# HSIE Geography – Early Stage1 – People live in places

**Learning sequence description**

Students explore the places they live in and are important to them. They investigate how the location of places can be represented on maps. They develop an understanding of what makes a place special and how this may differ for different people. Students use fieldwork to conduct a geographical inquiry. They collect data, create a pictograph and communicate their findings.

## Syllabus outcomes and content

**GEe-1** – identifies places and develops an understanding of the importance of places to people

* investigate the importance of places they live in and belong to
* investigate how the location of places can be represented

**GEe-2** – communicates geographical information and uses geographical tools

* record geographical data and information
* investigate how the location of places can be represented
* represent data using charts or graphs

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

## Assessment opportunities

This learning sequence provides opportunities to gather information about student learning and understanding of:

* [geographical concepts](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-concepts) – place, space and environment
* [geographical inquiry skills](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-inquiry-skills):
  + acquiring geographical information (make observations, record place features and geographical data, answer questions)
  + processing geographical information (represent data using a pictograph and draw conclusions)
  + communicating geographical information (labelled pictorial map, explanation, present information, reflect on their learning)
* [geographical tools](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-tools) – maps, fieldwork, graphs and statistics.

A variety of assessment strategies and tools are used throughout the learning sequence to support monitoring of student learning and inform next steps for teaching and learning. These strategies and tools are applicable to a broad range of teaching and learning experiences. Many of these strategies and tools are found in the [digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector) or on the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/k-6-assessment-strategies). Strategies and tools used in this learning sequence include:

* teacher observation
* peer feedback
* brainstorm
* storyboard tool
* use of geographical inquiry skills
* use of geographical tools
* self-reflection/self-assessment.

**Learning sequence 1 – What are places like?**

Students are learning to:

* explore the places they live in and belong to
* represent features of places they live in
* describe how they care for places.

Assessment strategies and tools

* Teacher observation to determine prior knowledge of maps and use of geographical terminology
* Peer feedback using a pre-flight checklist to critique pictorial representations
* Brainstorm to determine understanding of how places are used and cared for
* Use of geographical tools (maps)
* Use of geographical inquiry skills to acquire and communicate geographical information.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Discuss the homes that students live in, where they are located, what they look like from the front garden or street. Show examples of different types of homes. Students draw a labelled picture of the front of their home. Labels could include features such as garage, letterbox, front door, windows, roof, fence. **Teacher observation** of the detail and features students include in their drawings will help determine student prior knowledge of the **geographical tool of maps** (Resource 1). Teachers to provide feedback to students by suggesting ways they could improve their mapping skills during the lesson. This could be through a discussion of important features of maps such as symbols, title, or a simple key or legend. Show examples and provide a checklist of these important features.  Explain that maps represent places and help locate places within a space. Using Google Earth or Google Maps show students examples of large-scale maps of their school or neighbourhood showing details of their homes, streets, school, buildings and open spaces, including street-view and aerial view examples. Explain to students that an address or house number can support students to understand the location of their home in relation to other nearby places or buildings. This understanding supports students to develop the **concepts of** **place and space** (Resource 2). Model the key components of a home address (e.g. street and/or unit number, street name and suburb). Explain to students that knowing their address is helpful if they happen to get lost and need help from a trusted adult, like the police. Warn students to never share their address with strangers, or online. Students practise writing their address under their picture. |  | [Resource 1 – Geography K-10 Syllabus geographical tools](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-tools)  [Resource 2 – Geography K-10 Syllabus geographical concepts](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-concepts) |
| 1.2 | Review students' drawings from previous activity and ask students to recall and identify the key components and features of maps, such as appropriate symbols, a title, or a simple key or legend. Show examples and provide a checklist of these important features. Using a checklist of important features of maps, students provide **peer feedback** (Resource 3) using a **pre-flight checklist** (Resource 4) to critique each other’s drawings. Using the peer feedback and checklist, students draw a second version of the front of their home incorporating each important feature of mapping. They compare their two drawings. Using the checklist, they identify improvements to their drawing (map) and reflect on what they have learnt from this task. **Teacher observation** will determine whether students have begun to use geographical terminology as they reflect on their learning. As part of their reflection, students could compare their drawings with a photo or street-view image of their home. |  | [Resource 3 – peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=ce3bf4f5-540-e53f-4539-6622c4825d)  [Resource 4 – pre-flight checklist](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/582?clearCache=c5a7868d-8d1c-424d-4980-49d277db7b26) |
| 1.3 | Students have the opportunity to demonstrate their understanding and practise their mapping skills by independently drawing a labelled map of their bedroom. They could choose to use street-view or aerial perspective for their map. The map should include built structures (window, floor) and furniture (bed, wardrobe) as well as objects that are useful or special to them. Student work samples provide evidence of their understanding and use of the **geographical tool of mapping** (Resource 1) to **acquire and present geographical information** (Resource 5).  Use **brainstorming** (Resource 6) to identify ways students use and care for this space. Students independently describe two ways they use their bedroom space such as sleeping, dressing, playing. Students then independently describe two ways they help care for their bedroom space such as clean up toys, put clothes away and make their bed. The **brainstorming activity** and students **communicating** their responses will help determine their understanding of the **concepts of place and environment** (Resource 2). |  | [Resource 1 – Geography K-10 Syllabus geographical tools](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-tools)  [Resource 2 – Geography K-10 Syllabus geographical concepts](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-concepts)  [Resource 5 – Geography K-10 Syllabus geographical inquiry skills](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-inquiry-skills)  [Resource 6 – brainstorming](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=55a06a6c-2b4c-e42-5255-f28df3d351c7) |
| 1.4 | **Opportunity for monitoring student learning**  Labelled drawing and explanation – student work  Students draw and label a map of their bedroom. They identify key built features and special objects in their bedroom. Students describe how they use and care for their bedroom space.  **What to look for**   * Drawing represents a bedroom * Key features of the drawing are labelled * Evidence of the important features of a map * Identification of two uses for their bedroom space * Description of two ways to care for their bedroom space. |  |  |

