

Geography Unit: PEOPLE AND PLACES	Stage 1
	Duration:

Unit description		Key inquiry questions
		<ul style="list-style-type: none"> • Where are places located in Australia? • How are people connected to places? • What factors affect people's connections to places?
Outcomes	<p>A student:</p> <ul style="list-style-type: none"> • describes features of places and the connections people have with places GE1-1 • communicates geographical information and uses geographical tools for inquiry GE1-3 <p><i>Add cross curriculum outcomes here....</i></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



Australian places

Students:

- investigate places across a range of scales within Australia, for example: (ACHGK010)
- identification that places exist across a range of scales eg personal, local, national **MVR**





Australia's location

Students:

- investigate Australia's location in the world, for example: (ACHGK009)
- description of Australia's location in relation to the world eg continents, oceans **M**  







People's connections to places

Students:

- investigate people's connections and access to places, for example: (ACHGK013)
- discussion of why people visit other places **GS** 
- identification of factors influencing people's accessibility to places eg distance **M** 
- examination of how technology has improved people's access to places  

Local and global connections

Students:

- investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example: (ACHGK010, ACHGK011, ACHGK012) 
- discussion of Aboriginal and Torres Strait Islander Peoples' connections with land, sea and animals of their place   
- description of reasons people are connected to places in Australia and/or countries across the world eg birthplace **M**  

PEOPLE AND 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>		<div>Support</div> <div>Extension</div>		Geography syllabus

ASSESSMENT		
Assessment for Learning	Assessment as Learning	Assessment of Learning
<p><i>"Assessment for learning</i> 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."</p>	<p><i>"Assessment as learning</i> 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"</p>	<p><i>"Assessment of learning</i> 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."</p>
GE1-1 Describe features of places and the connections people have with places		Students will:
GE1-3 Communicate geographical information and uses geographical tools for inquiry		Students will:
Task:		