**Year 2 Overview**

**Curriculum overview**

The theme for Year 2 is [People are connected to many places](http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10#level=2).

The child's understanding of the earth, as represented by a world map and a globe, is developed at this Year level, together with an understanding of the connections between places. The illustrations of practice use a large world map and a world globe as their main teaching resources.

It is important that children understand the use of both a globe and a map to represent the world, and that they develop knowledge about the main locational aids on each of these (such as the poles, equator, tropics and hemispheres). They should also learn to recognise shapes and locations of continents and oceans as well as some important nations and places. The illustrations use different methods to assist this learning.

**About the illustrations**

[Illustration 1: Our place on the globe](http://www.geogspace.edu.au/core-units/f-4/exemplars/year-2/f4-exemplars-y2-illus1.html) is a set of activities which can be done with a globe of the world, to make children familiar with it as a model of the earth. They include references to important places, spaces and shapes. The activities can be spread over a long or short time, and can be developed into more complex extensions.

[Illustration 2: Mapping world interconnections](http://www.geogspace.edu.au/core-units/f-4/exemplars/year-2/f4-exemplars-y2-illus2.html) develops the concept of interconnections between the children and other places in Australia and the world. It suggests mapping these connections in a methodical way so that children learn locational geography and also understand the complexity and richness of interconnections in the world.

**Our place on the globe**

**Curriculum overview**

The [Australian Curriculum: Geography](http://www.australiancurriculum.edu.au/Geography/Rationale) content descriptions addressed in this illustration are:

* The location of major geographical divisions of the world in relation to Australia ([ACHGK009](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK009))
* 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 ([ACHGK010](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK010))

 Source: Australian Curriculum, Assessment and Reporting Authority (ACARA).

**Learning goals**

The illustration-specific learning goals are:

* understanding the relationships between the globe of the world and atlas maps
* developing knowledge of the names of continents, oceans and important places and areas of the earth.

**Geographical understanding and context**

The understanding of the earth as represented by a globe of the world is a central idea of geography. The globe should be referred to often in discussions of places. Using the globe reinforces the idea that the earth is not flat, that it is a planet in space, that oceans of water dominate it, and that it is constantly rotating and revolving.

Recognising the shape and location of each of the continents is also a basic piece of geographical knowledge which can be developed at this age. The cities and countries which children hear of in stories, films and the news should be located within their relevant continent.

**Teaching approaches**

This illustration is a set of activities which can be done in any order and might well be spread over the year. They are all intended to widen and deepen the child's familiarity with the globe of the world and the maps that represent parts of it. A number of activities are listed below.

**1. Using maps**

* Use a large outline map of the world to name the seven continents and four oceans.
* Get children to recognise the seven continents and four oceans by name on a globe of the world.
* Locate your place on the globe, and stick a toothpick on it with a label.

**2. Using a globe**

* Have children find the location of other places they have heard of and label them on the globe. They might then transfer those locations to an outline map of a continent or the world.
* Talk to the class about the North Pole, South Pole and axis. Have them spin the globe on its axis (always from west to east). Talk about the sun rising in the east and setting in the west.
* Show the students the equator, and the northern and southern hemisphere.
* Compare the sizes of the continents. Ask children to try to rank them in size.
* Compare the sizes of the oceans. Ask children to rank these in size.
* Use an orange to represent the globe. Draw a very approximate outline of the continents on the skin of the orange with a marker pen. Then peel off the skin in large slices and try to flatten it into a flat map. Discuss the difficulties of doing this.
* Use the globe (or a world map) to record the places where important events take place through the year. Add labels for such things as major sporting events, celebrations, disasters, places in the news, and events related to Australia in some way.

**3. Using IT**

* Use a simple electronic atlas to ask children to recognise continents, oceans and the geographical terms related to the globe.
* Use Google Earth to zoom in from a globe representing the whole earth to your own place, and then to other places.

**4. Using games**

* Play games which involve finding countries which are land-locked in certain specified locations (for example, on islands or bordered by large lakes or rivers).

**5. Extension activities**

* Give the children the origin, destination and route of a journey, and ask them to find from maps the names of mountain ranges they would fly over, major rivers they would cross, and countries within whose airspace they would fly.
* Ask children to develop more complex versions of the previous activity, and try them out with others in their group.
* Use a globe and a simple atlas to ask children to identify coastline shapes as parts of the correct continent.
* Have the children make play-passports and record an imaginary world trip over a period of time.

**What you need**

Globe of the world.

Toothpicks and Blue Tack.

Large simple maps of the world.

Electronic atlas apps can be found by searching the Internet. Usually they can be downloaded for free. Some apps that might be useful include:

* Barefoot World Atlas
* World Map for iPad.
* Oxford Atlas (optional).
* Google Earth (optional).
* *Big Oxford atlas* from Oxford Atlas Project (optional).

Time frame: These activities can be used as a teaching block, or split into a number of sections so that the globe is used at a number of different times in the year.

**Curriculum connections**

This illustration links with the content descriptions of the following Phase 1 Australian Curriculum.

