Focus: Places are both similar and different	**Geography Unit Overview *(Draft)*** *(Updated: February 2014)*	**Year 3**

Inquiry Questions

- How and why are places similar and different?
- What would it be like to live in a neighbouring country?
- How do people's feelings about places influence their views about the protection of places?

Key Concepts

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.
In **Years 3-6** the F-2 concepts continue to be a focus of study but the scale of the places studied moves from the local to national, world regional and global scales. The concepts of **sustainability** and **change** are also introduced in these years.

Geographical Knowledge & Understanding *(Content Descriptors)*

The representation of Australia as states and territories, and Australia's major natural and human features	The many Countries/ Places of Aboriginal and Torres Strait Islander Peoples throughout Australia	The location of Australia's neighbouring countries and their diverse characteristics	The main climate types of the world and the similarities and differences between the climates of different places	The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places	The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there

Geographical Inquiry and Skills *(The students will…)*

Observing, questioning and planning	**Collecting, recording, evaluating and representing**	**Interpreting, analysing and concluding**	**Communicating**	**Reflecting and responding**
• Develop geographical questions to investigate *('why there?', 'what might happen?', etc.)*	• Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet • Represent data by constructing tables and graphs • Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title, and north point, and describe their location using simple grid references, compass direction and distance	• Interpret geographical data to identify distributions and patterns and draw conclusions	• Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology	• Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal

Achievement Standard

By the end of Year 3, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected countries and the distribution of features of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places.
Students pose simple geographical questions and collect information from different sources to answer these questions. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.

Aboriginal and Torres Strait Islander perspectives

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:

- Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning
- Indigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples live
- Aboriginal peoples' and Torres Strait Islander peoples' contributions to Australian society and cultures.

Links to other Curriculum Areas

History
- The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area (ACHHK060)
- Identify sources (ACHHS215)
- Locate relevant information from sources provided (ACHHS068)
- Identify different points of view (ACHHS069)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)

English
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)

Science
- Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS057)

Mathematics
- Create and interpret simple grid maps to show position and pathways (ACMMG065)
- Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)
- Interpret and compare data displays (ACMSP070)

Sources: Australian Curriculum v5.2: Geography for Foundation–10, www.australiancurriculum.edu.au/Geography/Curriculum/F-10; Catlin, S., Bulter J (2013) *Teaching Primary Geography for Australian Schools,* Hawker Brownlow Education, Victoria, Australia; Year 3 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 http://www.qsa.qld.edu.au/yr3-geography-assessment.html
Karly Hefferan, 2014

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Year 3

Geographical Fieldwork

The curriculum should provide opportunities for fieldwork at all stages, as this is an essential component of geographical learning. Fieldwork is any activity involving the observation and recording of information outside of the classroom. It could be within the school grounds, around neighbouring areas or in more distant locations. Insert the data collection techniques and geographical contexts that are appropriate for fieldwork at this Year level.

Unit 1: Investigating how places are similar and different

The inquiry questions for this unit are:

- **How and why are places in Australia and in Australia's neighbouring countries similar and different?**
- **What would it be like to live in a neighbouring country?**

The focus of the unit is to develop student understanding of the major natural and human characteristics of Australia and one of its neighbouring countries. The scale of comparison between Australia and Australia's neighbouring countries is at the level of the local place.

Students will:

- identify and describe major natural features of Australia, e.g. rivers, deserts, rainforests, the Great Dividing Range and the Great Barrier Reef
- identify and describe human features of Australia, e.g. farmland, highways, railways and cities
- collect and record data and information about the natural and human characteristics of places in the local area, e.g. by observing, interviewing, sketching, conducting surveys and measuring
- represent Australia's states, territories, major cities and regional centres on large-scale maps using simple grid references, compass direction and distance
- use language maps to show the Country/Places of Aboriginal peoples and Torres Strait Islander peoples and explain how the boundaries between Aboriginal Countries are quite different to the survey boundaries between Australian states and territories
- identify the difference between weather and climate and represent the location of the main climate zones in Australia and the world, e.g. equatorial, tropical arid, semi-arid, temperate and Mediterranean
- represent geographical data in different forms such as tables and graphs
- interpret geographical data and information to identify and draw conclusions about distributions and patterns using spatial technologies such as Google Earth where appropriate
- present findings and information about life in a neighbouring country.

Unit 2: Investigating feelings and views about the protection of places

The inquiry questions for this unit are:

- **How and why are places similar and different?**
- **How do people's connections to places affect their perception of them?**

The focus of the unit is to develop student understanding of the concept of sustainability by exploring feelings that influence views about the protection of different places. Students undertake a case study of another place outside Australia on a local scale to examine the similarities and differences between types of settlements, demographic characteristics and the lives of people who live there.

Students will:

- develop geographical questions to investigate feelings and views about different places
- explore the similarities and differences in individuals' and groups' feelings about places through sources such as images, paintings, poems and stories
- collect and record data and information about special places using sources such as maps, photographs, satellite images, the media and the internet
- locate and represent places and environments, that are significant to them and other people, on maps
- identify similarities and differences between the types of settlements of places
- identify the diversity of people who live in their place using geographical data and information
- explore different views about the protection of places of significance such as wetlands, World Heritage sites or sacred sites
- represent data by constructing tables and graphs
- interpret geographical data and information about places inside and outside Australia to draw conclusions about types of settlements, demographic characteristics and the lives of people who live to there
- present findings and propose actions to protect places and environments.

Unit 1 Assessment

Collection of work (written)

The purpose of this assessment is to make judgments about students' responses to a series of focused tasks within a specified context and based on the process of geographical inquiry and skills.

The focus of the collection of work is to record, represent, interpret, analyse and draw conclusions about geographical data and information that identifies spatial distributions and patterns and compares the similarities and differences between places within and outside Australia. Students can present their findings in a number of ways.

Examples include:

- written explanations
- records of research data or data collected on a field trip
- diagrammatic representations of information such as flowcharts or plans
- data representations including graphs and tables
- labelled maps using cartographic conventions
- interpretations of spatial distributions and patterns in graphs, tables or maps
- reports of short practical activities
- responses using digital or geospatial technologies.

Unit 2 Assessment

Research (multimodal/spoken)

- The purpose of this assessment is to make judgments about students' abilities to research, collect, represent, analyse and draw conclusions about geographical sources. Students present their findings about a different place from their own, exploring similarities and differences in types of settlements, demographic characteristics and the lives of the people who live there. They explore views about the protection of this place.

Sources: Australian Curriculum v5.2: Geography for Foundation–10, www.australiancurriculum.edu.au/Geography/Curriculum/F-10; Catlin, S., Bulter J (2013) *Teaching Primary Geography for Australian Schools,* Hawker Brownlow Education, Victoria, Australia; Year 1 plan, Australian Curriculum: Geography Queensland Studies Authority, February 2014 3http://www.qsa.qld.edu.au/yr3-geography-assessment.html **Karly Hefferan, 2014**