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| Geography Unit: FEATURES OF PLACES | Stage 1 |
| | Duration: |

| Unit description | | Key inquiry questions |
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| | | <ul style="list-style-type: none"> • What are the features of, and activities in, places? • How can we care for places? • How can spaces within a place be used for different purposes? |
| Outcomes | <p>A student:</p> <ul style="list-style-type: none"> • describes features of places and the connections people have with places GE1-1 • identifies ways in which people interact with and care for places GE1-2 • communicates geographical information and uses geographical tools for inquiry GE1-3 <p>Add cross curriculum outcomes here....</p> | |

Geographical Inquiry Skills

Acquiring geographical information

- pose geographical questions (ACHGS007, ACHGS013)
- collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations (ACHGS008, ACHGS014)

Processing geographical information

- represent data by constructing tables, graphs or maps (ACHGS009, ACHGS015)
- draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010, ACHGS016)

Communicating geographical information

- present findings in a range of communication forms (ACHGS011, ACHGS017)
- reflect on their learning and suggest responses to their findings (ACHGS012, ACHGS018)

Geographical Concepts

Place: the significance of places and what they are like

- location and features of local places and other places in the world

Space: the significance of location & spatial distribution, and ways people organise and manage the spaces we live in

- where activities are located and how spaces can be organised

Environment: the significance of the environment in human life, & the important interrelationships between humans & the environment.

- natural and human features of a place
- daily and seasonal weather patterns of places

Interconnection: no object of geographical study can be viewed in isolation

- local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place

Scale: the way that geographical phenomena and problems can be examined at different spatial levels

- various scales by which places can be defined such as local suburbs, towns and large cities

Geographical Tools

Maps – M

- *pictorial maps, large-scale maps, world map, globe*

Fieldwork – F

- *observing, collecting and recording data, conducting surveys*

Graphs and statistics – GS

- *tally charts*
- *pictographs*
- *data tables*
- *column graphs*
- *weather data*

Spatial Technologies – ST

- *virtual maps*
- *satellite images*

Visual representations – VR

- *photographs*
- *illustrations*
- *diagrams*
- *story books*
- *multimedia*
- *web tools*

CONTENT

Features of places

Students:

- investigate [features](#) of places and how they can be cared for, for example: (ACHGK005) 🌿
- description of the natural and human features of places **STVR** 🏠
- discussion of the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait 🙌
- consideration of how a place can be cared for eg a park, farm, beach, bushland 🌿👥🇦🇺

Weather and seasons

Students:

- investigate the [weather](#) and seasons of places, for example: (ACHGK006)
- description of the daily and seasonal weather patterns of a familiar place 🏠
- comparison of the daily and seasonal weather patterns of places **GS** 📅
- examination of how different [cultural groups](#), including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or [seasonal calendars](#) **VR** 🙌📅⚙️
- discussion of how weather can affect places and activities eg leisure, farming ⭐

How places are organised

Students:

- investigate activities that occur within places, for example: (ACHGK007, ACHGK008)
- discussion of why and how the spaces within places can be rearranged for different purposes eg street fair, school hall **VR**
- examination of why various activities in an area are located where they are eg school, shops **M F** ⚙️📅⭐

| FEATURES OF PLACES | | | | |
|--|------------------------------|-------------------------------|-------------------|------------------------------------|
| Contributing Question | | | | |
| Learning Intentions (WALT) | Teaching/Learning Activities | | WILF / Assessment | Resources |
| | Whole Class Learning | Independent / Guided Learning | | |
| Core <i>We are learning to...</i> Extension <i>We are learning to...</i> . | | | | Geography syllabus |
| | | Support | | |
| | | Extension | | |

| ASSESSMENT | | |
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| Assessment for Learning | Assessment as Learning | Assessment of Learning |
| “Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.” | “Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning” | “Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of <i>assessment of learning</i> for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.” |
| GE1-1 Describe features of places and the connections people have with places | Students will: | |
| GE1-2 Identify ways in which people interact with and care for places | Students will: | |
| GE1-3 Communicate geographical information and uses geographical tools for inquiry | Students will: | |
| Task: | | |