## Learning sequence 2 – What makes a place special?

Students are learning to:

* describe why places are special
* understand that different places are special for different people.

Assessment strategies and tools

* Brainstorm to determine prior knowledge
* Teacher observation of student responses to determine understanding of the importance of places
* Storyboard tool to represent student learning about special places for different animals.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Revisit drawings from lesson sequence 1. Use **brainstorming** (Resource 6) to identify reasons why their bedroom or home might be a special place for them. Identify other places that might be special places for students. **Teacher observation** of student responses in identifying other special places and their significance to them, will help determine prior understanding of the importance of places.  Animals have very different places they like to live. This could be because of what they eat, whether they can fly or swim or are big or small. Read a picture book about different places animals can live, such as, ‘The Very Hungry Bear’ by Nick Bland.  Identify different places animals could use as their home, and identify the features and describe why they may, or may not, be suitable. Not all places suit everyone in the same way. For example, the polar bear tried lots of different places to live in and had to look for a place that was suitable (special) for him. Taronga TV (Resource 7) shows examples of what different animal environments look like within a zoo setting. |  | [Resource 6 – brainstorming](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=55a06a6c-2b4c-e42-5255-f28df3d351c7)  [Resource 7 – Taronga TV](https://taronga.org.au/taronga-tv) |
| 2.2 | Find photographs of different animals in the wild and the places they live. As a class, or in small groups, create a collage (digital or paper) of the animal and its special place. Use **brainstorming** (Resource 6) to identify words to write around the pictures to describe the places the animals like to live (their special places). Discuss whether students would like to live in a place like that and have them identify a reason for their choice. Student responses, in identifying and describing places that animals live in and why, will identify their understanding of the **concept of place** (Resource 2) and what makes places important. |  | [Resource 6 – brainstorming](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=55a06a6c-2b4c-e42-5255-f28df3d351c7)  [Resource 2 – Geography K-10 Syllabus geographical concepts](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-concepts) |
| 2.3 | Discuss how cartoon strips use pictures and words to communicate to an audience. Students use **storyboarding** (Resource 8) to create a cartoon strip describing the suitability of different places for animals to live. For example, using the character of the polar bear in the book, ‘The Very Hungry Bear’, students draw the places where the polar bear tried to make a home. They write one word for each box to describe why it wasn’t the right place for the polar bear to live. For the final box, they draw the place the polar bear decides is his special place and write one word to describe why it was a suitable (special) place for him. |  | [Resource 8 – storyboarding](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559?clearCache=497bc125-14c6-ad0e-4417-e21a87a91e0) |
| 2.4 | **Opportunity for monitoring student learning**  Different animal homes – student work  Students identify different places that an animal could live. They identify why the place would be suitable or unsuitable and describe why a particular place is a special place for that animal. Using a digital or non-digital **storyboard tool** (resource 8) students create a cartoon strip to represent their ideas.  **What to look for**   * Drawings represent different places animals could live. * Reasons (words) given for the unsuitability/suitability of a place for an animal to live. |  | [Resource 8 – storyboarding](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559?clearCache=497bc125-14c6-ad0e-4417-e21a87a91e0) |

