

Focus: Places have distinctive features		Geography Unit Overview (Draft) <small>(Updated: February 2014)</small>			Year 1	
Inquiry Questions			Key Concepts			
<ul style="list-style-type: none">What are the different features of places?How can we care for places?How can spaces within a place be rearranged to suit different purposes?			In Foundation to Year 2 there is a particular emphasis on the use of the concepts of place, space and environment in studies at a personal and local scale . The concept of interconnection 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 (Content Descriptors)						
The natural, managed and constructed features of places, their location, how they change and how they can be cared for		The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them		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 Inquiry and Skills (The students will...)						
Observing, questioning and planning	Collecting, recording, evaluating and representing		Interpreting, analysing and concluding	Communicating	Reflecting and responding	
<ul style="list-style-type: none">Pose questions about familiar and unfamiliar places ('where', 'what', 'why', 'how')	<ul style="list-style-type: none">Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and filmsRepresent data and the location of places and their features by constructing tables, plans and labelled maps		<ul style="list-style-type: none">Draw conclusions based on the interpretation of geographical information sorted into categories	<ul style="list-style-type: none">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	<ul style="list-style-type: none">Reflect on their learning and suggest responses to their findings	
Achievement Standard						
<p>By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.</p> <p>Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.</p>						
Aboriginal and Torres Strait Islander perspectives			Links to other Curriculum Areas			
<p>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:</p> <ul style="list-style-type: none">Aboriginal and Torres Strait Islander frameworks of knowing and ways of learningIndigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples liveAboriginal peoples' and Torres Strait Islander peoples' contributions to Australian society and cultures.			<p>History Explore a point of view (ACHHS036) Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038)</p> <p>English Construct texts using software including word processing programs (ACELY1654)</p> <p>Mathematics Represent data with objects and drawings where one object or drawing represents one data value. (ACMSP263) Describe the displays (ACMSP263)</p> <p>Science Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSYS026) Use a range of methods to sort information, including drawings and provided tables (ACSYS027) Compare observations with those of others (ACSYS213).</p>			
<p>Sources: Australian Curriculum v5.2: Geography for Foundation–10, www.australiancurriculum.edu.au/Geography/Curriculum/F-10/; Catlin, S., Bulter J (2013) <i>Teaching Primary Geography for Australian Schools</i>, Hawker Brownlow Education, Victoria, Australia; Year 1 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 http://www.qsa.qld.edu.au/yr1-geography-assessment.html Karly Hefferan, 2014</p>						

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Geographical Fieldwork		
Possible data collection techniques include: observing, field sketching, taking photographs or interviewing.		
Unit 1: Features of Places	Unit 2: People and Places	
<p>The inquiry question for this unit is:</p> <ul style="list-style-type: none">What are the different features of places? <p>The unit develops children’s understanding of the natural, managed and constructed features of places, their location, and how they change. Included in these understandings of natural features are the weather and seasons of places, and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them. Children will:</p> <ul style="list-style-type: none">use observations to identify and describe the natural features (e.g. hills, rivers, native vegetation), managed features (e.g. farms, parks, gardens, plantation forests) and constructed features (e.g. roads, buildings) of the local place, and locate them on a mapuse drawings or images to categorise features of places into tables showing natural, managed or constructed placesinterpret the geographical information in guided discussionsuse a range of forms to describe natural features including stories, text, painting photographs and mapsrecount Aboriginal Dreaming stories and/or Legends of the Torres Strait stories that identify the natural features of a placeuse observations and/or photographs or digital images from sources such as Google Earth to identify changes in natural, managed and constructed features in their place, (e.g. recent erosion, revegetated areas, planted crops or new buildings)use observations and/or photographs or digital sources, such as the Bureau of Meteorology, to describe the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind, and compare it with the weather of other places that they know or are aware ofcompare the Aboriginal peoples’ or Torres Strait Islander Peoples’ seasonal calendar for the local area, with one children are familiar with, such as the four-seasons calendar derived from Europe.	<p>The inquiry questions for this unit are:</p> <ul style="list-style-type: none">How can we care for places?How can spaces within a place be rearranged to suit different purposes? <p>The unit develops children’s understanding of the ways places can be cared for, the ways the activities located in a place create its distinctive features, and the ways that space within places, like the classroom or backyard, can be rearranged to suit different activities or purposes.</p> <p>Children will:</p> <ul style="list-style-type: none">describe local features people look after (e.g. a bushland, wetland, park or heritage building) and find out why and how these features need to be cared for, and who provides this careidentify the activities located in their place (e.g. retailing, medical, educational, police, religious, recreational, farming, manufacturing or office activities), locate them on a pictorial map, and suggest why they are located where they aredevelop a table to show the significant features or uses of different placesdescribe how they would rearrange the space within the classroom for specific learning activities like reading, drama, group work or class meetingspose questions about how and why things are arranged spatially (e.g. the arrangement of a classroom or the school’s buildings and playgrounds or the arrangement of shops around a main road)locate and label their home on a map, show their daily route to school and describe the features they pass. Children use terms, such as north, south, near, far and opposite, to describe direction and location.	
Unit 1 Assessment	Unit 2 Assessment	
<p>Collection of work</p> <p>The purpose of this assessment is to make judgments about children’s responses to a series of focused tasks within one cohesive investigative context. Teachers and children collaborate on tasks, which are conducted in class and in children’s own time. This differs from a folio of assessment responses used to make a judgment at the end of a term and assessment.</p> <p>The focus of the collection of work is identifying and describing the changing natural, managed and constructed features of places and how Aboriginal peoples and Torres Strait Islander peoples describe features and places differently. Children also represent and interpret their geographical findings.</p> <p>A collection of work may include:</p> <ul style="list-style-type: none">labelled outline maps of local placeslabelled diagramsshort written explanationsjournal entriesannotated visual recordsrecords of evidence gathered on a field triporal, electronic or multimodal presentations.	<p>Guided research (Spoken/multimodal)</p> <p>The purpose of this assessment is to make judgments about children’s ability to observe, collect, record and represent geographical data and findings to demonstrate:</p> <ul style="list-style-type: none">understanding at a local scale of where features of places are locatedhow they can be arranged or rearranged to suit purposehow places can be cared for. <p>Research in a P–2 context is guided. Guided research 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 Year 1 level. Research presentation formats may include:</p> <ul style="list-style-type: none">responses to inquiry questionsinformal and guided discussionsresponses based on fieldwork, e.g. a local community site studypicture diariesmultimodal presentationsfieldwork observations using photographs and drawingscategorising drawings or photosstory books using photographs	
<p>Sources: Australian Curriculum v5.2: Geography for Foundation–10, www.australiancurriculum.edu.au/Geography/Curriculum/F-10; Catlin, S., Bulter J (2013) <i>Teaching Primary Geography for Australian Schools</i>, Hawker Brownlow Education, Victoria, Australia; Year 1 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 http://www.qsa.qld.edu.au/yr1-geography-assessment.html Karly Hefferan, 2014</p>		