# My school grounds

Early Stage 1 geography.

## Focus area – people live in places

* Important places.
* Aboriginal and Torres Strait Islander places.
* Locating places.

### Key inquiry questions

* What are places like?
* What makes a place special?
* How can we look after the places we live in?

### Content focus

Students:

* explore the places they live in and belong to
* develop an understanding of what makes a place special and how this may differ for different people
* learn about the importance of looking after places
* explore how the location of places can be represented.

### Outcomes

A student:

* identifies places and develops an understanding of the importance of places to people **GEe-1**
* communicates geographical information and uses geographical tools **GEe-2**

Outcomes and other syllabus material referenced in this document are from [Geography K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015.

### Overview

The geographical inquiry process will identify the importance of places that students belong to and why they are special. Through investigation of a local geographical issue, students will examine why people need to take care for these places.

This learning is shaped by four small inquiries, which vary in length.

### Assessment

Many of the activities require students to demonstrate their learning. These activities can be used to assess student progress at various stages throughout the inquiry process.

## Inquiry 1 – classroom pictorial map

Students develop a pictorial map of the classroom to represent furniture and objects in the room.

### Locating places

Students:

* investigate how the location of places can be represented, for example: (ACHGK001)
	+ location of familiar and local places on maps
	+ description of the location of places

### Acquiring geographical information

* How are places represented?
	+ What is a map?
	+ What is its purpose?
	+ Why do we need maps?
	+ How is a map made?

#### Acquire data and information

* Use a variety of strategies to support students to understand the purpose and characteristics of **maps.**
* Use the **picture book**, My Map Book by Sara Fanelli, to support the explanation of pictorial maps as a geographical tool. Describe the features of maps to students with a focus on pictorial maps of schools and familiar places, including an example of a picture map of a bedroom and classroom.
* View examples of maps of the school, for example, site map, evacuation map, [Google map (virtual map)](https://www.google.com/maps) and **satellite image**.
* Develop a practical understanding of ‘birds’ eye view’ or ‘looking down’ using construction toys. Build **3D models** and view them from a variety of points of view.
* Take digital **photographs** of the 3D models from various points of view.

#### Processing geographical information

Jointly construct a **pictorial map** of the classroom:

* Consider the spatial arrangement of furniture and other 3D objects in the classroom.
* Consider how 3D objects are represented on a map, consider size and scale in relation to each other.
* Compare and discuss the point of view in the photographs of the 3D model. Guide students to develop understanding of point of view and the spatial arrangements of objects.

#### Communicating geographical information

Communicate – Students draw the classroom as a **pictorial map** and provide a verbal explanation of the spatial relationships of objects represented.

Respond – Discuss ways of caring for the classroom, for example, keeping it tidy.

## Inquiry 2 — Important places at school

Explore important places in the school grounds.

### Important places

Students:

* investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)
	+ identification of places they live in and belong to
	+ discussion of why places are special and how people care for them
	+ explanation of why people need to take care of places.

### Locating places

Students:

* investigate how the location of places can be represented, for example: (ACHGK001)
	+ location of familiar and local places on maps
	+ description of the location of places.

### Acquiring geographical information

* What are places like?
	+ What are important places in our school?
	+ What are the features of important places in our school?
	+ Why are places in our school in their current location?
	+ How do people use these places?
	+ Why do we need to look after our school?
	+ How can we care for our school?

#### Acquire data and information

Fieldwork:

* Walk around the school and observe and identify the natural and human features.
* Take **photographs** to record places in the school.
* Identify the locations of features using the language of position to describe these features in relation to each other, for example, between, next to, behind.
* Discuss uses of places and relate to their location. This develops spatial awareness.
* Create a **tally chart** of the places used by Early Stage 1 students.

#### Processing geographical information

* Work collectively on the IWB or provide a large blank school **map** and have students position and paste their **photographs** to correspond with their location.
* Add a **symbol** to each of the places used by Early Stage 1 students. Cross reference this to the tally chart.
* Label the features and their use, for example. silver seats for lunch.
* Discuss location and organisation to develop spatial awareness.
* Discuss ways of caring for different places in the school.

#### Communicating geographical information

Communicate and respond.