**English**

* Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose ([ACELA1470](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1470))
* Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ([ACELY1666](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1666))

**Mathematics**

* Interpret simple maps of familiar locations and identify the relative positions of key features ([ACMMG044](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG044))
* Name and order months and seasons ([ACMMG040](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG040))

**Science**

* Through discussion, compare observations with predictions ([ACSIS214](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS214))
* Respond to and pose questions, and make predictions about familiar objects and events ([ACSIS037](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS037))

**History**

* Use a range of communication forms (oral, graphic, written, role play) and digital technologies ([ACHHS054](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS054))

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA).

**Resources**

**Websites:**

Australian Curriculum Assessment and Reporting Authority (ACARA). (2013). [Australian Curriculum: Geography](http://www.australiancurriculum.edu.au/Geography/Rationale). Retrieved May 2013, from: <http://www.australiancurriculum.edu.au/Geography/Rationale>

All other required resources are listed in the 'What you need' section above.

**Mapping world interconnections**

**Curriculum overview**

The [Australian Curriculum: Geography](http://www.australiancurriculum.edu.au/Geography/Rationale) content descriptions addressed in this illustration are:

* The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world ([ACHGK012](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK012))
* The influence of purpose, distance and accessibility on the frequency with which people visit places ([ACHGK013](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK013))

 Source: Australian Curriculum, Assessment and Reporting Authority (ACARA).

**Learning goals**

The illustration-specific learning goals are:

* understanding the variety of ways that we are connected to other places
* developing knowledge of the names, locations and features of places in the world
* developing communication skills in finding out and talking about places.

**Geographical understanding and context**

The concept of interconnection is combined with the concept of place in this illustration. Children are asked to draw on their experiences and knowledge in this activity, and combine them with the experience and knowledge of others. The combined information will present children with a vivid demonstration of the wealth of interconnections that already exist between them and other places in the world. Furthermore, by displaying these interconnections on a large map of the world, the location of places is being demonstrated and reinforced.

**Teaching approaches**

**1. Introductory discussion**

A starting point might be a discussion of other places in the world as a result of a story, a visit by someone, a video or a news event. Children could bring to school artefacts (photos, objects, clothes etc) which connect them to the world and these could be used as a place to begin.

**2. Labelling interconnections**

From there, the interconnections between members of the class and the rest of the world can be demonstrated by asking the children to contribute small labels which they can attach to a wall map.

You will need to obtain a large map of the world, and also a large map of Australia, and put them on the wall of the classroom (or use an interactive whiteboard). Ask the children to think about the connections they have with other places in any of the following categories:

* relatives or friends in other places
* places visited by them or other members of their family
* places in the news because of particular events
* places referred to, or used as the location, in a story or film they see
* places to which their family has a special connection through ancestors or culture.

Each of these categories should have a label of a distinctive colour. Ask the children to write on the appropriate label:

* the name of the place
* a brief phrase describing the connection
* their own name.

**3. Exploring connections further**

Children could then write some more about the connection they have labelled, and perhaps link it to other connections labelled by others in the class. Children could be asked to explain why this connection is important to them.

**4. Extension activities**

Children who show an interest in the location of world events could be asked to prepare labels for a more sophisticated division of world events. Some ideas include:

* places in the news because of events of nature (for example, earthquakes, heatwaves)
* places in the news because of events caused by humans (for example, politics, scientific advance)
* places in the news because of major sporting events (for example, Olympics, World Cup).

Discussion could follow about these connections (for example, sporting teams, visits by world leaders, disaster relief, global aid or important world political events.

**What you need**

Wall map of the world (either a classroom-type map on battens or a folded paper map widely available).

Wall map of Australia.

Labels made of coloured paper (possibly Post-it labels).

Preparation: Putting the maps onto a suitable place on the wall, and obtaining or preparing labels of different colours.

Time frame: This could be done over a week or over a longer time such as a term.

**Curriculum connections**

This illustration links with the content descriptions of the following Phase 1 Australian Curriculum.

**English**

* Rehearse and deliver short presentations on familiar and new topics ([ACELY1667](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1667))
* Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose ([ACELY1671](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1671))

**Mathematics**

* Interpret simple maps of familiar locations and identify the relative positions of key features ([ACMMG044](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG044))
* Create displays of data using lists, table and picture graphs and interpret them ([ACMSP050](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP050))

**Science**

* Use a range of methods to sort information, including drawings and provided tables ([ACSIS040](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS040))

**History**

* Use a range of communication forms (oral, graphic, written, role play) and digital technologies ([ACHHS054](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS054))
* The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) ([ACHHK046](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK046))

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA).

**Resources**

**Books:**

Ganeri, A. & Oxlade, C. (2003). *First atlas.* New York: Dorling Kindersley. This reference has simple maps and plenty of illustrations for children to find out more about places with which they are connected.

Oxford Atlas Project. (2008). *Big Oxford atlas.* Melbourne: Oxford. This has very large pages of maps for children.

**Websites:**

Australian Curriculum Assessment and Reporting Authority (ACARA). (2013). [Australian Curriculum: Geography](http://www.australiancurriculum.edu.au/Geography/Rationale). Retrieved May 2013, from: [www.australiancurriculum.edu.au/Geography/Rationale](http://www.australiancurriculum.edu.au/Geography/Rationale)

All other required resources are listed in the 'What you need' section above.