

PRIMARY RESOURCE

GEOGRAPHY ALIVE: A NEW GTANSW ONLINE RESOURCE FOR PRIMARY TEACHERS

**GTANSW has celebrated the launch of a new online Primary Geography resource
Geography Alive – <http://gtansw.org.au/geography-alive/>**

The initiative includes sample units of work organised by stage of learning. Currently, there are 10 units available. Each unit includes an overview linking it to the NSW Geography Syllabus (K-6), detailed lesson plans with step-by-step instructions, teaching resources and, where appropriate, student worksheets. The units have been drafted by a team of experienced Primary teachers and many have already been 'road tested' in the classroom.

The units are discrete entities. They do not represent a 'scope and sequence' that covers all syllabus requirements. Over time, additional units will be added to the site. Teachers are encouraged to share their own units with their colleagues across NSW.

The following pages are samples from Stage 2 Unit My Places: Picture book study.

GEORAGHY ALIVE WEBSITE can be found within the GTANSW Website at <http://www.gtansw.org.au>

This is a screen capture from the website

The screenshot shows the homepage of the Geography Alive website. At the top, there is a navigation menu with links to 'GTA NSW Home', 'Geography Alive' (which is highlighted in blue), 'Early Stage', 'Stage 1', 'Stage 2', and 'Stage 3'. Below the menu, the title 'GEOGRAPHY ALIVE — HOME' is displayed. Underneath the title, there is a section titled 'UNITS OF STUDY: GEOGRAPHY (K-6)'. This section contains a paragraph about the purpose of the website and a table showing the structure of the units of study. The table has three columns: 'Stage', 'Topic', and 'Unit'. The 'Stage' column is color-coded: Early Stage (Year K) is green, Stage 1 (Years 1 & 2) is blue, Stage 2 (Years 3 & 4) is brown, and Stage 3 (Years 5 & 6) is orange. The 'Topic' column lists specific topics for each stage, and the 'Unit' column lists the individual units under each topic.

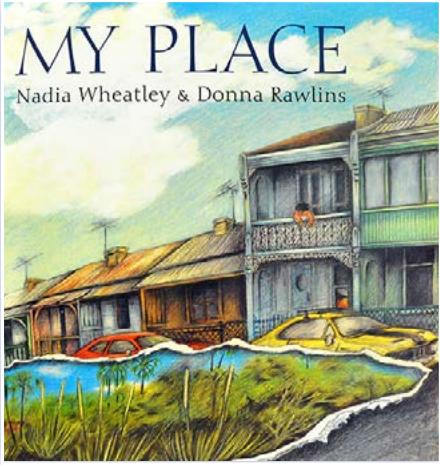
Stage	Topic	Unit	
Early Stage (YEAR K)	Topic 1: People live in places	Unit 1: People live in places	
		Unit 2: Maps and mapping	
		Unit 3: Investigating Sydney's Q Station as an important place	
Stage 1 (YEARS 1 & 2)	Topic 1: Features of places	Unit 1: Natural and Human Features of Places	
		Unit 2:	
		Unit 3:	
	Topic 2: People and places	Unit 1: People, places and connections	
		Unit 2: Tourism: Connecting People and Places	
		Unit 3:	
Stage 2 (YEARS 3 & 4)	Topic 1: Places are similar and different	Unit 1:	
		Unit 2: My Place: Picture Book Study	
		Unit 3:	
	Topic 2: The Earth's environment	Unit 1:	
		Unit 2:	
		Unit 3:	
	Stage 3 (YEARS 5 & 6)	Topic 1: Factors that shape places	Unit 1:
			Unit 2:
		Topic 2: A diverse and connected world	Unit 3: Bushfire Hazards In Australia
Unit 1:			
Unit 2: Investigating Asia			
Unit 3:			

