

WHAT'S HAPPENING IN OUR SCHOOL?



Students created posters on the theme "Take 3 for the Sea"

Kindergarten love geography

"Kindergarten are very keen geographers who cheer when Geography is on the daily timetable. They love learning about the world, reading maps, learning about other cultures and referring to the globe when we talk about other countries or read stories".

Rebecca Pierpoint
Waverley Public School

Professional Learning

During Terms 2 and 3, staff at Waverley Public School undertook professional learning activities to assist them with programming the Geography Syllabus K-6. These activities included attendance at workshops during the CoSiES (Community of Schools in the Eastern Suburbs) Conference in Term 2 and a full day on programming essentials with Geography Education Consultant, Lorraine Chaffer for Term 3 Staff Development Day. Collaboration between classroom teachers and school leaders at these events resulted in the sharing of ideas and resources between schools and the development of an air of confidence and excitement about teaching Geography as a stand alone subject for the first time. With an understanding of geographical inquiry skills and tools, including fieldwork and simple spatial technologies Waverley Public School had its first Geography teaching programs ready for implementation in Semester 2.

Kindergarten love geography



A nice day for kindergartens first fieldwork activity

Geography lessons

The kindergarten students at Waverley Public School have been participating in Geography lessons based around place and the importance of places. Student activities have included:

- Creating pictorial maps of our classroom and the local area
- Exploring the area around the school via Google Earth, maps and fieldwork
- Walking around the school's locality to identify the natural and human features of the environment including places they could see further away such as Centrepont Tower and planes arriving at and leaving Sydney airport. Where possible places were named correctly.

First map: The classroom



Students represented objects in the classroom on a map. Yes this room has a tent. Note: It is difficult for young students to create bird's eye view maps

Fieldwork and post fieldwork activities undertaken by students included:

- Observing features of places
- Field sketching on a template attached firmly to a clipboard

- Discussing the Aboriginal heritage of the area and what the land might have looked like many years ago
- Identifying North, East, South and West using compasses
- Talking about the importance of the places they visited and sketched and answering questions about why we should care about them.
- Creating "Take 3 for the Sea" posters

Aboriginal history and culture was integrated through fieldwork and art / mapping based activities.

First fieldwork activities: Field sketching



"Kindergarten has been learning about Aboriginal life and culture including how Aboriginal people recorded information such as in the form of rock art and rock engravings. We discussed what rock art could be around our local area. As we are a school that is very close of the ocean, we decided to draw fish and other sea creatures that were a major source of food for the local Aboriginal people."

Armed with clipboards and a pencil kindergarten investigate their world



Kindergarten love geography

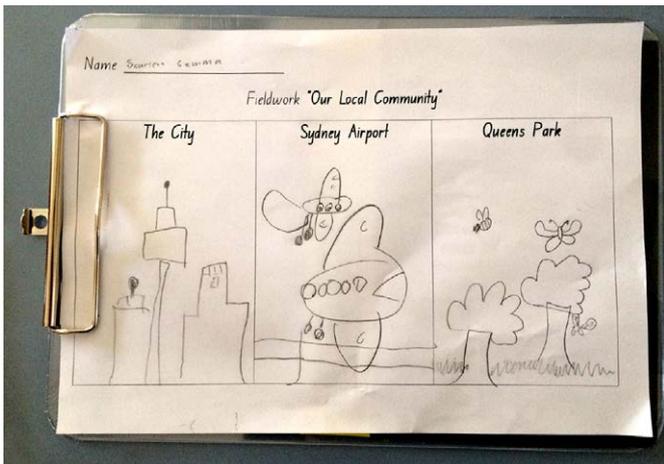
Note from the editor

Rebecca has agreed to share the trial teaching program developed for the kindergarten unit "People live in places". Now that the unit has finished I am hoping Rebecca will be able to update us on revisions the kindergarten teachers will make in light of their experience teaching Geography in term 3

Thank you Rebecca for sharing your experiences with GTA NSW bulletin readers. It is exciting to see Geography engaging young students with the real world through fieldwork and inquiry and to see them using geographical tools to represent the places they have investigated and issues such as ocean pollution.

