

# STAGE 1 GEOGRAPHY: Local places and spaces

Focus area: Features of places	
Features of places	How places are organised
<b>Key inquiry question</b> <ul style="list-style-type: none"><li>• What are the features of, and activities in, places?</li><li>• How can we care for places?</li><li>• How can spaces within a place be used for different purposes?</li></ul>	
<b>Content focus</b> <p>Students:</p> <ul style="list-style-type: none"><li>• investigate the natural and human features of places</li><li>• describe the reasons places change</li><li>• identify the active role of citizens in the care of places</li><li>• explore activities occurring in places</li><li>• explore how the spaces within places can be used for different purposes.</li></ul>	
<b>Outcomes</b> <p>A student:</p> <ul style="list-style-type: none"><li>➤ describes features of places and the connections people have with places <b>GE1-1</b></li><li>➤ identifies ways in which people interact with and care for places <b>GE1-2</b></li><li>➤ communicates geographical information and uses geographical tools for inquiry <b>GE1-3</b></li></ul>	
<b>Overview</b> <p>The geographical inquiry process will identify the natural and human features of the school grounds and local neighbourhood and explore their location, uses and organisation. Through an investigation students will examine interconnections between features, users and organisation of spaces. The places chosen can be amended to fit the local context e.g. creeks, rivers and wetlands.</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>	



## Features of places

Students:

- investigate features of places and how they can be cared for, for example:
  - description of the natural and human features of places
  - consideration of how a place can be cared for eg a park, farm, beach, bushland

## How places are organised

Students:

- investigate activities that occur within places, for example:
  - examination of why various activities in an area are located where they are e.g. school, shops

## Inquiry 1 – Natural and human features

Students identify and describe the natural and human features of places.

### Acquiring geographical information

#### Question:

- What are natural and human features of places?
- Can places be used for a variety of purposes?

#### Acquire data and information:

- View a variety of **photographs** of places ranging from natural places, (e.g. wilderness area), a mix of natural and human, (e.g. marina), to human places, (e.g. city). With reference to the images create definitions of 'human features' and 'natural features'.
- View a variety of **photographs** of places that students are familiar with that show a variety of human uses, e.g. Tuggerah Lakes, Brisbane Water, The Entrance, Terrigal, a recreation area.

### Processing geographical information

- Students organise and classify **photographs** into 'mainly natural features', 'a mix of natural and human features' and 'mainly human features'.
- Students could add a **symbol** to categorise the human and natural features of the places depicted.
- Students work in groups to identify and label the variety of human uses in the **photographs**.
- Analyse and discuss the interconnections between the natural and human features. Consider:
  - o Why do you think it was built?
  - o What activities occur there, or could occur?
  - o What natural areas are used by people?
  - o Can the place be used for different purposes?
  - o Who might care for these places?

### Communicating geographical information

#### Communicate:

- Students draw an **illustration** or simple **photo sketch** of one of the places depicted in the photographs. They add themselves and their family to the sketch showing their predicted use of the area.- Students label the natural and human features and write a statement describing how they could use the area.
- Students add a statement on how they could care for the area.

## Features of places

Students:

- investigate features of places and how they can be cared for, for example:
  - description of the natural and human features of places
  - discussion of the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait

## Inquiry 2 – Mapping features of our school

Students examine and create different maps to show features observed and photographed in their school grounds

### Acquiring geographical information

#### Question:

- What does our school look like from an aerial view?
- How is an aerial photograph and satellite image different to a map?
- How are natural and human features represented on a map?
- What symbols are used on maps and what is a legend?
- How do Aboriginal people represent natural and human features?
- How do Aboriginal people use symbols to tell complex stories about place and convey spiritual knowledge associated with places?

#### Acquire data and information:

Examine **maps** and **satellite imagery**:

- View a **satellite image** of the local area and locate the school. Identify the natural and human features of the school.
- Change the satellite image to **map view** and make comparisons between them.
- Analyse students' current knowledge and understanding of mapping and mapping terminology, e.g. plan view (looking down), map title, map key, map symbols, direction, scale, specific names of natural and human features.
- Reference a **junior atlas** for specific examples to support students' learning. Discuss features of maps including title, key, symbols to represent physical or human features, colours and compass symbol.

#### Fieldwork:

- Provide students with a blank **outline map** of the school. In the school grounds, guide students in orienting themselves on the map and identifying familiar features.
- On a walk around the school, students observe and take **photographs, sketches and/or notes** of natural and human features that are important to them.
- With guidance, students mark on their outline map their location when taking each image. Number for later reference.

