

# EARLY STAGE 1 GEOGRAPHY: My school grounds / local places

Focus area: People live in places		
Important places	Aboriginal and Torres Strait Islander Places	Locating Places
<b>Key inquiry questions</b> <ul style="list-style-type: none"><li>• What are places like?</li><li>• What makes a place special?</li><li>• How can we look after the places we live in?</li></ul>		
<b>Content focus</b> <p>Students:</p> <ul style="list-style-type: none"><li>• explore the places they live in and belong to</li><li>• develop an understanding of what makes a place special and how this may differ for different people</li><li>• learn about the importance of looking after places</li><li>• explore how the location of places can be represented</li></ul>		
<b>Outcomes</b> <p>A student:</p> <ul style="list-style-type: none"><li>➤ identifies places and develops an understanding of the importance of places to people <b>GEE-1</b></li><li>➤ communicates geographical information and uses geographical tools <b>GEE-2</b></li></ul>		
<b>Overview</b> <p>The geographical inquiry process will identify the importance of places that students belong to and why they are special. Through an investigation students will examine why people need to take care of these places.</p>		
<b>Assessment</b> <p>Many 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.</p>		



<p><b>Locating places</b> Students:</p> <ul style="list-style-type: none"> <li>investigate how the location of places can be represented, for example: (ACHGK001) <ul style="list-style-type: none"> <li>location of familiar and local places on maps</li> <li>description of the location of places</li> </ul> </li> </ul>	<p><b>Inquiry 1 – Classroom pictorial map</b></p> <p>Students develop a pictorial map of the classroom to represent furniture and objects in the room as an introduction to maps.</p> <p><b>Acquiring geographical information</b></p> <p><b>Question:</b></p> <p>How are places represented?</p> <ul style="list-style-type: none"> <li>What is a map?</li> <li>What is its purpose?</li> <li>Why do we need maps?</li> <li>How is a map made?</li> </ul> <p><b>Acquire data and information:</b></p> <ul style="list-style-type: none"> <li>Use a variety of strategies to support students to understand the purpose and characteristics of <b>maps</b>.</li> <li>Use the <b>picture books</b> such as <i>My Map Book</i> by Sara Fanelli and <i>Me on the Map</i> by Joan Sweeney to support the explanation of <b>pictorial maps</b> 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.</li> <li>View examples of maps of the school, e.g. site map, evacuation map, Google map (<b>virtual map</b>) and <b>satellite image</b>.</li> <li>Develop a practical understanding of ‘birds’ eye view’ or ‘looking down’ using construction toys. Build <b>3D models</b> and view them from a variety of points of view.</li> <li>Take digital <b>photographs</b> of the 3D models from various points of view.</li> </ul> <p><b>Processing geographical information</b></p> <p>Jointly construct a <b>pictorial map</b> of the classroom:</p> <ul style="list-style-type: none"> <li>Consider the spatial arrangement of furniture and other 3D objects in the classroom.</li> <li>Consider how 3D objects are represented on a map; consider size and scale in relation to each other.</li> <li>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.</li> </ul> <p><b>Communicating geographical information</b></p> <p><b>Communicate:</b></p> <p>Students draw the classroom as a <b>pictorial map</b> and provide a verbal explanation of the spatial relationships of objects represented.</p> <p>Discuss ways of caring for the classroom, e.g. keeping it tidy.</p>
<p><b>Important places</b> Students:</p> <ul style="list-style-type: none"> <li>investigate the importance of places they live in and belong to, for example:</li> </ul>	<p><b>Inquiry 2 – Important places at school / local places</b></p> <p>Students explore important places in the school grounds or local places.</p> <p><b>Acquiring geographical information</b></p>



<p>(ACHGK002, ACHGK004)</p> <ul style="list-style-type: none"> <li>- identification of places they live in and belong to</li> <li>- discussion of why places are special and how people care for them</li> <li>- explanation of why people need to take care of places</li> </ul> <p><b>Locating places</b> Students:</p> <ul style="list-style-type: none"> <li>• investigate how the location of places can be represented, for example: <ul style="list-style-type: none"> <li>- location of familiar and local places on maps</li> <li>- description of the location of places</li> </ul> </li> </ul>	<p><b>Question:</b></p> <p>What are places like?</p> <ul style="list-style-type: none"> <li>- What are important places in our school?</li> <li>- What are the features of important places in our school?</li> <li>- Why are places in our school in their current location?</li> <li>- How do people use these places?</li> <li>- Why do we need to look after our school?</li> <li>- How can we care for our school?</li> </ul> <p><b>Acquire data and information:</b></p> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>- Walk around the school and observe and identify the natural and human features.</li> <li>- Take <b>photographs</b> and/or make sketches to record places in the school.</li> <li>- 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.</li> <li>- Discuss uses of places and relate to their location. This could include rivers, lakes and wetlands. This develops spatial awareness.</li> <li>- Create a <b>tally chart</b> of the places used by ES1 students.</li> </ul> <p><b>Processing geographical information</b></p> <ul style="list-style-type: none"> <li>- Work collectively on the IWB or provide a large blank school <b>map</b> and have students position and paste their <b>photographs</b> to correspond with their location.</li> <li>- Add a <b>symbol</b> to each of the places used by Early Stage 1 students. Cross reference this to the tally chart.</li> <li>- Label the features and their use, e.g. silver seats - for lunch.</li> <li>- Discuss location and organisation to develop spatial awareness.</li> <li>- Discuss ways of caring for different places in the school.</li> </ul> <p><b>Communicating geographical information</b></p> <p><b>Communicate and respond:</b></p> <p>Organise students to draw and describe an <b>illustration</b> of a place they use frequently in the school environment.</p> <p style="padding-left: 40px;">This is the _____.</p> <p style="padding-left: 40px;">We use this place for _____.</p> <p style="padding-left: 40px;">This place is special because _____.</p> <p style="padding-left: 40px;">We look after this special place by _____.</p> <p>This could be a field sketch or a photo sketch. Use the field sketch activity in Central Coast Council's Wetlands Multi-Touch Book available on the iBookstore.</p>
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### Aboriginal and Torres Strait Islander places