Organise students to draw and describe an **illustration** of a place they use frequently in the school environment:

* This is the\_
* We use this place for \_
* This place is special because \_
* We look after this special place by \_

### Inquiry 3 – local Aboriginal places

Students begin to learn the history and culture of the Aboriginal people in which the school is located.

### Aboriginal and Torres Strait Islander places

Students:

* investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples, for example: (ACHGK003).
	+ identification of an Aboriginal or Torres Strait Islander site, Country or Place.
	+ discussion of why the site, Country or Place is important.

### Acquiring geographical information

* What makes a place special?
	+ Who lived here before we did?
	+ What are some of the places which are important to Aboriginal people?
	+ Why is the land so important to Aboriginal people?

#### Acquire data and information

* Identify the local Aboriginal tribal language group in which your school is located. Reference the school’s Acknowledgement of Country.
* Identify and describe some of the places important to local Aboriginal people such as significant landform features, water sources, camp sites, trails.
* Engage with Community, Elders, storytelling, photographs and shared experiences of visits to local places of Aboriginal significance.

#### Processing geographical information

* Construct **photograph** collages to represent important local Aboriginal places.
* Use **multimedia** apps to organise video recordings of stories and photographs, landform features and sites.
* Support students to draw conclusions, through guided discussions about the places which are significant to the local Aboriginal people and how the land supported their culture.

#### Communicating geographical information

Communicate – Students provide a **verbal response** to the question: what makes a place special? This could be recorded and accompanied by student-selected photographs and illustrations in a multimedia format.

Respond – Discuss ways of respecting and caring for special places.

## Inquiry 4 – Taking care of our place

Examine the geographical issue of litter in the school grounds and explain why people need to take care of their environment.

### Important places

Students:

* investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)
	+ discussion of why places are special and how people care for them
	+ explanation of why people need to take care of places.

### Acquiring geographical information

* Why do we need to put our litter in the bin?
	+ Is there litter in our school? Where?
	+ Why is there litter in our school?
	+ What is the impact of litter in our school?
	+ How can we reduce litter and take care of our school?

#### Acquire data and information

Fieldwork:

* Walk around the school to observe and **photograph** places that contain litter. Observe use of the area and its location, for example. lunch area, close to canteen.
* Plot places with litter on a **map** of the school.
* Collect litter from an area typically used by Early Stage 1 students, for sorting and analysis.
* Observe and discuss ways that the school grounds are looked after.

#### Processing geographical information

* Sort the litter according to source, for example, from home, canteen products, homework notes. Place the litter on the ground to create a **3D pictograph** to represent the quantity of each according to predicted source. Interpret the data.
* Discuss location of litter in relation to uses of places to develop understandings of cause and effect.
* Brainstorm the impacts of litter in the school environment, for example, aesthetics, birds feed on it, washes into drains.
* Discuss connections between the roles of multiple participants in the maintenance of the school, for example, students, teachers, cleaners, parents, visitors.
* Discuss and **role play** ways to reduce litter in the school environment.

#### Communicating geographical information

Communicate – Students create a visual concept map illustrating how people, including themselves, care for the school.

Respond – Students create a sequence of drawings to illustrate what they do with litter at school. Record students’ verbal explanations of their illustrations for sharing with other students in the school.

#### Geographical concepts

The following **geographical concepts** have been integrated into the teaching and learning sequence:

* Place – the significance of places and what they are like, for example, places students live in and belong to and why they are important.
* Space – the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in, for example, location of a place in relation to other familiar places.
* Environment – the significance of the environment in human life, and the important interrelationships between humans and the environment, for example, how and why places should be looked after.

#### Geographical inquiry skills

The following **geographical inquiry** skills have been integrated into the unit:

* acquiring geographical information
	+ pose questions and make observations (ACHGS001)
	+ record geographical data and information (ACHGS002)
* processing geographical information
	+ represent data using charts or graphs (ACHGS003)
	+ draw conclusions based on discussions of observations  (ACHGS004)
* communicating geographical information
	+ present information  (ACHGS005)
	+ reflect on their learning (ACHGS006)

#### Geographical tools

The following **geographical tools** have been integrated into the unit. These are indicated through **bold text:**

* Maps – pictorial maps.
* Fieldwork – observing and recording data.
* Graphs and statistics – tally charts, pictographs.
* Spatial technologies – virtual maps.
* Visual representations – photographs, illustrations, story books, multimedia.