

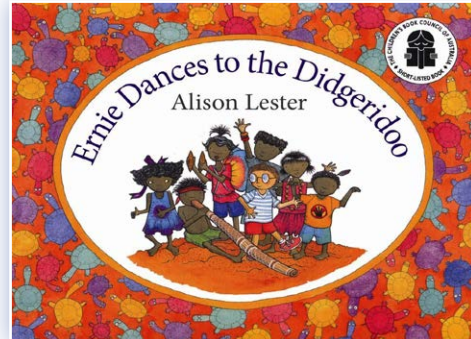
RESOURCES FOR GEOGRAPHY K-6

EARLY STAGE 1 and STAGE 1 PEOPLE AND PLACES

1. ERNIE DANCES TO THE DIGGERIDOO by Alison Lester (STORY BOOK)

Brief description

Ernie goes to live in Arnhem Land for a year and describes his new friends and their land in letters to his friends at home



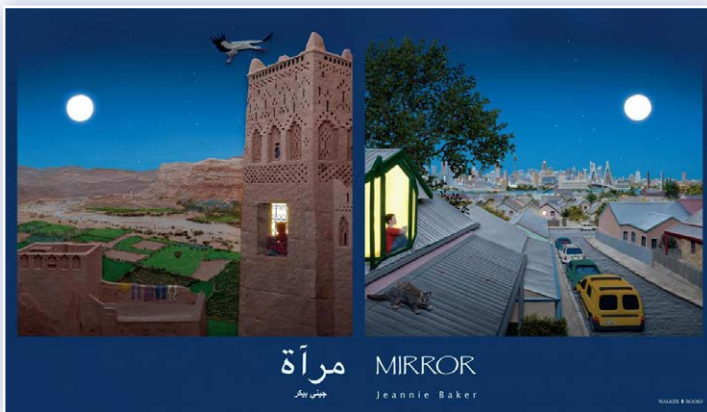
2. MIRROR by Jeannie Baker (PICTURE BOOK)

Brief description

Readers learn about the daily life of two boys and their families from different countries Australia and Morocco – viewed side by side in a unique book format

Other Jeannie Baker books with a geographical theme of PLACE include:

- *Where the forest meets the sea*
- *Window*
- *Home*



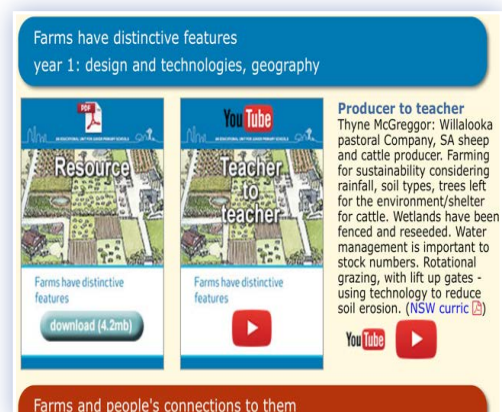
3. PRIMEZONE (PRIMARY INDUSTRIES WEBSITE)

Brief description

Teaching units about **farms** and **farming activities** in Australia
Examples include:

- Farms have distinctive features
- A year on a farm
- Farm diaries

Teacher resources and student activities incorporating multimedia links – www.primezone.edu.au/home/?id=5



4. GEORGE THE FARMER (Tablet app)

Cost around \$10 Aus. on the App store

Brief description

In interactive storybook with activities related to **farms** and **farming activities**