Students:

- investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples, for example:
  - 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 Darkinjung people by considering why places are special

#### Acquiring geographical information

##### Question:

What makes a place special?

- Who lived here before we did?
- What are some places important to the Darkinjung people?
- Why is the land so important to the Darkinjung people?

#### Acquire data and information:

- Reference the school's *Acknowledgement of Country*.
- Identify and describe some of the places important to the Darkinjung people such as significant landform features, water sources, campsites and tracks. Reference the indigenous studies pack available from Rumbalara Environmental Education Centre.
- 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.
- Support students to draw conclusions, through guided discussion about the places that are significant to the Darkinjung people and how the land supported their culture. Students reflect on what they have learnt to create a simple mind map using the Mind Map activity in Central Coast Council's Wetlands Multi-Touch Book.

#### 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.

Discuss ways of respecting and caring for special places.

### Important places

Students:

- investigate the importance of places they live in and belong to, for example:
  - 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.

Students explain where litter goes when it leaves the school grounds (stormwater, creeks, wetlands, lakes, ocean) and the environmental impacts. Watch the short film “Where Does Your Rubbish Go?” in Central Coast Council’s Wetlands Multi-Touch Book.

#### 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 how different areas are used and the location .g. lunch area, close to canteen.
- Identify the location of stormwater drains. Discuss what is in the drain (litter, leaves, dirt) and where the water might go.
- Plot places with litter and stormwater drains 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 from each source. Interpret the data.
- Discuss location of litter in relation to the uses of places to develop understandings of cause and effect.
- Brainstorm the impacts of litter in the school environment, e.g. aesthetics, effect on birds, washes into drains.
- Discuss connections between the roles of multiple participants in the maintenance of the school, e.g. students, teachers, cleaners, parents, visitors.
- Demonstrate ways to reduce litter in the school environment through an activity such as a **role play, poster or school announcement.**

	<p><b>Communicating geographical information</b></p> <p><b>Communicate:</b></p> <p>Students create a visual <b>concept map</b> illustrating how people, including themselves, care for the school.</p> <p>Students create a <b>sequence of drawings</b> to illustrate what they do with litter at school. Record students' verbal explanations of their illustrations for sharing with other students in the school.</p>
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<b>Geographical concepts</b>	<b>Geographical inquiry skills</b>	<b>Geographical tools</b>
<p>The following <b>geographical concepts</b> have been integrated into the teaching and learning sequence:</p> <p><b>Place:</b> <i>the significance of places and what they are like</i> eg places students live in and belong to and why they are important.</p> <p><b>Space:</b> <i>the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in</i> eg location of a place in relation to other familiar places.</p> <p><b>Environment:</b> <i>the significance of the environment in human life, and the important interrelationships between humans and the environment</i> eg how and why places should be looked after.</p>	<p>The following <b>geographical inquiry skills</b> have been integrated into the unit:</p> <p><b>Acquiring geographical information</b></p> <ul style="list-style-type: none"> <li>• pose questions and make observations</li> <li>• record geographical data and information</li> </ul> <p><b>Processing geographical information</b></p> <ul style="list-style-type: none"> <li>• represent data using charts or graphs</li> <li>• draw conclusions based on discussions of observations</li> </ul> <p><b>Communicating geographical information</b></p> <ul style="list-style-type: none"> <li>• present information</li> <li>• reflect on their learning</li> </ul>	<p>The following <b>geographical tools</b> have been integrated into the unit.</p> <p>Examples may include:</p> <p><b>Maps –</b></p> <ul style="list-style-type: none"> <li>• pictorial maps</li> </ul> <p><b>Fieldwork –</b></p> <ul style="list-style-type: none"> <li>• observing and recording data</li> </ul> <p><b>Graphs and statistics –</b></p> <ul style="list-style-type: none"> <li>• tally charts, pictographs</li> </ul> <p><b>Spatial technologies –</b></p> <ul style="list-style-type: none"> <li>• virtual maps</li> </ul> <p><b>Visual representations –</b></p> <ul style="list-style-type: none"> <li>• photographs, illustrations, story books, multimedia</li> </ul>