



# GEOGRAPHY – FEATURES OF PLACES

STAGE 1

TERM 4

DURATION: 8 WEEKS

## OUTCOMES

A student:

**GE1.1** - describes features of places and the connections people have with places.

**GE1.2** - identifies ways in which people interact and care for places.

**GE1.3** – communicates geographical information and uses geographical tools for inquiry.

## KEY INQUIRY QUESTIONS

What are the features of, and activities in, places?

How can we care for places?

How can spaces within a place be used for different purposes?

## CONTENT FOCUS

Students investigate the natural and human features of places. They describe the reasons places change and identify the active role of citizens in the care of places. They learn about how people describe the weather and seasons of places. Students explore activities occurring in places and how the spaces within places can be used for different purposes

### Features of places

Students investigate **features** of places and how they can be cared for, for example:(ACHGK005)  
description of the natural and human features of places  
discussion of the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait  
consideration of how a place can be cared for eg a park, farm, beach, bushland

### Weather and seasons

Students investigate the weather and seasons of places, for example: (ACHGK006)  
description of the daily and seasonal weather patterns of a familiar place  
examination of how different **cultural groups** , including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or **seasonal calendars**  
discussion of how weather can affect places and activities eg leisure, farming

### How places are organised

Students investigate activities that occur within places, for example:(ACHGK007, ACHGK008)  
discussion of why and how the spaces within places can be rearranged for different purposes eg street fair, school hall  
examination of why various activities in an area are located where they are eg school, shops

# LESSON PLANS

## WEEK 1 & 2

(ACHGK005 – Investigate features of places and how they can be cared for)

### LESSON 1 (morning)

- Introduce the topic – Features of Places.
- Have the students brainstorm what they think of when they hear the word **features** (use the example – your face has physical features, so does the planet, Australia and this local area/Northern Beaches/Sydney/NSW).
- Have the students brainstorm what they think of when they hear the word **places** (use the example of both man-made and natural examples of place in our local area/Northern Beaches/Sydney/NSW).
- Use Google Earth to look at the features of our planet...then some famous landmarks in the world both natural and man-made (e.g. Mt Everest, Matterhorn, Grand Canyon, Eiffel Tower, Statue of Liberty, Sydney Harbour Bridge, Uluru...and any other places of the students interests). Explain that in our next lesson we will zoom in on a very special local area.

### LESSON 2 (afternoon)

- Use Google Earth to zoom into the Engraving site at West Head (or go out on country if possible).
- Teach the **FISH ARTWORK** first lesson (attached) - this looks at the importance of place, story and looking after Country for the Gai-Mariagal People in the area now known as **WEST HEAD (using 8 WAYS of LEARNING teaching pedagogy in the lesson)**
- Discuss how engraving sites can be cared for, preserved and respected. Brainstorm why this is important for Aboriginal people and all those living in Australia and beyond. Talk about preservation of culture not just site.
- Have students THINK PAIR SHARE the reasons why this engraving site was and still is important.
- Have students THINK PAIR SHARE who's job it is to look after the site and those like it?
- Display artworks around the classroom.

### LESSON 3

- Complete Parts 2 and 3 of Fish Artwork Lesson

## WEEK 3

(ACHGK005 – Investigate features of places and how they can be cared for)

- **YOUR SCHOOL SITE (e.g. Harbord Public School)** – Looking after the place. Go on a class walk and write down all of the places within the school that can be used and what they can be used for. Note who would ensure they are cared for and how. For example the general assistant / grounds keeper would need to mow the lawn or blower vac the area, the cleaners would need to empty the bins, the students need to put rubbish in the bins, the principal would need to make sure the school is secure. Create a class table to display on the wall to record all this information. Use this time also, to have students clean