Lorraine Chaffer

First field sketch: Places observed during fieldwork



You have to love the little additions – such as bees

Pictorial map of places observed during fieldwork



Students added drawings of places observed from their eastern suburbs school onto a labelled base map

Mapping and art using Aboriginal drawings



Unit of work – People Living in Places

<p>Unit description</p> <p>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. Students learn about the importance of looking after places. Students explore how the location of places can be represented.</p>	<p>Key inquiry questions</p> <ul style="list-style-type: none"> • What are places like? • How can we look after the places we live in? • What makes a place special? 	<p>Content Focus</p> <ul style="list-style-type: none"> • Explore the places they live in and belong to • Develop an understanding of what makes a place special and how this may differ for different people • Learn about the importance of looking after places • Explore how the location of places can be represented
<p>Outcomes</p> <p>GEe-1: identifies places and develops an understanding of the importance of places to people</p> <p>GEe-2: communicates geographical information and uses geographical tools</p>	<p>Geographical concepts</p> <p>Place: <i>the significance of places and what they are like</i></p> <p>Space: <i>the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in</i></p> <p>Environment: <i>the significance of the environment in human life, and the important interrelationships between humans and the environment</i></p>	<p>Geographical tools</p> <p>The following geographical tools have been integrated into the unit:</p> <p>Maps – M</p> <ul style="list-style-type: none"> • Pictorial maps, online maps <p>Fieldwork – F</p> <ul style="list-style-type: none"> • Observing and recording data <p>Graphs and statistics – GS</p> <ul style="list-style-type: none"> • Tally charts, pictographs <p>Spatial technologies – ST</p> <ul style="list-style-type: none"> • Virtual maps <p>Visual representations – VR</p> <ul style="list-style-type: none"> • Photographs, illustrations, story books, multimedia

GEOGRAPHY – ES1 PEOPLE LIVE IN PLACES

Week	Content	Lesson	Resources	Reg
<p>Week 1,2,3</p>	<p>Important Places:</p> <ul style="list-style-type: none"> – investigate the importance of places they live in and belong to – identification of places they live in and belong to – discussion of why places are special and how people care for them – explanation of why people need to take care of places <p>Locating Places:</p> <ul style="list-style-type: none"> – investigate how the location of places can be represented – location of familiar and local places on maps – description of the location of places <p>Aboriginal and Torres Strait Islander places:</p> <ul style="list-style-type: none"> – investigate the countries / Places important to Aboriginal or Torres Strait Islander Peoples – identification of an Aboriginal or Torres Strait Islander site, Country or Place – discussion of why the site, Country or Place is important 	<p>Inquiry 1 – What are places like?</p> <ul style="list-style-type: none"> • Students develop a pictorial map of the classroom to represent furniture and objects in the room – directed drawing. • Using a stimulus such as <i>My Farm</i> by Alison Lester, students identify a special place and why it is important to people by posing and responding to questions: <ul style="list-style-type: none"> – Why is the farm special? – How did people take care of the farm? – Why did people need to take care of the farm? • Students reflect on their own special place and present information about: <ul style="list-style-type: none"> – Where they live and the family members who live with them – Special belongings at home eg toys, bedroom, pet etc – How they and other people take care of this place eg cleaning, gardening, painting etc. • Students discuss what makes their place special. They group reasons into categories and present the information in a chart. • Fieldwork – Walk around the local community (back of WPS): <ul style="list-style-type: none"> – Locate the city (Centrepont Tower), Sydney airport, Queens Park / Centennial Park. Students record these locations by drawing the landmarks. – Discuss the importance / significance of these landmarks – Observe and identify the natural and human features of the area. “Why is it special?”“Why should we care?” – Explain this area is Gadigal Land – talk about what it would have looked like, and how the Aboriginal people used it before colonisation. “Why is it special?” “Why should we care?” – Using a compass identify North, East, South, West. – Photograph the area using the iPad – At the conclusion of fieldwork, locate this area/special place using Google Earth and on a local map. 	<p>HSE book, paper, pencils</p> <p><i>My Farm</i> by Alison Lester http://alisonlester.com/</p> <p>Post-it notes, cardboard, pencils</p> <p>Clipboards, pencils, paper, compasses, iPads, worksheet with boxes to draw the landmarks</p>	

