HSIE – Geography – Stage 2 learning sequence

## Resource considerations

This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a Key Learning Area. Each task has a duration of 30 minutes and could be used in conjunction with your [framework, designed using the K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school will plan students’ learning from home and ways to communicate with students can be found through the [Learning at home, school planning page.](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/school-planning) Assessment strategies are included to ensure evidence of learning is monitored and collected.

## Stage 2 Focus area – Places are similar and different

**Outcomes**

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

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

**Learning sequence overview** – Students examine the diverse characteristics of the natural and human features of Australia. They explore and compare the different climates, settlement patterns and demographic characteristics and natural vegetation of places in Australia and then use this information to imagine what it would be like to live in those places. Students will compare lives of the people of three Australian places, including their own place/town/city. To complete the sequence students, create and publish a mini atlas.

**Key concepts** – The significance of places and what they are like in relation to natural and human features and characteristics of different places and their similarities and differences.

**Key language** – place, space, environment, interconnection, climate, scale, vegetation, patterns, demographic, natural feature, desert, river, lake, mountain, landscape, landform, flora, fauna, human feature, characteristics, similar, different, state, territory, major city, Country, diverse, neighbouring, region, climate data, weather, settlement patterns, population data, society, culture, daily life, occupations, language, religions, economic activities, generalisations, stereotypes, intercultural understanding, respect, sacred site, cultural site, national park, world heritage site, unique, significance, interaction, tourism, visitation, perception, influence, management, protection, sustainable action

**Key inquiry question – How and why are places similar and different?**

**Other questions to consider:**

* What is **Australia’s location** in the **world and region**?
* Where are Australia’s **states, territories and major cities** located?
* How are **Aboriginal and Torres Strait Islander People’s** Countries and Places identified?
* What are some of the **unique natural features** of Australia? (e.g. significant landforms, flora and fauna, World Heritage places.)
* What are the **similarities and differences** in the geographical characteristics of my town/city and two other Australian places? (Including landscapes, climate, demographics, daily lives.)
* What can Australians do to **protect our unique environments and features**?

### Aim of lesson sequence

Students explore and compare the different climates, settlement patterns and demographic characteristics of different places and use this information to imagine what it would be like to live there. They then compile and publish a mini atlas that showcases geographical characteristics of selected areas in Australia and provide profiles of three populated Australian places. This could be hand-compiled, digital or multimodal.

Teacher notes

Possible resources and teaching notes for extra support:

* [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)
* [Australia - Destination World youtube](https://www.youtube.com/watch?v=f0PvMmTAUAQ) Published 2018 3:05 mins National Geographic kids – Australia, Destination World
* [Tourism Australia - Places to go](https://www.australia.com/en/places.html)
* [Aboriginal Australia map](http://www.aiatsis.gov.au/asp/map.html) Australian Institute of Aboriginal and Torres Strait Islander Studies. Resource includes a map of Aboriginal and Torres Strait Islander peoples' language names and groupings. Retrieved August 2012, from: [www.aiatsis.gov.au/asp/map.html](http://www.aiatsis.gov.au/asp/map.html).

### Activities

1. **Activity 1 – Introduction to different places in Australia**
   1. **Digital**
2. Share the questions:

* Where are we? Where is my school/home located?
* What are the similarities and differences in the geographical characteristics of my place/town/city and two other Australian places?

1. Students use comment responses in their online format. Using the comment tool, students can provide feedback or ask further questions of student responses whilst investigating different places in Australia using Google maps.

Introduce the concept of natural characteristics of places. Explain to students that certain things in nature help to define a place. Present the following list of natural characteristics and brainstorm ideas:

* weather and temperature
* land and soil
* plant life
* animal life

Introduce the concept of cultural characteristics of places. Explain to students that the people and cultures in a place also help to define a place. Present the following list of cultural characteristics:

* languages
* religions
* where people settle
* how people get from place to place
* how money is exchanged
* government

Begin by asking students to pick one natural characteristic and one cultural characteristic of their own community to illustrate. Ask them to draw those features. When students are finished, have each show their drawing and explain what feature it shows and why they chose that one. Display the drawings. They could be scanned and uploaded to a shared drive for feedback.

Through online platforms, websites, books, Power Point, students investigate three populated places in Australia: their own city/town/place and two other places. It is suggested that places be chosen that show the diversity of Australia, e.g. an Australian capital city, a regional centre and a sparsely populated place. Students should fill in a table with detail and bookmark websites of interest to use in Activity 2.