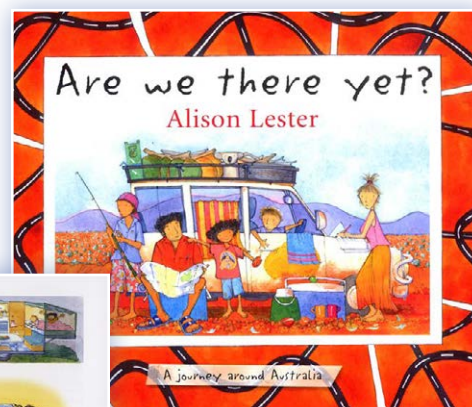
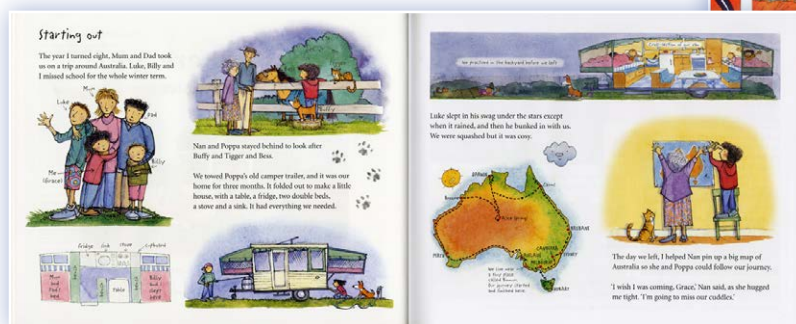
Teachers should watch the video clip “**Out and about on farms**” to see how farms can be investigated with students in Kindergarten and stage www.youtube.com/watch?v=EMlz1uiaFT0&feature=youtu.be

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5. ARE WE THERE YET A journey around Australia by Alison Lester (ILLUSTRATED STORY BOOK)

Brief description

With maps, illustrations and clear sections this book follows the journey of a family to different places and environments in Australia supported by small snippets of geographical information.



EARLY STAGE 1 and STAGE 1 SYLLABUS LINKS

ES1 People live in places

Students explore the places they live in and belong to. They develop an understanding of what makes a place special and how this may differ for different people. (Including the Countries/Places important to Aboriginal or Torres Strait Islander Peoples).

Key concepts: Place, environment

Geographical tools: Visual representations, maps

Key inquiry questions: What are places like?
What makes a place special?

S1 Features of places

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.

Key concepts: Place, environment

Geographical tools: Visual representations

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?

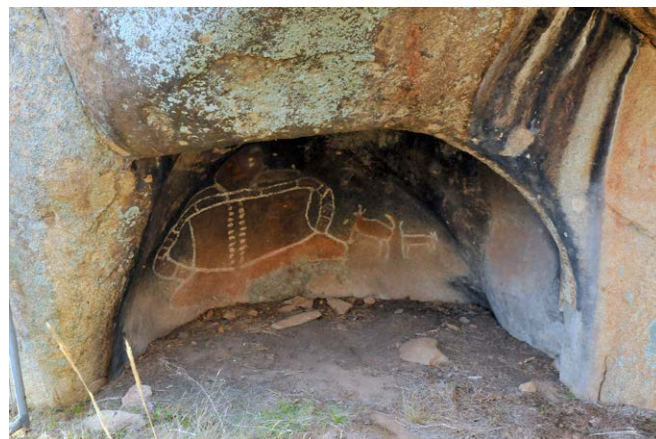
S1: People and places

Students explore places across a range of scales within Australia and Australia's location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally. Students identify factors affecting people's accessibility to places.

Key concepts: place, space, environment, change,

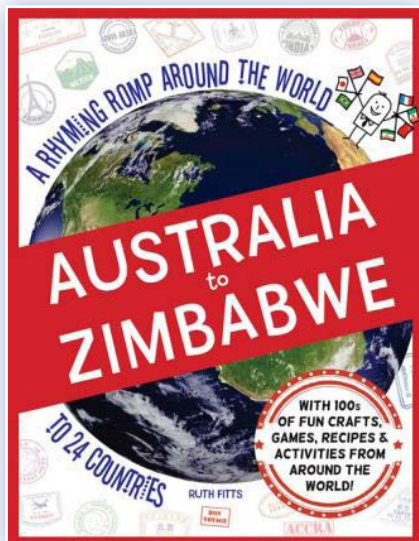
Geographical tools: Visual representations, maps.

Key inquiry questions: Where are places located in Australia? How are people connected to places?



Bunjil Shelter, Black Range Scenic Reserve, Stawell Vic.
Source: Wikimedia Commons

STAGE 2 PEOPLE, PLACES AND ENVIRONMENTS



1. AUSTRALIA TO ZIMBABWE by Ruth Fitts

Available online in Australia from various book sellers including Amazon & the Book Depository.

Brief description

The book explores 24 different places around the world through rhymes, photos, maps, and interactive activities.

The book includes 1000 photos from around the world, cultural activities including crafts, recipes and games, and recommendations for music, movies, books and online resources.

