

Focus: People live in places		Geography Unit Overview (Draft) <small>(Updated: February 2014)</small>			Foundation Year	
Inquiry Questions			Key Concepts			
<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>			In Foundation to Year 2 there is a particular emphasis on the use of the concepts of <b>place, space and environment</b> in studies at a personal and local <b>scale</b> . The concept of <b>interconnection</b> is introduced in Year 2 to develop students' understanding of how people are connected to places in Australia and across the world.			
Geographical Knowledge & Understanding <small>(Content Descriptors)</small>						
The representation of the location of places and their features on maps and a globe		The places people live in and belong to, their familiar features and why they are important to people		The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them		
		The reasons why some places are special to people, and how they can be looked after				
Geographical Inquiry and Skills <small>(The students will...)</small>						
Observing, questioning and planning	Collecting, recording, evaluating and representing	Interpreting, analysing and concluding	Communicating	Reflecting and responding		
<ul style="list-style-type: none"><li>Make observations about familiar places and pose questions about them</li></ul>	<ul style="list-style-type: none"><li>Record geographical data and information collected by observation</li><li>Represent the location of features of a familiar place on pictorial maps and models</li></ul>	<ul style="list-style-type: none"><li>Draw conclusions based on discussions of observations</li></ul>	<ul style="list-style-type: none"><li>Present information using everyday language to describe location and direction</li></ul>	<ul style="list-style-type: none"><li>Reflect on their learning to suggest ways that they can look after a familiar place</li></ul>		
Achievement Standard						
By the end Foundation Year, students <b>describe</b> the features of <b>familiar</b> places and <b>recognise</b> why some places are special to people. They <b>recognise</b> that places can be represented on maps and a globe and why places are important to people.						
Students observe the <b>familiar</b> features of places and <b>represent</b> these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to <b>describe</b> direction and location. Students reflect on their learning to suggest ways they can care for a <b>familiar</b> place.						
Aboriginal and Torres Strait Islander perspectives			Links to other Curriculum Areas			
Geography provides opportunities for children to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with: <ul style="list-style-type: none"><li>Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning</li><li>Indigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples live</li><li>Aboriginal peoples' and Torres Strait Islander peoples' contributions to Australian society and cultures.</li></ul>			<b>History</b> <ul style="list-style-type: none"><li>Explore a point of view (<a href="#">ACHHS020</a>)</li><li>Use a range of communication forms (oral, graphic, written, role play) and digital technologies (<a href="#">ACHHS022</a>)</li></ul> <b>English</b> <ul style="list-style-type: none"><li>Construct <u>texts</u> using software including word processing programs (<a href="#">ACELY1654</a>)</li></ul> <b>Mathematics</b> <ul style="list-style-type: none"><li>Answer yes/no questions to collect information (<a href="#">ACMSP011</a>)</li></ul> <b>Science</b> <ul style="list-style-type: none"><li>Explore and make observations by using the <u>senses</u> (<a href="#">ACSIS011</a>)</li><li>Engage in discussions about observations and use methods such as drawing to represent ideas (<a href="#">ACSIS233</a>)</li><li>Share observations and ideas (<a href="#">ACSIS012</a>)</li></ul>			
<b>Sources:</b> Australian Curriculum v5.2: Geography for Foundation–10, <a href="http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10">www.australiancurriculum.edu.au/Geography/Curriculum/F-10</a> ; Catlin, S., Bulter J (2013) <i>Teaching Primary Geography for Australian Schools</i> , Hawker Brownlow Education, Victoria, Australia; Prep plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 <a href="http://www.qsa.qld.edu.au/prep-geography-assessment.html">http://www.qsa.qld.edu.au/prep-geography-assessment.html</a> <b>Karly Hefferan, 2014</b>						

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Geographical Fieldwork		
Possible data collection techniques include: observing, field sketching, taking photographs or drawing story maps.		
