

Focus: People are connected to many places		Geography Unit Overview (Draft) <small>(Updated: February 2014)</small>			Year 2	
Inquiry Questions			Key Concepts			
<ul style="list-style-type: none"><li>What is a place?</li><li>How are people connected to their place and other places?</li><li>What factors affect my connection to places?</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 <i>(Content Descriptors)</i>						
The location of the major geographical divisions of the world in relation to Australia		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 in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place	The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world	The influence of purpose, distance and accessibility on the frequency with which people visit places	
Geographical Inquiry and Skills <i>(The students will...)</i>						
Observing, questioning and planning	Collecting, recording, evaluating and representing		Interpreting, analysing and concluding	Communicating	Reflecting and responding	
<ul style="list-style-type: none"><li>Pose questions about familiar and unfamiliar places ('where', 'what', 'why', 'how')</li></ul>	<ul style="list-style-type: none"><li>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 films</li><li>Represent data and the location of places and their features by constructing tables, plans and labelled maps</li></ul>		<ul style="list-style-type: none"><li>Draw conclusions based on the interpretation of geographical information sorted into categories</li></ul>	<ul style="list-style-type: none"><li>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</li></ul>	<ul style="list-style-type: none"><li>Reflect on their learning and suggest responses to their findings</li></ul>	
Achievement Standard						
<p>By the end of Year 2, students <b>identify</b> the features that define places and <b>recognise</b> that places can be described at different scales. They <b>describe</b> how people in different places are connected to each other and <b>identify</b> factors that influence these connections. Students <b>recognise</b> that the world can be divided into major geographical divisions. They <b>explain</b> why places are important to people.</p> <p>Students pose questions about <b>familiar</b> and <b>unfamiliar</b> places and collect information to answer these questions. They <b>represent</b> data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to <b>describe</b> the direction and location of places. They suggest action in response to the findings of their inquiry.</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"><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>			<p><b>History</b></p> <ul style="list-style-type: none"><li>Explore a point of view (<a href="#">ACHHS052</a>)</li><li>Use a range of communication forms (oral, graphic, written, role play) and digital technologies (<a href="#">ACHHS054</a>)</li></ul> <p><b>English</b></p> <ul style="list-style-type: none"><li>Use <a href="#">comprehension strategies</a> to build literal and inferred meaning and begin to analyse <a href="#">texts</a> by drawing on growing knowledge of <a href="#">context</a>, language and <a href="#">visual features</a> and print and <a href="#">multimodal text</a> structures (<a href="#">ACELY1670</a>)</li><li>Construct <a href="#">texts</a> featuring print, visual and audio elements using software, including word processing programs (<a href="#">ACELY1674</a>)</li></ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>Identify a question of interest based on one <a href="#">categorical variable</a>. Gather <a href="#">data</a> relevant to the question (<a href="#">ACMSP048</a>)</li><li>Create displays of <a href="#">data</a> using lists, table and <a href="#">picture graphs</a> and interpret them (<a href="#">ACMSP050</a>)</li></ul> <p><b>Science</b></p> <ul style="list-style-type: none"><li>Use informal measurements in the collection and recording of observations, with the assistance of <a href="#">digital technologies</a> as appropriate (<a href="#">ACSI039</a>)</li><li>Use a range of methods to sort information, including drawings and provided <a href="#">tables</a> (<a href="#">ACSI040</a>)</li><li>Compare observations with those of others (<a href="#">ACSI041</a>)</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; Year 2 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 <a href="http://www.qsa.qld.edu.au/yr2-geography-assessment.html">http://www.qsa.qld.edu.au/yr2-geography-assessment.html</a> <b>Karly Hefferan, 2014</b></p>						

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Geographical Fieldwork		
Possible data collection techniques include: observing, field sketching, taking photographs or interviewing.		