GEOGRAPHY – ES1 PEOPLE LIVE IN PLACES

<p>Week 4, 5, 6</p>	<p>Important Places:</p> <ul style="list-style-type: none"> – investigate the importance of places they live in and belong to – identification of places they live in and belong to – discussion of why places are special and how people care for them – explanation of why people need to take care of places <p>Locating Places:</p> <ul style="list-style-type: none"> – investigate how the location of places can be represented – location of familiar and local places on maps – description of the location of places 	<p>Inquiry 2 - How can we look after the places we live in?</p> <ul style="list-style-type: none"> • Discussion about litter *Have photos displayed of places that are littered: <ul style="list-style-type: none"> – Who do we need to put litter in the bin? – What is the impact of litter on the environment? – How does it make you feel? – How can we reduce litter in our environment? – Why should we care? – Discuss Clean Up Australia Day, Reduce/Reuse/Recycle, Take 3 • Take 3: <ul style="list-style-type: none"> – Explore the Take 3 website http://www.take3.org.au – Discuss the great idea of taking 3 pieces of litter from the ocean, lake or any waterway. Why is it important to stop litter entering the waterways? – Show images/video of the Great Pacific Garbage Patch – Why should we care? – Create a poster to promote 'Take 3' • Fieldwork – Litter data: <ul style="list-style-type: none"> – Plot litter on a map of the playground – Sort litter, place litter on the ground to create a 3D pictograph – Discuss the location of litter in relation to uses of places to develop understandings of cause and effect. – Brainstorm impacts of litter eg aesthetics, birds feed, washes into drains. – Discuss connection between the roles of multiple participants in the maintenance of the area. – Why should we care? 	<p>Photographs of littered places (local and global)</p> <p>Australia Day, RRR, Take 3 images/posters</p> <p>Take 3 website, map of the Pacific showing water currents, Cardboard, pencils, glue, craft</p> <p>Map of the playground, pencils, clipboards, chalk to draw a pictograph outside, images of impacts of litter, iPad to photograph</p>
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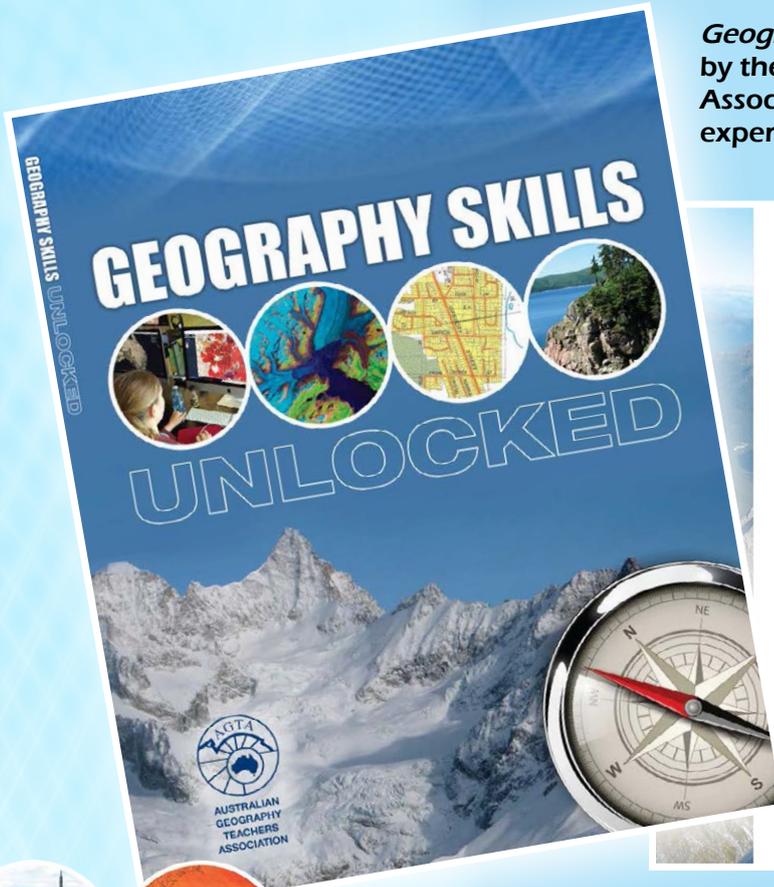
GEOGRAPHY – ES1 PEOPLE LIVE IN PLACES