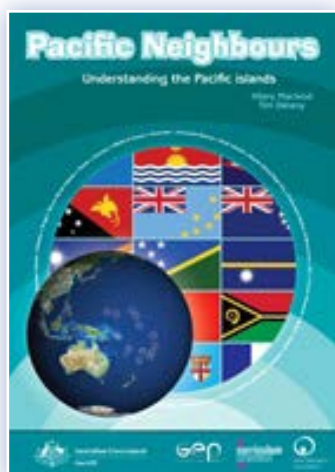
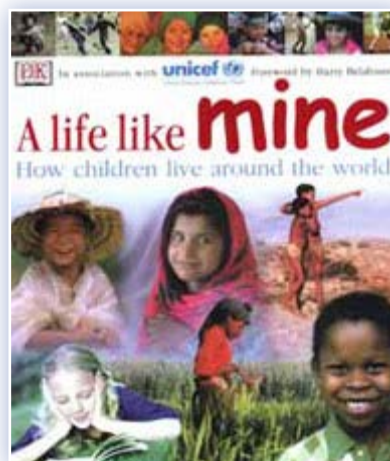
The Author website has video clips and activities to support each country.

www.australiatozimbabwe.com – The book cannot be purchased in Australia from this website

2. A LIFE LIKE MINE: How children live around the world (UNICEF)

A Life Like Mine is a sensitive and uplifting look at children's rights and how these rights are being met around the world. Through encounters with diverse children we learn not only about the efforts the world is making to look after every child, but also about the optimism and excitement with which children the world over pursue a good life for themselves

Unicef



3. AUSTRALIA'S NEIGHBOURS Understanding the Pacific Islands (GLOBAL EDUCATION)

(DOWNLOADABLE OR PUBLISHED BOOKLET and / or CD)

Download from www.globaleducation.edu.au/publications/pacific-neighbours.html

Brief description

A resource booklet created to develop understanding of the Pacific region. A CD-ROM contains PDFs of the book and extra teacher and student resources. Content and activities such as maps, climate graphs, statistics and photographs are suited to Stages 2 and 3

4. GLOBL EDUCATION: IMAGE AND PUBLICATIONS COLLECTIONS

Images – www.globaleducation.edu.au/1838.html

Brief description

An extensive collection of images, which can be downloaded for printing and classroom use by teachers and students



5. THE SHARK FIN SOUP (DOWNLOADABLE PDF CARTOON BOOK)

Food and agriculture organisation of the United Nations – www.fao.org/publications/card/en/c/befa250c-ecac-4d5d-aedd-e76f9719eacc/



This ebook links environment, human activities and sustainability through story telling, fact sheets and activities. Connections can be made to Asian countries where shark finning is practised.

In the Seychelles, sharks are considered prone to over-exploitation and population collapse and have been the subject of sustainability concerns. The practice of “finning” in the past was common. But today, shark finning has been shown as a non-sustainable practice. Today, although this practice is disappearing Seychellois think that efforts should continue to develop awareness raising where there is still a danger that coastal sharks species that are targeted for finning (Paraphrased from FAO website).

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STAGE 2 SYLLABUS LINKS

Places are similar and different

Students examine natural and human features of Australia and the diverse characteristics of Australia's neighbouring countries. They explore the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like to live in different places. Students consider how people's perceptions of places are the basis for actions to protect places and environments.

Key concepts: place, space, environment, sustainability, interconnection, scale

Geographical tools: Visual representations, maps, graphs & statistics

Key inquiry questions: How and why are places similar and different? What would it be like to live in a neighbouring country? How do people's perceptions about places influence their views about the protection of places?

The Earth's environment

Students explore the climate, natural vegetation and native animals of places in Australia and Asia. They examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples. Students identify sustainable practices and recognise that there are differing views on how sustainability can be achieved.

Key concepts: place, environment, interconnection, change, sustainability, scale

Geographical tools: Visual representation, maps

Key inquiry questions: How does the environment support the lives of people and other living things? How do different views about the environment influence approaches to sustainability?

How can people use places and environments more sustainably?