Geography Alive – Stage 2

STAGE 2 (YEARS 3 & 4): TOPIC 1: PLACES ARE SIMILAR AND DIFFERENT

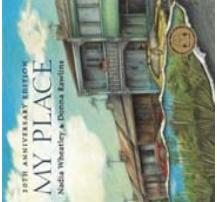
UNIT 2: MY PLACES: PICTURE BOOK STUDY

>> Unit 2 lessons

<p>Content focus:</p> <p>In this unit students examine the natural and human features of an Australian community through the study of an award winning picture book, <i>My Place</i>. They explore the changing land uses, settlement patterns and demographic characteristics of a place and use this information to imagine what it would be like to live in that place. Students have the opportunity to reflect on how people's perceptions of places determine the nature of their interactions with the environment with particular attention attached to protection of places.</p>	<p>Geographical concepts:</p> <ul style="list-style-type: none">• Place: the significance of places and what they are like. For example: places students live in and belong to and why they are important.• Space: the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. For example: location of a place in relation to other familiar places.• Environment: the significance of the environment in human life, and the important interrelationships between humans and the environment. For example, how and why places should be looked after.• Interconnection: no object of geographical study can be viewed in isolation. For example: local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place.
<p>Syllabus content area:</p> <p>Similarities and differences between places <i>Students</i> investigate the changing settlement patterns and demographic characteristics of places and the lives of the people who live there</p> <p>Perception and protection of places <i>Students</i> investigate how the protection of places by people's perception of places. Description of how and why people perceive places differently</p>	
<p>Key inquiry questions:</p> <ul style="list-style-type: none">• How do the places change over time?• How and why do people observe places differently?• How do peoples' perception of places influence the protection of places. <p>Note: This unit provides schools with an opportunity to develop and implement an integrated unit incorporating studies in Geography, History and English (literacy).</p>	
<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none">• examines features and characteristics of places and environments• describes the ways people, places and environments interact• examines differing perceptions about the management of places and environments• acquires and communicates geographical information using geographical tools for inquiry.	<p>Inquiry skills:</p> <p>Acquiring geographical information</p> <ul style="list-style-type: none">• pose geographical questions• collect and record geographical data and information by observing and using visual representations <p>Processing geographical information</p> <ul style="list-style-type: none">• represent data by constructing mental maps• draw conclusions based on interpretation of geographical information sorted into categories <p>Communicating geographically</p> <ul style="list-style-type: none">• present findings in a range of communication forms• reflect on their learning and suggest responses to their findings <p>Geographical tools:</p> <p>Maps</p> <ul style="list-style-type: none">• mental (sketch) maps <p>Visual representations</p> <ul style="list-style-type: none">• story book-based illustrations and maps

Geography Alive – Stage 2

Geography Alive: Stage 2 Geography (Topic 1; Unit 2)

Lesson 1: My Place: A picture book study	
Content focus:	Resources:
<p>In this lesson students have an opportunity to consolidate their developing appreciation of the key geographical concepts of place, change, connections and environment. They do this by engaging with Nadia Wheatley and Donna Rawlins' picture book, <i>My Place</i>. Students focus on the history of one particular piece of land in Sydney from 1788 to 1988 through the stories of the various children who have lived there. It aims to teach the reader about the history of Australia, about families, settlers, changing land uses, multiculturalism, and the perceptions and cultural heritage of the traditional owners of the land. Each child's story covers a decade in time, showing their particular dress, customs and family life. The book also features maps that the successive generations of children have 'drawn' which demonstrate the things that have changed – as well as the things that have remained constant.</p>	<p>Picture book: Nadia Wheatley and Donna Rawlins' (1988), <i>My Place</i>, Walker Books publisher. <i>My Place</i> is a classic Australian picture book, is a 'time machine' that takes the reader back into the past. It focuses on the history of one particular piece of land in Sydney from 1788 to 1988 through the stories of the various children who have lived there. It aims to teach the reader about the history of Australia, about families, settlers, changing land uses, multiculturalism, and the perceptions and cultural heritage of the traditional owners of the land. Each child's story covers a decade in time, showing their particular dress, customs and family life. The book also features maps that the successive generations of children have 'drawn' which demonstrate the things that have changed – as well as the things that have remained constant.</p> 
Key inquiry questions:	Outcomes:
<ul style="list-style-type: none"> How are people connected to places? What factors affect peoples connection with places? What impact do people have on environments? 	<p>A student: <ul style="list-style-type: none"> demonstrates a developing appreciation of the concepts of place, change, connections and environment </p> <p>Lesson sequence:</p> <ul style="list-style-type: none"> Step 1: Read the book <i>My Place</i> to the class explaining the concept of place and its importance to people. Point out that places undergo change and that there are elements of places worth protecting. The discussion focusing on the meaning of place could be initiated using a brainstorming activity. Write the word 'place' in the centre of a whiteboard. Ask student to write down three or four synonyms and words associated with place. Students can then share their words with the person next to them, adding words that were not on their list. Groups of students can then report back to the class outlining the synonyms and words listed. A whiteboard-based mind map summarising the feedback from groups can be developed. Step 2: Draw the students' attention to the front cover of the book. Questions to ask: What is the connection between the title of the book (<i>My Place</i>) and the front cover artwork? What is the significance of the tear across the bottom of the cover? What is revealed underneath? What does it symbolise? Step 3: Have the students turn to the timeline presented on the opening pages of the book. Questions to ask: What is the significance of the spiral in the top left-hand-corner? What does it symbolise? What events are listed on the timeline? Which of these relate to Australia's involvement in armed conflicts? Which events are of significance to Aboriginal people? Step 4: Have students turn to the first double-page spread (1988). What are the key elements of each double-page spread? – the narrative text, the illustrations and a map. Make a list of the subject matter covered in text-based element of the double-page spread – the name and the age of the principal character, their place of origin, their animals and pet/s, and a reference to the 'big (fig) tree'. The illustrations provide an insight into the dress, customs and family life of the eras traversed in the story. Step 5: Point out to students that the story progresses from relatively recent times (1988) to Australia's Aboriginal past (pre-1788). What is the significance of this approach? <p>Note: This unit is designed to provide a conceptual 'bridge' from the emphasis on place in Stage 1 to the broader consideration of this key geographical concept.</p>