<p>Week 7,8,9</p>	<p>Important Places:</p> <ul style="list-style-type: none"> – investigate the importance of places they live in and belong to – identification of places they live in and belong to – discussion of why places are special and how people care for them – explanation of why people need to take care of places 	<p>Inquiry 3 – What makes a place special?</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander special place is 'country'. We can identify these places by looking at paintings, middens and rock engravings: <ul style="list-style-type: none"> – Introduce the local Aboriginal group – they lived on the Coast – discuss how they may have used the resources? What types of food would they have eaten (seafood). – Have a 'virtual' tour of Aboriginal sites – information at the csiro website. – Have a giant map of the eastern suburbs and draw (pictograph) where the Aboriginal sites are. http://www.atnf.csiro.au/people/Ray.Norris/Sydney/RockArt/sites/Tamarama/index.htm 	<p>Images of paintings, middens, rock engravings.</p> <p>Giant map, pencils/ crayons</p>
<p>Locating Places:</p> <ul style="list-style-type: none"> – investigate how the location of places can be represented – location of familiar and local places on maps – description of the location of places 	<p>Aboriginal and Torres Strait Islander places:</p> <ul style="list-style-type: none"> – investigate the countries / Places important to Aboriginal or Torres Strait Islander Peoples – Identification of an Aboriginal or Torres Strait Islander site, Country or Place – discussion of why the site, Country or Place is important 	<ul style="list-style-type: none"> • Fieldwork – Bondi to Bronte coastal walk: <ul style="list-style-type: none"> – Identify direction by using a compass. – Explore Aboriginal rock engravings – what do you think they represent? What does it tell us about the area? – Share the local dreaming story that goes with the rock engravings (the whale and the star fish) – Discuss the similarities in the story and what happens in this area (whales migrating, star fish in the rock pools) – Why is this area special for Aboriginal people? Close to food, sea, shelter – Identify the local Aboriginal language group. – Complete the 'observing and collecting data' worksheet. Using senses to record information about the area. 	<p>Photographs of the rock engravings</p> <p>Compass</p> <p>Dreaming story "The Arrival of the Darawhal"</p>
		<ul style="list-style-type: none"> • Once back at school: <ul style="list-style-type: none"> – Locate the coastal walk on a map of Australia, on google earth and a local map. What do you notice about the vegetation? – Compare an old map and recent map – what has changed? Why do you think this happened? – Draw a 'now' and 'then' chart and identify changes. – Go to http://www.wildaboutwhales.com.au/whale-watching and see where the latest whales have been tracked. On a map of the east coast, draw a pictograph of where whales are located. – Brainstorm why the rock engravings are an important place? 	<p>Observing and collecting data worksheet, clipboards, pencils, compass</p> <p>Maps of the East Coast of Australia, old maps of the area, google earth, 'now' and 'then' chart.</p>

AGTA ANNOUNCES AN ESSENTIAL NEW GEOGRAPHY RESOURCE

Geography Skills Unlocked is an exciting new skills book for Australian secondary schools

Geography Skills Unlocked is published by the Australian Geography Teachers Association and written by a team of experienced Geography teachers.



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Engaging and developing inquiry questions
Using inquiry with skills
Aids to inquiry for topics in the Australian Curriculum: Geography

KEY FEATURES:

- ➔ Contents aligned to the inquiry and skills-based requirements of *Australian Curriculum: Geography*
- ➔ An engaging, easy to navigate design
- ➔ A student friendly approach with step-by-step explanations, descriptions and worked examples
- ➔ A focus on emerging technologies used to gather, analyse and present geographical data
- ➔ *GeoSkills* and *GeoInquiry* activities that scaffold student learning
- ➔ A wealth of stimulus material including a diverse range of maps, graphs, aerial photographs, satellite images, diagrams and photographs
- ➔ Examples drawn from each Australian state and territory with additional international material
- ➔ Key terms explained in embedded glossary boxes

Geography Skills Unlocked will be published mid 2016 and will be available for purchase via the AGTA website: www.agta.asn.au/Products