**Geography Inquiry Planner: Incorporating Learning Design & the Australian Curriculum Year 1/2 Inquiry Unit 1**

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| **What do we want them to learn?** | | | | | | | | | | | | | **How will we know if they’ve learnt it?** |
| **Big Idea:** Where is my place in the world? | | | | | | **AC Key Inquiry Questions:** What is a place? What are the different features of places? How can spaces within a place be rearranged to suit different purposes? | | | | | | | **Assessment for Learning**   |  | | --- | | **Learning Expectations**  Clarifying and sharing learning intentions and criteria for success | | **Questioning**  Engineering effective discussions, questions and learning tasks that develop deep understanding and elicit evidence of learning | | **Feedback**  Providing feedback that moves learners forward. (Meaningful & timely) | | **Self-Assessment**  Activating students as the owners of their own learning. | | **Peer Assessment**  Actively engaging students as instructional resources for one another in learning and reflection. |   **TfEL Domains:**  **Intellectual Change**  **2.4**- Challenge students to achieve high standards with appropriate support  **4.4**- Communicate learning in multiple modes  **Formative Assessment**  **2.1**- Develop democratic relationships  **2.3**- Negotiate learning  **3.4**- Promote dialogue as a means of learning  **4.1**- Build on learners’ understandings  **4.3**- Apply and assess learning in authentic contexts |
| **Geographical Knowledge:** The natural, managed and constructed features of places and their location. The location of the major geographical divisions of the world in relation to Australia. | | | | | **Geographical Understanding:**  The definition of places as parts of the Earth’s surface that have been given meaning by people, and how places can be defined at a variety of scales. The ways the activities located in a place create its distinctive features. The ways that space within places, such as the classroom or backyard, can be rearranged to suit different activities or purposes | | | | | | | |
| **Geographical Concepts:** *What are the key concepts to be developed? What are the key inquiry questions?* | | | | | | | | | | | | |
| *Place* | *Space* | | | *Environment* | | | *Interconnection* | | *Sustainability* | | *Scale* | *Change* |
| What is a place?  What are the different features of places? | How can spaces within a place be rearranged to suit different purposes? | | |  | | |  | |  | |  |  |
| **Content Descriptions- Geographical Inquiry and Skills** | | | | | | | | | | | | |
| *Observing, questioning and planning* | | Pose geographical questions about familiar and unfamiliar places | | | | | | | | | | |
| *Collecting, recording, evaluating and concluding* | | Collect and record geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films. Represent [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and the location of places and their [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) by constructing tables, plans and labelled maps. | | | | | | | | | | |
| *Interpreting, analysing and concluding* | | Draw conclusions based on the interpretation of geographical information sorted into categories | | | | | | | | | | |
| *Communicating* | | Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far | | | | | | | | | | |
| *Reflecting and responding* | | Reflect on their learning and suggest responses to their findings | | | | | | | | | | |
| **General Capabilities:**  Description: Description: gc_literacy Literacy   Description: Description: gc_numeracyNumeracy   ICT capability  Critical and creative thinking Description: Description: gc_personal_socialPersonal and social capability  Ethical behaviour   Description: Description: gc_interculturalIntercultural understanding | | | | | | | | **Cross Curriculum Priorities:**  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia’s engagement with Asia    Description: cc_sustSustainability | | | | |
| **Connections with History Content and Concepts:** *Which geographical concepts and knowledge will support student learning in History?*  (Year 1) What remains of the past are important to the local community? Why?  -The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial | | | | | | | | | | | | |
| How will we get there using the inquiry stages of Geography? How will we know if they’ve learnt it? | | | | | | | | | | | | | |
| *What do the children bring? How will I know? How will I establish prior knowledge and understanding?* | | | **Engage**: | | | | | | | **Challenge**: | | | **Differentiate/Scaffold**: |

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| Big Idea/ Inquiry Question | Student Learning Task/Activity Description | Assessment Activity/Task | Inquiry Stages | Timeframe | Teacher preparation & required resources |
| **What is Place?** | 1) Pose the questions *‘What is a place?’ ‘Where is our place in the world?’* Use 2 or 3 ‘I wonder…’ posters (*sparklebox*)/ questions to encourage students to pose inquiry questions about their place in the world.  2) Students draw a map of their special place outside of the school *(e.g. home, bedroom, gran’s place, shopping centre).* Students label their map and write a sentence or 2 on what makes it a special place.  3) Discuss *what makes our school/place special?* Walk around the school and talk about all the important places in our school and why they are important. Students (with support) take a photo of their special place. Photos are printed on a page and they write about their special place. Display these in the classroom.  4) Choose 3 or 4 or places that the students all agree is a special place- print photos of each of the places and ask students map out how they get to that place, pasting the photos on their page. Prior to completing the activity, discuss *What do we walk past or see on the way? How do we get there? Etc.* | -inquiry question posed  -personal maps of a special place outside of school/ in school  -school map ‘how do we get to our favourite places?’ | * Observing, questioning and planning * Collecting, recording, evaluating and representing * Interpreting, analysing and concluding * Communicating * Reflecting and responding |  | *For Sparklebox posters see*  *Westtorrrenspartnership blog- inquiry learning page* |
