develop a **concept map** to organise and classify information into ‘traditional language’, ‘natural features’ and ‘Aboriginal spiritual connections’.
* Develop a **word bank** of local Aboriginal place names, and local language terms.
* Students use a **table** to categorise the human and natural features that are of Aboriginal significance.
* Students work in groups to discuss the variety of Aboriginal connections to land.
* Develop a **table of symbols** with descriptions of the ways connection to places are represented and described. Consider:
* Why are places special?
* What stories and traditional language describe Aboriginal connections to places?
* What activities occur there, or could occur?
* What natural or human areas do Aboriginal people have connections with? How are these described in yarns and through symbols?
* What are some of the rules that govern places of spiritual significance?
* How are these places cared for?

**Communicating geographical information****Communicate:**Students write a **poem** about their special place, which may be in the local area, using descriptive words to describe their connection to this place.**Respond:**Students add a statement on how they would feel if this place was not cared for, and relate to Aboriginal people’s spiritual connection to place.  |

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| **Geographical concepts** | **Geographical inquiry skills** | **Geographical tools** |
| **Place:** *the significance of places and what they are like* eg location and features of local places and other places in the world**Space:** *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in* eg where activities are located and how spaces can be organised. **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg natural and human features of a place; daily and seasonal weather patterns of places.**Interconnection:** *no object of geographical study can be viewed in isolation* eg local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place.**Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* eg various scales by which places can be defined such as local suburbs, towns and large cities. | **Acquiring geographical information*** pose geographical questions  (ACHGS007, ACHGS013)
* collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations  (ACHGS008, ACHGS014)

**Processing geographical information*** represent data by constructing tables, graphs or maps  (ACHGS009, ACHGS015)
* draw conclusions based on the interpretation of geographical information sorted into categories  (ACHGS010, ACHGS016)

**Communicating geographical information*** present findings in a range of communication forms  (ACHGS011, ACHGS017)
* reflect on their learning and suggest responses to their findings  (ACHGS012, ACHGS018)
 | **Maps –** * pictorial maps, large-scale maps, world map, globe

**Fieldwork –** * observing, collecting and recording data, conducting surveys

**Graphs and statistics –** * tally charts, pictographs, data tables, column graphs, weather data

**Spatial technologies –** * virtual maps, satellite images

**Visual representations –** * photographs, illustrations, diagrams, story books, multimedia, web tools
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