Comparison table – places in Australia

Research your own place and two others in Australia. Decide which information is the most relevant and which are the most desirable in determining differences and similarities between different places in Australia.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Name of place 1** | **Name of place 2** | **Name of place 3** |
|  |  |  |  |
| Climate |  |  |  |
| Mean Annual Rainfall |  |  |  |
| Temperature Range |  |  |  |
| Population size |  |  |  |
| Plant Life |  |  |  |
| Animal Life |  |  |  |
| Transport - How  people get from place to place |  |  |  |
| Major Landforms |  |  |  |
| Languages |  |  |  |
| Religions |  |  |  |
| Geographical Features |  |  |  |
| Major Tourist Attractions |  |  |  |

* 1. **Non-digital**

Students read the information and images presented in the student workbook. Students work through the workbook at their own pace following descriptions and activities.

* + On an outline map of Australia match and label the states and territories, major cities, major landforms and major cultural and heritage sites (teacher to choose and print most appropriate map for their class group and add to the student booklet). <https://www.enchantedlearning.com/school/Australia/Ausmap.shtml>
  + Students to choose one natural characteristic and one cultural characteristic of their own community to illustrate. They will draw those features in their workbook. When students are finished, they show an adult and explain what and why they chose the features drawn. Talk to the students about the idea of each of them making a small book which is to be their own version of an atlas of Australia. Discuss with them what they would like to include. They will need to look at examples of different atlases if possible, an example page is in the student workbook.

For each of the three Australian places outlined in the table:

* + Locate and mark the places on a map of Australia.
  + Annotate images outlining natural features, cultural characteristics and heritage sites of the place. Use information from interviews and research to inform the annotations.
  + Questions to ask:

Who are the people, what do they do and where do they live in Glebe and Gulargambone?

How is inner city Sydney similar and different to north-western NSW?

How and why is daily life similar and different in inner city Sydney and rural north-western NSW?

**2. Activity 2 – Create a mini atlas**

**Digital and non-digital**

Students create a mini atlas either digitally depending on access to devices or in the form of a small book. Google Tour Builder is a good tool for digital users.

Possible use of a rubric to guide students. Could add or change for digital version.

|  |  |
| --- | --- |
| |  | | --- | | **Making a Mini atlas** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Awesome** | **Great** | **Need to develop** |
| **Writing - Organisation** | Each written section in the atlas has a clear beginning, middle, and end. | Almost all written sections of the atlas have a clear beginning, middle and end. | Less than half of the written sections of the atlas has a clear beginning, middle and end. |
| **Organisation and format** | The atlas has excellent formatting and well-organised information. | The atlas has good formatting and well-organised information. | The atlas\'s formatting and organization of material are confusing to the reader. |
| **Spelling & Proofreading** | No spelling errors - careful editing. | No more than 1 spelling error remains after careful editing. | Several spelling errors in the atlas. |
| **Graphics/Pictures** | Graphics go well with the text and there is a good mix of text and graphics. | Graphics go well with the text, but there are so many that they distract from the text. | Graphics do not go with the accompanying text or appear to be randomly chosen. |

The mini atlas should include:

* Australia’s position on a world map.
* Australian 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 of each of the three Australian places investigated which compiles and explains the processed data from the retrieval table and information bookmarked.
* Explanations of similarities and differences between features, data and daily life, including an explanation about the way the environment affects lifestyle.

### Student reflections

Now that it's over, what are your first thoughts about this overall project? Are they mostly positive or negative?

If positive, what comes to mind specifically? If negative, why?

What were some of the most interesting discoveries you made while working on this project? About the problem? About yourself?

What were some of your most challenging moments and what made them so?

What were some of your most powerful learning moments and what made them so?

### Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the Identity, culture, heritage and language of your Aboriginal students through your teaching practices?

### Assessment

Criteria for mini atlas. High level quality would include:

* The mini atlas flows smoothly and holds the attention of the audience. It makes the viewer want to read the information.
* Key natural and cultural characteristics have been creatively presented. These make the content clear to the viewer.
* Images create a distinct atmosphere and support the different parts of the mini atlas.

### Activity resources

Non-digital

* Student workbook
* Pens, pencils, ruler, scissors, glue

Digital

* Student device
* Teacher selected online teaching resource (e.g. Google slides, Power Point)
* Possible resources include Google maps, Google Earth, Tour Builder with Google
* Parent/carer advice
* See attached information and a short explanation of the lesson sequence