STAGE 3: PEOPLE, PLACES, ENVIRONMENTS & THE WORLD



1. BOOKFIRE

Written and illustrated by students of 3L, Turramurra North Public School (BOOK & PDF)

Written for the NSW syllabus this book covers the features of bushfires, causes and consequences and suggests ways people can reduce the impact of bushfires in the future – www.turranorthps.net.au

Click on the PDF on the school website to see the digital version or contact the school

RESOURCES FOR GEOGRAPHY K-6

2. COOL AUSTRALIA.ORG (WEBSITE)

www.coolaustralia.org/curriculum-materials/#body-wrapper

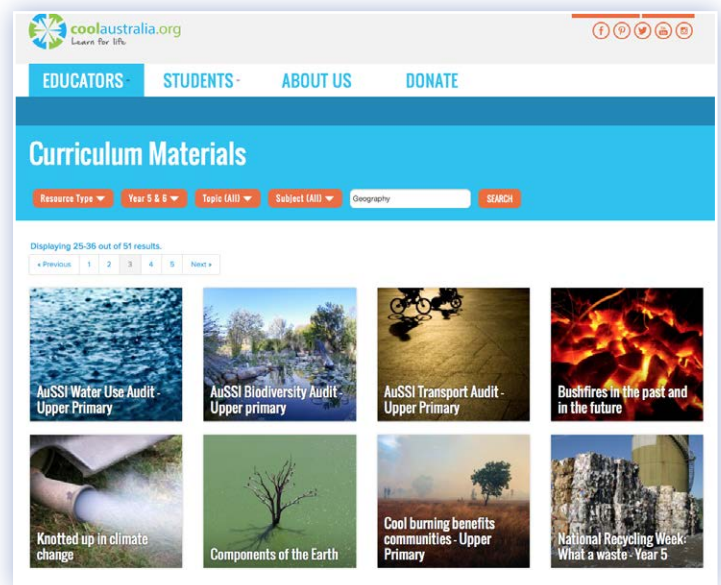
Resources for environmental education

Sign up for free to access teaching units and student worksheets.

Each unit comes with lesson plans, information sheets and student worksheets

Examples include:

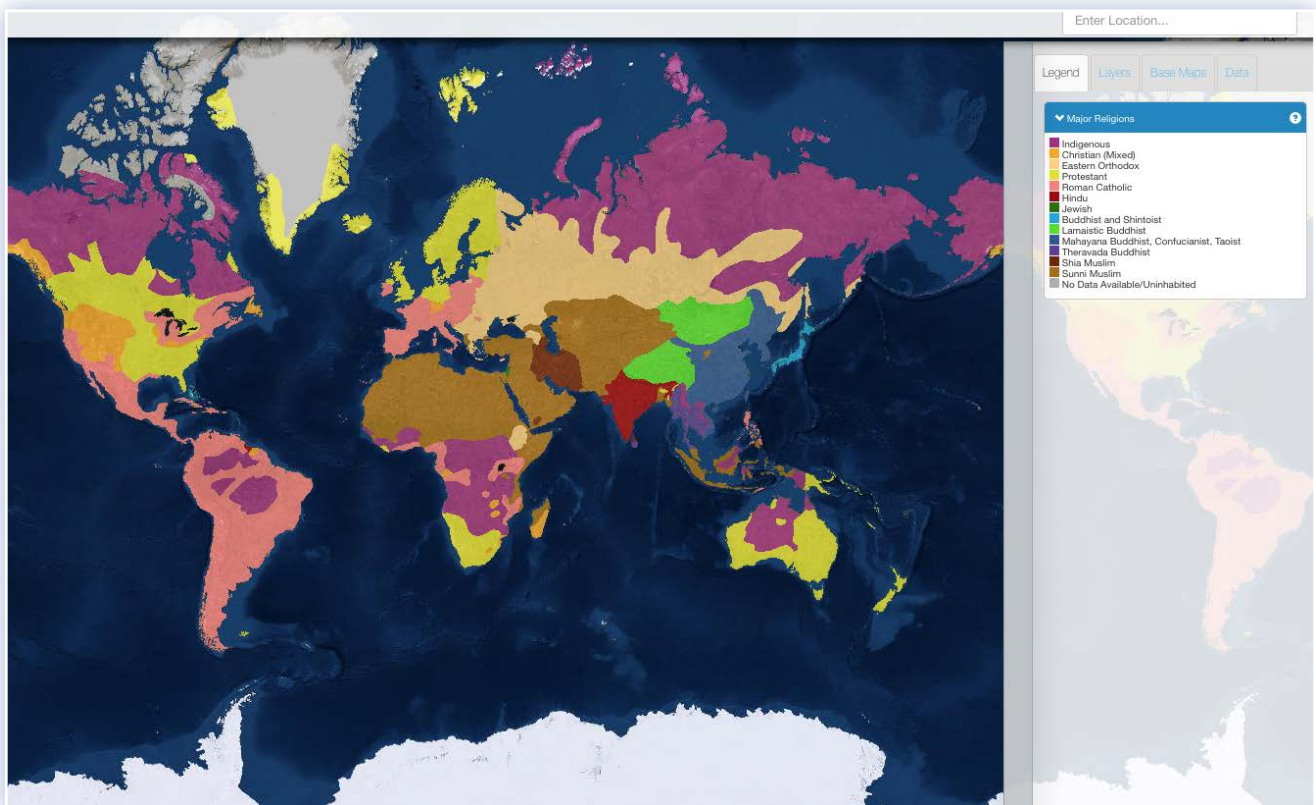
- Bushfires in past and in the future
- How do natural disasters affect the earth?
- - Aboriginals use fire to care for country worksheet)