| **Our location in the world** | 1) Prior Knowledge: Ask students about what they know about the world. Do they know where Australia is? Do they know what continents are, what they are called and where they are on the world map? Do they know states and territories of Australia? Discuss travel- Where have you visited? Do you know where that is? Ask students to bring in photos of their holidays with family as a stimulus for discussion.  2) Use Google maps, a 3D globe and a 2D map to find where Australia, South Australia and Adelaide are. Find the suburb. Discuss the geographical features that you can see on a map (e.g. the ocean, land, continents, North and South Poles, rivers, mountains, etc.).  3) On a 2D map of the world, label important geographical and cartographic features, including continents, major oceans, North and South pole, Equator, Tropic of Capricorn, Tropic of Cancer,  4) On a 2D map of Australia, label the states and territories and significant landmarks. | -labelled world map  -labelled map of Australia | * Observing, questioning and planning * Collecting, recording, evaluating and representing * Interpreting, analysing and concluding * Communicating * Reflecting and responding |  |  |
| **Features of our local place** | 1) Introduce terms **natural**, **managed**, **constructed** and discuss *(e.g. photos of things that are natural, managed and constructed)*. Take students around the school and look for natural, managed and constructed features. Take photos of places the students identify. View back in the classroom and discuss what makes each feature natural, managed or constructed.  2) Take a walk around the school block *(ask a school volunteer or SSO to help).* Have students working in groups to photograph any features that are natural, managed or constructed *(consider using team roles).* Other students could record on paper or draw the features. When back in the class discuss photos and observations. Use Google maps to map the journey around the block. Consider printing the Google map and asking students to write a literacy recount about their walk (think about using ‘Rosie’s Walk’ as a stimulus for their writing.  3) Print a selection of student photos from in school and around the school block and ask students to use 2 examples of each feature (natural, managed, constructed) from the photos. Students record 1 sentence about why they are a managed, natural or constructed feature. | -natural, managed and constructed features: students choose 2 photos of each and write what makes each feature natural, managed or constructed. | * Observing, questioning and planning * Collecting, recording, evaluating and representing * Interpreting, analysing and concluding * Communicating * Reflecting and responding |  |  |
| **What is space?** | 1) *How could we rearrange our space to suit different purposes? Why are spaces arranged the way they are? What makes our space special to us? Why are spaces special to some people and not others?*  Take photos of the classroom to display during the discussion. Students redesign the classroom space or their bedroom space by drawing a picture and explaining the key features that have changed and why. More able students (or year 2 students) might draw a before and after picture comparison. | -students draw a picture of a redesigned space, including labels and a description of what they changed and why. | * Observing, questioning and planning * Collecting, recording, evaluating and representing * Interpreting, analysing and concluding * Communicating * Reflecting and responding |  |  |
| **Unit 2: Forward planning: How are people connected to place** | | | | | |
| **How am I connected to this place?**  **How can we care for places?** | 1) Discuss how we are connected to our school. Students create a concept web/map to explore their connections to their school *(e.g. primary school name in the middle- ideas coming out from this such as ‘this is my school’ ‘my brother(s)/sister(s) go to this school’ ‘I play sport here on Saturday’ ‘My friends are at this school’ ‘This was my mums school’ etc.)*  Discuss how people are connected to places and the different types of connections people have to place (e.g. spiritual, cultural, religious, family, etc.). Find local examples of connections to place (e.g. local Indigenous and other cultural groups)  2) How can we care for places? (School, local community, wider scale- e.g. Australia and the world)  Students take photos that demonstrate how they can care *(e.g. rubbish in the bin, staying out of garden beds, telling the teacher if someone is doing the wrong thing, caring for the classroom, etc.)* | -concept map  -concept map/web of how other people are connected to the community? *(e.g. cultural example, spiritual example, services, homes, transport, etc)*  -photos and descriptions of caring for our (school) place | * Observing, questioning and planning * Collecting, recording, evaluating and representing * Interpreting, analysing and concluding * Communicating * Reflecting and responding |  | Karly Hefferan, 2014 |