	<p>up any rubbish they see around the school and discuss why it is important that we keep the school free from rubbish.</p>
<p><b>WEEK 4</b></p> <p>(ACHGK007, ACHGK008 – Investigate activities that occur within places and how these spaces within places can be rearranged for different purposes)</p>	<ul style="list-style-type: none"> <li>• Reflect on a big event that has happened within your school and investigate the changes that were made to the features of the school. For example at <b>Harbord Public School - the Spring Fair</b>. Ask the students to recall how the school site was different when the school fair was on. Use an A3 poster of the school site and draw on the different rides, activities and stalls that were there. Display in classroom.</li> <li>• Discuss the impact of the fair on the geography of the school, the natural features such as the grass and plants, pollution, compacting of soil. Identify whose responsibility it is to bring the site back to the best condition possible. Relate this to a broader scale by discussing Australia and managing the land, looking after it's natural features. Identify how Aboriginal people have done this for thousands of years. Think about modern day pollution and discuss how and why pollution did not exist for First Nations people.</li> <li>• Discuss also how areas such as the hall can be used for various events and set out differently. THINK PAIR SHARE and record this information collectively.</li> </ul>
<p><b>WEEK 5</b></p> <p>(ACHGK006 – Investigate the weather and seasons of places)</p>	<ul style="list-style-type: none"> <li>• Discuss the weather this year in NSW. Introduce the term DROUGHT. Talk about the current water restrictions that are in place with only being allowed to water your garden/grass before 10am and after 4pm. Look at some newspaper articles about the drought we have had and its impact on farmers in NSW/AUSTRALIA. Show students data on the BOM website about Australia's rainfall over the last 120 years (translate into child friendly language as the data can be very detailed). <a href="http://www.bom.gov.au/climate/cdo/about/cdo-rainfall-feature.shtml">http://www.bom.gov.au/climate/cdo/about/cdo-rainfall-feature.shtml</a></li> <li>• Discuss why we may be seeing more extreme temperatures in Australia and around the world.</li> <li>• Discuss how the weather/climate can be different in different parts of Australia e.g. the tropics, desert areas, coastal regions, mountains etc. Investigate rainfall in these regions on the BOM website. Use and investigate the graphs in Mathematics lessons.</li> <li>• Talk about Aboriginal knowledge of when to expect the weather or seasons to change. Show this clip and pause to translate this in to more child friendly language. <a href="http://education.abc.net.au/home#!/media/1771788/indigenous-seasons-across-northern-australia">http://education.abc.net.au/home#!/media/1771788/indigenous-seasons-across-northern-australia</a></li> </ul>
<p><b>WEEK 6 &amp; 7</b></p> <p>(ACHGK006 – Investigate the weather and seasons of places)</p>	<ul style="list-style-type: none"> <li>• Revise the lesson from last week on seasons and weather.</li> <li>• Use the link (<a href="http://www.bom.gov.au/iwkl/">http://www.bom.gov.au/iwkl/</a>) to explore the different seasonal calendars in line with Aboriginal Knowledge of different places around Australia.</li> <li>• Determine why we have been using a calendar of only 4 seasons and how that came originally from England and was based on their climate.</li> </ul>

	<ul style="list-style-type: none"> <li>• Focus specifically on the D’harawal region and Yolnu region. Look at printed posters and display in the classroom. Discuss how these seasonal calendars use information from animals and plants to determine changes in seasons. Pose the questions: What does this tell you about the Yolnu and D’harawal people’s connection and understanding of Country? What does this information tell you about the respect for animals and plants? Talk about how scientists are working together with Aboriginal people to learn more about the land and animals. Explain that the knowledge they have has been passed down for thousands of years.</li> <li>• Have the students read the following books in literacy lessons or spare time: “Ernie Dances to the Didgeridoo, Big Rain Coming, Kakadu</li> </ul>
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<p><b>WEEK 8</b></p> <p>(ACHGK005 – Investigate features of places and how they can be cared for)</p>	<p><b>Looking after a place in your local area – What can we do?</b></p> <ul style="list-style-type: none"> <li>• Show a satellite google image or google Earth of the Curl Curl Boardwalk and the bushland around it. Have the students label its features. Take students on a walk along the boardwalk and have them take photos of different plants along the way. Use the Bush Tucker Guide to explain some of the plants and the traditional uses of them for Gai-Mariagal descendants.</li> <li>• Look up on the Northern Beaches Council website about the bush regeneration that has been done in that area in relation to stopping erosion, problems with rabbits, native plants etc. Meet up with local volunteers from the council and have them explain what they are doing and why. Discuss the local Council’s role in looking after our local geographical area.</li> <li>• Have the students brainstorm what their responsibilities are in terms of looking after our local area and it’s features. Conclude by thinking about, as a class, what needs to happen worldwide to protect the geographical features of our planet.</li> </ul>
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**Assessment**

<p><b>Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>- What worked well in the program?</li> <li>- What lessons did students find engaging?</li> <li>- How was the program relevant to the local area?</li> <li>- Was there anything you would change or adapt for next time?</li> </ul>	<p><b>Assessment as Learning (ongoing)</b></p> <ul style="list-style-type: none"> <li>- Observe how students interact when working in pairs</li> <li>- Can students work collaboratively?</li> <li>- Observe how your students communicate their research and how they apply their knowledge to share with others.</li> </ul>	<p><b>Assessment of Learning (week 9)</b></p> <ul style="list-style-type: none"> <li>-Complete Assessment Task (see below)</li> <li>* Can recall information about West Head Engraving Site and something about of one of the stories there.</li> <li>* Can talk about the school and how different places are used and valued.</li> <li>* Can express how the space can be used differently for different events or occasions and how it can be cared for.</li> <li>* Can explain a little about the weather in Australia and the impacts on the weather for farmers, animals and plants.</li> </ul>
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## Resources

### **Supporting Websites/ Books/Resources:**

- FISH ARTWORK LESSON PLANS and relevant resources
- Ernie Dances to the Didgeridoo - Alison Lester
- Big Rain Coming – Katrina Germein
- Walking with the Seasons in Kakadu – Diane Lucas, Ken Searle
- <http://www.bom.gov.au/climate/cdo/about/cdo-rainfall-feature.shtml>
- <http://education.abc.net.au/home#!/media/1771788/indigenous-seasons-across-northern-australia>
- <http://www.bom.gov.au/iwk/>
- Wet and Dry seasons:  
<http://splash.abc.net.au/home#!/media/1771788/indigenous-seasons-across-northern-australia>
- School map

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