<b>Unit 1: Defining Places</b>	<b>Unit 2: Connections between people and places</b>	
<p><b>The inquiry question for this unit is:</b></p> <ul style="list-style-type: none"><li><b>What is a place?</b></li></ul> <p>The unit develops children’s understanding of the location of the major geographical divisions of the world in relation to Australia and 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.</p> <p>Children will:</p> <ul style="list-style-type: none"><li>use geographical tools (e.g. a globe and world map, or digital application like Google Earth) to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres</li><li>describe the location of continents relative to Australia using simple geographical terms to describe the direction and location of places such as north, south, opposite, near and far</li><li>examine the names of features and places in the local area, the meaning of these names and why they were chosen</li><li>investigate the names and meanings given to local features and places by the local Aboriginal and Torres Strait Islander Peoples</li><li>describe the hierarchy of places from the personal scale of their home through the local scale of their suburb or town, to the regional scale of their state, and the national scale of their country</li><li>recognise major geographical divisions of the world.</li></ul>	<p><b>The inquiry questions for this unit are:</b></p> <ul style="list-style-type: none"><li><b>How are people connected to their place and other places?</b></li><li><b>What factors affect my connections to places?</b></li></ul> <p>The unit develops children’s understanding of the ways in which Aboriginal peoples and Torres Strait Islander peoples maintain special connections to particular Country/Place; and the connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world. Children will also develop an understanding of the influence of purpose, distance and accessibility on the frequency with which people visit places.</p> <p>Children will:</p> <ul style="list-style-type: none"><li>explain that some people have special connections to many countries through, for example, marriage, birth, residence and chosen or forced movement</li><li>discuss how some people are connected to one country, for example, because it is “mother’s” country or “father’s” country</li><li>describe the connections of the local Aboriginal or Torres Strait Islander peoples with the land, sea and animals of their Country/Place</li><li>examine the ways people are connected to other places through, for example, relatives, friends, things people buy or obtain, holidays, sport, family origin, beliefs, and places of particular significance</li><li>discuss how their place may be connected to events that have happened in other places</li><li>investigate the places they and their families visit for shopping, recreation, religious or ceremonial activities, or other reasons</li><li>suggest what their pattern of visits to places might have been two generations ago and compare this to their current pattern</li><li>investigate how people’s connections with places are affected by transport and information and telecommunications technologies</li><li>report the findings to show the influence of distance and accessibility on the use of places now and over at least one generation</li><li>develop questions about the connections they have to other places</li><li>collect information and explore ideas about other places and people’s connections to them and how frequently people visit places and for what purpose</li><li>locate on an outline map the places they are connected to, or the places they visit for shopping, recreation or other reasons</li><li>develop a table to show students’ connections to different places</li><li>develop a map, incorporating map symbols, to show significant features</li><li>write or talk about their connection to places using appropriate directional and locational terms, including north and south</li><li>discuss with their teacher, other students and members of their family, what they know and have learned about connections with other places, and explain the significance of these connections.</li></ul>	
<b>Unit 1 Assessment</b>	<b>Unit 2 Assessment</b>	
<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 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 the features that define places and recognise that places can be described at different scales and that the world can be divided into major geographical divisions. Children also represent location and features of places and interpret their geographical information to draw conclusions.</p> <p>A collection of work may include:</p> <ul style="list-style-type: none"><li>labelled outline maps of local places</li><li>labelled diagrams or tables</li><li>short written explanations</li><li>journal entries</li><li>annotated visual records</li><li>records of evidence gathered on a field trip</li><li>oral, electronic or multimodal presentations.</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 findings to demonstrate understanding of how people in different places are connected to each other, why places are important to them and how factors such as location and distance influence the connections.</p> <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 2 level.</p> <p>Research presentation formats may include:</p> <ul style="list-style-type: none"><li>responses to inquiry questions</li><li>informal and guided discussions</li><li>responses based on fieldwork, e.g. a local community site study</li><li>picture diaries</li><li>multimodal presentations</li><li>fieldwork observations using photographs and drawings</li><li>categorising drawings or photos</li><li>story books using photographs.</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; Year 2 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 <a href="http://www.qsa.qld.edu.au/yr2-geography-assessment.html">http://www.qsa.qld.edu.au/yr2-geography-assessment.html</a> <b>Karly Hefferan, 2014</b></p>		