3. NATIONAL GEOGRAPHIC MAPMAKER INTERACTIVE (WEBSITE)

<http://mapmaker.nationalgeographic.org>

Create GIS maps at a variety of scales by zooming in and out. Select from a variety of base maps and themes covering environmental and cultural themes such as a map of the world's major religions below created to illustrate cultural diversity at a global scale



STAGE 3: SYLLABUS LINKS

Factors that shape places

Students investigate how people change the natural environment in Australia and other places around the world. Students explore the impact bushfires have on Australian people, places and environments and propose.

Key concepts: place, space, environment, interconnection, sustainability, change, scale

Geographical tools:

Key inquiry question: How do people and environments influence one another? How do people influence places and the management of spaces within them? How can the impact of bushfires on people and places be reduced?

A diverse and connected world

Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding.

Geographical tools:

Key inquiry question: How do places, people and cultures differ across the world? What are Australia's global connections? How do people's connections to places affect their perception of them?

A GEOGRAPHICAL TOOLS RESOURCE FOR K–6

1. SPATIAL EDUCATORS TOOLKIT (Prep – Year 6) (PDF)

www.dnrm.qld.gov.au/qsic/spatial-education/queensland-spatial-educators-toolkit

Selected pages from this resource produced by the Queensland Department of Natural Resources and Mines show how spatial technologies can be integrated into units and content.

Although the booklet was produced for Queensland, the content areas and links match those of the NSW BOSTES syllabus. NSW Globe needs to replace Queensland Globe in the spatial technologies list.

Sample pages from Spatial Educators Toolkit for Stage 3.

Year 6: A diverse and connected world

Key inquiry questions

- Where are we in our region and the world?
- How do places differ across the world?
- How do people and cultures differ across the world?
- What are Australia's connections, regionally and globally, between people and places?
- How does people's connection to place affect their perception of place?
- How do global connections change people and places?

Year 6 toolkit

Where are we in our region and the world?

Learning experiences and teaching strategies	Spatial resources
Use an online mapping tool to view Asia, the different regions and countries in Asia and to view the location of Australia in relation to our region and the world.	Online map services ^{NDV} Google Earth ^{NDV}

How do places differ across the world?

Learning experiences and teaching strategies	Spatial resources
Use Google Street View to undertake a virtual field trip to another country. Consider the differences between the place you visit and your local area.	Google Street View via Maps ^{NDV}
Compare and contrast urban environments from around the world using the visualisations and statistics provided. Consider what factors may be behind the differences in urban areas. How do Australia's urban areas compare to those presented?	Urban Observatory ^{NDV}

Below: Abandoned gold field, Croydon Qld. Source: Mining Journal – http://www.vision6.com.au/em/message/email/view?a=23788&id=1109917#utm_source=172340,6b14d710-42d2-cfb0-a3be-057c068b4e7b