Explore Aboriginal use of **symbols**:

- Examine Aboriginal **artworks** that use **symbols** to depict features in their environment.
- Note: Background information can be accessed using search terms such as 'Aboriginal art' and 'use of symbols'. Some artwork can be viewed as a plan map, showing a range of people and places. The significance of what is depicted will vary according to access to the appropriate local Aboriginal community knowledge.



	<p>This is sometimes referred to as the 'outside' story for the general public, and the 'inside' story accessible only to those with the appropriate level of knowledge.</p> <ul style="list-style-type: none"> <li>- Consider: What do you see? What is being represented? What do the symbols mean, individually and in combination?</li> <li>- Liaise with the Darkinjung community or AECG to learn appropriate local stories associated with specific places.</li> </ul> <p><b>Processing geographical information</b></p> <p>Construct a <b>large-scale map</b> of the school:</p> <ul style="list-style-type: none"> <li>- Students place <b>photographs</b> of the features in their correct location on the <b>outline map</b> of the school, digitally or by pasting printed images. Guide students to include a border and title.</li> <li>- Students explain their selection of <b>photographs</b>, e.g. 'we chose the toilets because everyone uses them so we think they are important'.</li> <li>- Identify and discuss reasons for the patterns of location of specific places in the school.</li> <li>- With reflection on Aboriginal use of symbols, students create and add a personal <b>symbol</b> to indicate places of importance to them.</li> <li>- Guide students in creating a legend to identify natural and human features e.g. colour code buildings according to use, grass area is green, gardens are brown, asphalt areas are grey, dotted line for walking 'path' and personal symbols for important places.</li> </ul> <p><b>Communicating geographical information</b></p> <p><b>Communicate:</b></p> <p>Students draw their map of the school for a third time as a <b>large-scale map</b> applying and demonstrating their understandings.</p> <p>Students include a border, legend and title.</p> <p>Students verbally explain how they knew where to place each feature and the reasons for their selection of symbols in the key. Use online examples such as Scribble Maps.</p> <p>Where appropriate, work with the Darkinjung Community to participate in the stories associated with drawing a <b>map</b> or creating an <b>artwork</b> for a specific place.</p>

## How places are organised

Students:

- investigate activities that occur within places, for example:
  - examination of why various activities in an area are located where they are e.g. school, shops

## Inquiry 3 – Location of activities

Students examine the various activities and facilities in a local catchment area, identify human impacts and propose ways to minimise those impacts.

### Acquiring geographical information

#### Question:

- What are the natural and human features of our local catchment area? Use the historical and recent aerial photographs of Porters Creek Wetland and Avoca Lagoon in Central Coast Council's Wetlands Multi-Touch Book available on the iBookstore.
- What activities occur within places in our catchment area?
- What are the effects of schools, other facilities and human activities on our local catchment?

#### Acquire data and information:

- View a **satellite image** and **virtual map** of the local neighbourhood and locate the school. Use Google street view imagery to observe the natural and human features of the local area.
- Use students' knowledge to identify the uses of familiar places in the local catchment area.
- Examine the location of the school and other facilities in the local catchment area.

### Processing geographical information

- Annotate a **satellite image** of the local catchment area indicating activities that occur in different places.
- Discuss interconnections between people's activities and impacts on the environment.
- Students propose ways to minimise these human impacts

### Communicating geographical information

#### Communicate and respond:

Students work collaboratively to design and draw a **large-scale map** of an ideal neighbourhood that has the school and facilities in locations that minimise human impacts.

Students present their maps to the class and explain the reasons for their decisions.