**Learning sequence 3 – What places are special to people?**

Students are learning to:

* understand that different places are special for different people
* collect and analyse geographical data and information
* create pictographs to represent data
* communicate their findings.

Assessment strategies and tools

* Gallery walk to identify similarities and differences
* Simple graphic organiser to sort and record student ideas
* Use of geographical tools (fieldwork, graphs and statistics)
* Use of geographical inquiry skills to acquire, process and communicate geographical information
* Self-reflection/self-assessment of learning about use of geographical tools.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Revisit the picture book from learning sequence 2. Highlight that different animals have different needs and different special places to live. Organise a **gallery walk** (Resource 9) of the maps of students’ bedrooms from lesson 1. Students compare the pictures and identify similarities and differences in the pictures. Teacher to record using a **simple graphic organiser** (resource 10) to sort and record their students’ ideas.  Suggest that friends and family members can be like different animals, such as the animals in ‘The Very Hungry Bear’. We all have different places we think are special and different reasons for our choices. Identify local places that have significance and are important to Aboriginal and Torres Strait Islander Peoples and discuss why these places are special to Aboriginal and Torres Strait Islander Peoples.  Students identify their favourite place at school and give a reason for their choice. Students draw a labelled picture of that place and communicate their reason. |  | [Resource 9 – gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555?clearCache=b1a7380-6f4b-95e4-1290-5f823d8b2214)  [Resource 10 – simple graphic organiser](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=65e9e69d-b21a-8511-a601-83457cd641e0) |
| 3.2 | Students interview a class member and ask them what their favourite place is at school and why they like that place. Students could use a digital device to record answers. Have students compare their choice and reason with their classmate.  Collate data the students gather on the favourite school places of class members. Model how to graph the collected data as a pictograph.  Students conduct **fieldwork** (Resource 1) by interviewing family members or members from another class. They ask a question about their favourite place (at home or school) and record the data. They could use a digital or non-digital scaffold or record their data (responses) using a digital device. Students collate and analyse their data, create a pictograph and communicate their conclusion about favourite places of family or friends. This task will help determine student knowledge and understanding of the **geographical tools of fieldwork and graphs and statistics** (resource 1) and **geographical inquiry skills** (resource 5) to acquire, process and communicate geographical information.  Teacher to model a **Peer feedback/reflection tool** (resource 3), such as two stars and a wish to support students to reflect on their learning by identifying what went well and a future goal. |  | [Resource 1 – Geography K-10 Syllabus geographical tools](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-tools)  [Resource 5 – Geography K-10 Syllabus geographical inquiry skills](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-inquiry-skills)  [Resource 3 – peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=ce3bf4f5-540-e53f-4539-6622c4825d) |
| 3.3 | **Opportunity for monitoring student learning**  Favourite places – student work  Students survey peers or family members to find out their favourite place at school or home and the reason for their choice. They collect the data, analyse, create a pictograph and draw a conclusion.  **What to look for**   * Favourite places of peers/family members are listed/recorded (data) * Pictograph accurately represents collected data * Conclusion about favourite places of friends or family is communicated (written or orally) * Evidence of student reflection and goal setting. |  |  |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?