# What are places like?

**HSIE geography Early Stage 1 learning sequence**

**Learning sequence description**

Students will identify and describe the features of the place they live in. They will record geographical information by representing features of the place they live on a pictorial map.

## 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
* reflect on their learning

[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.

## Lesson 1 – What are places like?

Students are learning to:

* identify features of places they live in
* represent the features of places they live in.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Read a picture book showing how a natural or built environment changes over time. For example, ‘Window’ or ‘Belonging’, by Jeannie Baker. Students could identify features of the outdoor location (through the window or on the street) at the beginning, middle and end of the book. Point out the different types of perspective that might be used in the illustrations such as eye-level, aerial, side-view compared to front-view. Describe some of the changes that occur throughout the book. Suggest reasons why these changes might be taking place. |  | **Resource 1** – Picture book such as  Window or Belonging by Jeannie Baker |
| 1.2 | **What are the features of the place where I live?**  Students choose a window in their home. They look out the window in the morning and the evening and observe what they see. They draw a picture of what they can see in both the morning and the evening. They could also take photos of the view. Students identify and describe changes they observe at different times of the day.  OR  Students stand at the front of their home in the morning and the evening and observe what they see in the street. They draw a picture of what they can see in both the morning and the evening. They could also take photos of the view. Students identify and describe changes they observe at different times of the day. |  | **Resource 2** – student workbook |
| 1.3 | **What are the key features of my outdoor environment?**  Collaboratively, or individually, students create a list of the key external features of the outdoor environment they drew. For example, tree, path, play equipment, garden, grass, street, car, bicycle.  Students look out the window or go outside and stand at the front of their home again. They observe the features of the outdoor environment they can see.  Students draw a picture of what they observe using eye-level or front view perspective. Students label the key features of the outdoor environment.  OR  Students make a model of what they observe from an eye-level or front view perspective. Students could use construction materials such as blocks or recycled materials. Students label the key features and take a photo of their model. Alternatively, students could make a digital recording of a description of their model. |  | **Resource 2** – student workbook or  **Resource 3** – construction materials (optional) |
| 1.4 | **Opportunity for monitoring student learning**  Labelled drawing or model of an outdoor environment – student work  Students draw a picture or make a model of the view from their window or front door and label the key features.  **What to look for**   * Drawing or model represents an outdoor environment. * Key features of the drawing or model are labelled. * The drawing or model is from an eye-level perspective. |  |  |

## Lesson 2 – How can we represent places?

Students are learning to:

* describe the location of places they live in
* represent the location of places using a pictorial map
* record geographical data and information.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | **Where is my home?**  Students imagine they are walking around their home, garden, a park or up and down their street and think about what they might see.  Students imagine they are a bird, or they are in a helicopter, flying over their home. Think about what they might see as they look at the ground.  Imagine if they flew over their whole street, or the school. What might they see?  Brainstorm student ideas. Students can record their ideas in their student workbook. |  | **Resource 2** – student workbook |
| 2.2 | Use toys to identify different points of view (perspectives) of 3D objects. Discuss how a toy can look different depending on the perspective used. Demonstrate the difference between an eye-level (front or street) view and an aerial (bird’s-eye) view by showing and/or photographing a toy and comparing the two perspectives (see examples in student workbook, resource 2). Students arrange their own toy standing against the wall. They draw or photograph the toy from these two perspectives (eye-level and aerial). Alternatively, students could use their model for this task.  Explain that 3D objects such as buildings, gardens and parks can also be viewed from these two different perspectives. Point out that the drawing of their outdoor environment (garden or street) was an eye-level (street or front) view.  How might we represent the drawing or model as a map?  **What is a map?**  Most maps are an example of an aerial (bird’s-eye) view of places. An aerial view often makes a 3D object look quite flat, almost like a 2D object. Maps represent a 3D landscape as a 2D picture.  Show students aerial photographs of familiar places such as the school or local suburb. If students live in tall buildings, their view of the ground may be considered an aerial view. Google Earth images could be used to demonstrate the difference between aerial and street views. |  | **Resource 2** – student workbook |
| 2.3 | **What is the purpose of a map?**  Read a picture book that includes positional language such as: left, right, across, around, over, past, through, under, beside, behind, between, near, far, above, below.  Or  Read a picture book that includes a description, creation or use of a map (resource 4).  Maps identify locations of different places and their positions relative to other places. They also act as a guide to help people find their way from one place to another place. |  | **Resource 4** – picture book such as  Rosie’s Walk by Pat Hutchins  Henry’s Map’ by David Elliot  At the Beach or In the Bush, by Roland Harvey  My Map Book, by Sara Fenelli |
| ****2.4**** | **What are the features of a pictorial map?**  Show a pictorial map and identify the features of the map (resource 2, resource 6 or resource 7). Explain how the map uses symbols or pictures to represent places or objects and how it shows their location in relation to other places and/or objects on the map. Aboriginal and Torres Strait Islander peoples often use symbols in their artworks to represent key features of the environment. In this way many Aboriginal artworks are a type of map that can be used to locate places or navigate from one place to another place. You might like to view samples of Aboriginal artworks that use symbols to represent places.  Maps accurately represent the scale of objects and the distance between places and/or objects. Demonstrate how maps can be used. Discuss how a pictorial map can assist someone to find their way from one place to another. Have students practise using a pictorial map to describe how they could find their way from one place to another place or locate a key feature on the map. |  | **Resource 2** – student workbook  [Resource 6 – pictorial map](https://www.sl.nsw.gov.au/learning/locating-places-people-live-places/pictorial-maps)  [online resource from the State Library of NSW]  [Resource 7 – Taronga Zoo map](https://taronga.org.au/sites/default/files/content/maps/TZMap_Ed11v01.pdf)  [online pictorial map of Taronga Zoo) |
| ****2.5**** | **Create a pictorial map**  **Students will go on a backyard, street, park or playground walk. They make observations of places, objects that they see. They observe the relation of places and objects to each other. They could take photos of the key features on their walk. After their walk, they create a pictorial map of the important things they saw and places they visited. They could include a map key to identify the pictures used in their pictorial map or simply label the key features (see examples in resource 2). Explain that students could hand draw their map in the student workbook, on a large piece of paper or cardboard or they could create a digital map.**  **Once the pictorial map is complete, a family member, or peer, could use the map to find their way from one place to another. The student could use positional language to assist the family member or peer. Alternatively, students could play a barrier game with their pictorial maps.** |  | **Resource 2** – student workbook |
| 2.6 | **Opportunity for monitoring student learning**  Create a pictorial map – Presentation  Students go on a backyard, street, park or playground walk and make observations of places, objects that they see, observing their relation to each other. They create a pictorial map of the places and important things they saw (hand drawn or digital).  **What to look for**   * Map incorporates pictures to represent places or objects. * Map includes a title, key or labels of the key features represented by the pictures. * Map attempts to accurately represent scale and distance. |  |  |

**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?