Unit 1: Exploring Places	Unit 2: Caring for special places	
<p><b>The inquiry question for this unit is:</b></p> <ul style="list-style-type: none"><li><b>What are places like?</b></li></ul> <p>The unit develops children’s understanding of representations of the location of places and their features on maps and a globe. It considers the places people live in and belong to, their familiar features and why they are important to people.</p> <p>Children explore the places they live in, and are connected to, in their local area and will:</p> <ul style="list-style-type: none"><li>create story-maps or models representing location of places and features from observations made of a journey to school or fieldwork related to an exploration of the school locality.</li><li>use geographic tools such as a globe or digital representations of the world to locate Australia and other places of significance to children</li><li>identify the places they live in and belong to, e.g. a neighbourhood, suburb, town or rural locality using photo walls, maps or spatial applications such as Google Earth.</li><li>describe the features of their own place, and places they are familiar with or are aware of, e.g. places they have visited, places family members have come from, imaginary places in stories, or places featured on television</li><li>contribute to discussions by reflecting on learning and drawing on observations of how places provide people with their basic needs, e.g. water, food and shelter.</li><li>communicate information about direction and locations using everyday language.</li></ul>	<p><b>The inquiry questions for this unit are:</b></p> <ul style="list-style-type: none"><li><b>What makes a place special?</b></li><li><b>How can we look after the places we live in?</b></li></ul> <p>The unit develops children’s understanding of the reasons why some places are special to people, and how they can be looked after. They develop an understanding of the Countries/Places that Aboriginal peoples and Torres Strait Islander peoples belong to in the local area and why they are important to them.</p> <p>Children explore the places they live in and are connected to in their local area and will:</p> <ul style="list-style-type: none"><li>identify places they consider to be “special”, e.g. their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance, and explain why the place is special to them</li><li>engage in fieldwork to describe the features of a special place based on what they see, hear, smell and feel</li><li>record information from observations using geographic tools, such as maps and tables, and ask questions about what they observe in the local area</li><li>use guided discussions related to observations to answer questions and discuss different ways they could contribute to caring for their special places</li><li>identify and use the name of the local Aboriginal/Torres Strait Islander Language Group</li><li>identify how and why the words Country/Place are used by Aboriginal peoples and Torres Strait Islander peoples for the places to which they belong</li><li>use photographs, film, painting, dance or stories about a place to stimulate questions about what the place is like and draw some conclusions from the discussion</li><li>draw pictures of, and describe, the ways they care for places</li><li>suggest ways they could take care of important places in the school or local area, and outline why this might be required.</li></ul>	
Unit 1 Assessment	Unit 2 Assessment	
<p><b>Collection of work</b></p> <p>The purpose of this assessment is to make judgments about children’s responses to a series of focused tasks within a specified context and based on the process of Geographical Inquiry and Skills. Teachers and children collaborate on tasks which are conducted in class and in children’s own time.</p> <p>The focus of the collection of work is describing the features of familiar places, recognising that places can be represented on maps and a globe and considering why places are important to people. The collection of work will also focus on making records and sharing observations and describing direction and location. Examples may include:</p> <ul style="list-style-type: none"><li>labelled outline maps of local places</li><li>labelled diagrams</li><li>journal entries</li><li>annotated visual records</li><li>records of evidence gathered through fieldwork.</li></ul>	<p><b>Guided research</b></p> <p>The purpose of this assessment is to make judgments about children’s ability to observe, collect, record and represent geographical data and draw conclusions about a place special to the child/children and make suggestions on how they can care for it. Research in a P–2 context is guided and involves children and teachers collaborating to gather and record information. They follow an inquiry approach that aligns to the Geographical Inquiry and Skills strand for the Prep Year level. Examples may include:</p> <ul style="list-style-type: none"><li>responses based on a field trip, e.g. a local community site study</li><li>picture diaries</li><li>categorising drawings or photos</li><li>simple tables and picture graphs</li><li>simple maps or models</li><li>story books using photographs</li><li>fieldwork observations using photographs and drawings</li><li>responses to inquiry questions.</li></ul>	
<p><b>Sources:</b> Australian Curriculum v5.2: Geography for Foundation–10, <a href="http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10">www.australiancurriculum.edu.au/Geography/Curriculum/F-10</a>; Catlin, S., Bulter J (2013) <i>Teaching Primary Geography for Australian Schools</i>, Hawker Brownlow Education, Victoria, Australia; Prep plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 <a href="http://www.qsa.qld.edu.au/prep-geography-assessment.html">http://www.qsa.qld.edu.au/prep-geography-assessment.html</a> <b>Karly Hefferan, 2014</b></p>		