<p><b>Australian places</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>investigate places across a range of scales within Australia, for example: <ul style="list-style-type: none"> <li>identification that places exist across a range of scales e.g. personal, local, national</li> </ul> </li> </ul> <p><b>Features of places</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>investigate features of places and how they can be cared for, for example: <ul style="list-style-type: none"> <li>description of the natural and human features of places</li> <li>consideration of how a place can be cared for eg a park, farm, beach, bushland</li> </ul> </li> </ul> <p><b>How places are organised</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>investigate activities that occur within places, for example: <ul style="list-style-type: none"> <li>discussion of why and how the spaces within places can be rearranged for different purposes eg street fair, school hall</li> <li>examination of why various activities in an area are located where they are e.g. school, shops</li> </ul> </li> </ul>	<p><b>Inquiry 4 – Case study of a local wetland (Porters Creek Wetland or Avoca Lagoon)</b></p> <p>Students examine a selected wetland to determine natural features and human impacts.</p> <p><b>Acquiring geographical information</b></p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>Where is the wetland located?</li> <li>What are its features (plants, animals, size)?</li> <li>How is it used by people?</li> <li>Who uses it and how often is it used?</li> <li>Do these uses have a positive or negative impact on the wetland?</li> <li>How is the wetland cared for? Who looks after it?</li> <li>Why do you think it is important to take care of this place?</li> </ul> <p>Use the case studies in Central Coast Council's Wetlands Multi-Touch Book.</p> <p><b>Acquire data and information:</b></p> <p>Locate the wetland:</p> <ul style="list-style-type: none"> <li>Use <b>Google maps</b> to locate the wetland. Locate it in relation to the school.</li> <li>Reference images of the wetland through <b>photographs</b> and Google Street View imagery.</li> </ul> <p><b>Fieldwork:</b></p> <ul style="list-style-type: none"> <li>Visit the wetland being investigated or a similar local wetland.</li> <li>Observe and record its features through <b>photographs</b>, a simple <b>field sketch</b> and a Y chart. (Look like, feel like, sound like)</li> <li>Identify different activities that occur in or around the place by referencing the students' knowledge, signage and infrastructure. Record through <b>photographs</b>.</li> <li>Observe and <b>photograph</b> ways the place is cared for, e.g. litterbins, fencing, signage, maintenance work. Model caring for the area during the site visit.</li> <li>Undertake a simple water test activity e.g. turbidity, water bug survey. Make the link between water bug diversity and water quality. Contact Waterwatch, Rumbalara Environmental Education Centre or Central Coast Council for assistance.</li> </ul> <p><b>Processing geographical information</b></p> <ul style="list-style-type: none"> <li>Construct a class <b>'Y' chart</b> using the students individual observations collected during fieldwork.</li> <li>Create a <b>pictograph</b> of different water bugs identified during the survey.</li> </ul>
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- Summarise uses of the site by annotating **photographs** or constructing a **table** of features and their uses.
- Construct a **PMI chart** on the human activities in and/or around the wetland. Students predict the impact of more people on the wetland.

### **Communicating geographical information**

#### **Communicate:**

Students write a **letter** to the local newspaper suggesting ways for the community to better care for the wetland they investigated. Students present reasons for their ideas and explain why and how the wetland needs to be looked after.

Working collaboratively, students create an annotated **photographic collage** of the area to promote ways users can care for it. These could be displayed on school and neighbourhood noticeboards.

Geographical concepts	Geographical inquiry skills	Geographical tools
<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 location and features of local places and other places in the world</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 where activities are located and how spaces can be organised.</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 natural and human features of a place; daily and seasonal weather patterns of places.</p> <p><b>Interconnection:</b> <i>no object of geographical study can be viewed in isolation</i> eg local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place.</p> <p><b>Scale:</b> <i>the way that geographical phenomena and problems can be examined at different spatial levels</i> eg various scales by which places can be defined such as local suburbs, towns and large cities.</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 geographical questions</li> <li>• collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations (</li> </ul> <p><b>Processing geographical information</b></p> <ul style="list-style-type: none"> <li>• represent data by constructing tables, graphs or maps</li> <li>• draw conclusions based on the interpretation of geographical information sorted into categories</li> </ul> <p><b>Communicating geographical information</b></p> <ul style="list-style-type: none"> <li>• present findings in a range of communication forms</li> <li>• reflect on their learning and suggest responses to their findings</li> </ul>	<p>The following <b>geographical tools</b> have been integrated into the unit.</p> <p><b>Maps –</b></p> <ul style="list-style-type: none"> <li>• pictorial maps, large-scale maps, world map, globe</li> </ul> <p><b>Fieldwork –</b></p> <ul style="list-style-type: none"> <li>• observing, collecting and recording data, conducting surveys</li> </ul> <p><b>Graphs and statistics –</b></p> <ul style="list-style-type: none"> <li>• tally charts, pictographs, data tables, column graphs, weather data</li> </ul> <p><b>Spatial technologies –</b></p> <ul style="list-style-type: none"> <li>• virtual maps, satellite images</li> </ul> <p><b>Visual representations –</b></p> <ul style="list-style-type: none"> <li>• photographs, illustrations, diagrams, story books, multimedia, web tools</li> </ul>