# HSIE Geography Stage 2 – Places are similar and different

**Learning sequence description**

Students examine the natural and human features of Australia. They explore and compare different climates, settlement patterns, demographic characteristics and natural vegetation of places in Australia. They use this information to imagine what it would be like to live in those places. Students compare the environments and lives of people from three different places in Australia and create and publish a mini atlas.

## Syllabus outcomes and content

**GE2-1** – examines features and characteristics of places and environments

* investigate Australia’s major natural and human features
* investigate the climates of different places
* investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there

**GE2-4** – acquires and communicates geographical information using geographical tools for inquiry

* collect and record relevant geographical data and information
* interpret geographical data to identify distributions and patterns and draw conclusions
* present findings in a range of communication forms

[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, environment and scale
* [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 (collect and record data and information, answer questions)
  + processing geographical information (represent data and information using a variety of methods and modes)
  + communicating geographical information (present findings using a range of communication forms and geographical terminology)
* [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, visual representations

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
* brainstorm
* simple graphic organisers
* rubric
* use of geographical inquiry skills
* use of geographical tools
* self-reflection/self-assessment

## Learning sequence 1 – How and why are places similar and different?

Students are learning to:

* identify and describe natural and human features of Australia
* investigate and compare characteristics of different places in Australia

Assessment strategies and tools

* Brainstorm and teacher observation of student responses to determine prior knowledge
* Use of geographical inquiry skills to acquire, process and communicate geographical information
* Use of geographical tools (maps, graphs and statistics)
* Simple graphic organisers for students to sort and record their data and information.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Pose these questions to frame the geographical inquiry.  Where is our school/home located in Australia?  What are the similarities and differences in the geographical characteristics of my place/town/city and another Australian place?  Revise the concept of natural and human features of places (Stage 1). Explain that natural features help define a place such as, weather (temperature, rainfall) and climate, landforms and plant and animal life. Human features such as settlements (towns and cities), population distribution, built environments (buildings, farms, industrial sites), transport systems and government, also characterise a place. Significant cultural sites can be natural or human features of a place. Explain to students that the people and cultures in a place help to define a place.  Explain and demonstrate the use of a key/legend on maps to indicate important features. Using Google Earth or Google Maps, students locate their home/school/ town. Use **brainstorming** (Resource 1) to create a list of local natural and human features. **Teacher observation** of student responses will help determine prior knowledge. Responses could include **natural features** (such as weather (temperature, rainfall) and climate, landforms and plant and animal life) and **human features** (such as settlements (towns and cities), population distribution, built environments (buildings, farms, industrial sites), transport systems and government) and significant **cultural sites.**  Students research geographical data and information about their local place, its climate, population, transport systems, plant and animal life, geographical features (natural and human) such as natural landforms, significant buildings and cultural places, tourist attractions. Students could conduct fieldwork or internet research to locate relevant information. Remind students that in research projects, data and information sources must be acknowledged in a bibliography.  Student choose a digital or non-digital mode to record information about their local place, including both natural and human features. For example, list, table, graph, map (with a key), slide show. |  | [Resource 1 – brainstorming](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=dd92d764-b1f6-2245-8630-fad946b941bd) |
| 1.2 | Explain to students that in Stage 2 they are moving beyond investigating their local area to investigating the features of a larger scale geographical area. Students collaboratively research important natural and human features found on the continent of Australia. On a map they label the states, territories, capital cities, other major cities and significant landforms.  Students choose another place in Australia to research in greater detail. Students use **geographical inquiry skills** (Resource 2) and **geographical tools** (Resource 3) to collect and record geographical data and information about this place (natural and human features), including information about the daily life and activities of people who live there. The State Library of NSW provides online resources that students can use to research information (Resource 4) as do tourist information sites such as Resource 5.  After researching and collecting the information, students use **simple graphic organisers (Resource 6) to scaffold the sorting and recording of their information.** Students decide which information is useful to identify and describe similarities and differences between features and daily life in the two places in Australia. Students compare and contrast characteristics of two places and present this information using a mode of their choice. For example, written table, graphs, poster or digital presentation. Students suggest reasons for their findings. This product will provide information about student understanding of the geographical **concepts of** **place, space, scale and environment** (Resource 7). |  | [Resource 2 – 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 – 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 4 – State Library of NSW - places are similar and different - Glebe and Gulargambone](https://www.sl.nsw.gov.au/learning/places-are-similar-and-different-glebe-and-gulargambone)  [Resource 5 – Tourist information](https://www.australia.com/en/places.html)  [Resource 6 – simple graphic organisers](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=54526879-c932-9c4d-5d3d-5d10bcf7ad94)  [Resource 7 – Geography K-10 Syllabus geographical concepts](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-concepts) |
| 1.3 | **Opportunity for monitoring student learning**  Comparison of two places in Australia – presentation  Students research, collect and present geographical data and information about two places in Australia (their own local place and another place).  **What to look for**   * Research evidence of geographical data and information about two places in Australia. * Classification and description of both natural and human features in two different places. * Identification of similarities and differences between two places in Australia. * Accurate, readable presentation of geographical data and information. * Evidence of reasons for the similarities and differences. * Evidence of a bibliography. |  |  |

## Learning sequence 2 – Create a mini-atlas

Students are learning to:

* create different types of maps
* record geographical data and information
* communicate their findings.

Assessment strategies and tools

* Rubric to clearly communicate task criteria.
* Self-assessment/self-reflection on the task, the process and the learning.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Explain to students that they will each create a small book (digital or paper) which is small version of an atlas of Australia. Google Tour Builder is a useful digital tool. Discuss the characteristics of atlases and the types of information they include. Show examples of different types of maps found in atlases such as world maps, sketch maps, maps showing landforms (topographic) or population distribution and density (choropleth). Show students a variety of different types of atlases both online and print versions. Students decide the characteristics and information they would like to include in their version of an atlas. Students may need to conduct further research for their mini atlas. |  |  |
| 2.2 | Collaboratively develop a **rubric** (Resource 8) outlining the task criteria used to assess the mini-atlas product. Decide the content that must be included, such as Australia’s position on a world map, another map that locates and describe features of Australia, annotated photographs, pictures, videos or slideshows to describe significant landforms and major cultural sites in Australia, a profile page for each of the two Australian places investigated in learning sequence 1, collating the collected data and information, explaining similarities and differences between features, data and daily life and including an explanation about the way the environment affects lifestyle. The rubric should also include criteria for the **inquiry skills** (Resource 2) and **geographical tools** (Resource 3) used.  Students reflect on the task. Possible questions for refection:  What were some interesting discoveries you made while working on this project? About the task? About yourself?  What was your most challenging moment and why?  What was your most powerful learning moments and why? |  | [Resource 8 – rubrics](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/544?clearCache=7d032707-4cb5-1df4-ac58-abc4550b7c9d)  [Resource 2 – 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 – Geography K-10 Syllabus geographical tools](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/geographical-tools) |
| 2.3 | **Opportunity for monitoring student learning**  Create a mini-atlas – presentation  Students use geographical information researched in learning sequence 1 to create a mini atlas describing features of at least two places in Australia.  **What to look for**   * More than one type of map with corresponding keys * Description of important natural and human features in Australia * Description of geographical data and information about two places in Australia * Identification of similarities and differences between two places in Australia * Presentation of geographical data and information in the form of an atlas * Evidence of student self-reflection. |  |  |

**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?