Geography Alive – Stage 2

Geography Alive: Stage 2 Geography (Topic 1; Unit 2)

Lesson 3: My Place: Analysing maps	
Content focus:	Resources:
<p>In this lesson students focus on the map-based elements of <i>My Place</i>. They identify the role of the maps in the context of the story and how they reveal change over time. They also consider how maps, such as those featured in <i>My Place</i>, provide an important insight into a person's view of their surroundings. They also focus on how transport technologies change over time and identify those features that remain a constant over the timespan covered by the story.</p>	<ul style="list-style-type: none"> Class set of <i>My Place</i>
Key inquiry questions:	Outcomes:
<ul style="list-style-type: none"> What are the principal features and characteristics of specific places and environments? How do people, places and environments interact? In what ways do the mental maps people draw reveal information about people's differing perceptions about places? 	<p>A student:</p> <ul style="list-style-type: none"> demonstrates a developing appreciation of the concepts of place, change, connections and environment describes features and characteristics of specific places and environments appreciates that mental maps provide important insights into the ways perceptions of places and environments differ analyses maps to determine the ways people, places and environments interact. <p>Lesson sequence:</p> <ul style="list-style-type: none"> Step 1: Refer students to one of the double-page spreads in <i>My Place</i>. Make the point that an important element of the spread is the map the author and illustrator have included. The maps feature a lot of information about the world as experienced by the characters in each part of the story. Note that maps, as used in the story, provide the reader with a range of information. They offer an insight into what the principal character considers important in the place in which they live; they reveal the changes taking place in the neighbourhood over time including land uses; and they provide an important insight into the changes taking place in the natural environment. Step 2: Discuss the role of maps in geography. Note that geographers use maps to find out information about places (including its location) and to identify patterns and changes in the landscape. Point out that the maps in <i>My Place</i> show the changes taking place in a specific area over 200 years (1788 to 1988). Step 3: Make the point that the maps included in <i>My Place</i> are called 'mental maps'. Mental maps are the maps people draw using the knowledge they have about a place. They are a person's point-of-view (perspective) of an area. They are sketch maps and are not drawn to scale. Students will have an opportunity to draw their own mental maps in the next lesson. Step 4: Ask students familiarise themselves with the maps in <i>My Place</i>. As they work through <i>My Place</i> students are asked to locate the following features on each of the maps: 'home' or 'my place'; the 'big fig/tree'; and the 'creek' and/or 'canal'. Note that these are constants in a changing neighbourhood. Step 5: Working from the back of the book, ask students to comment on the changing complexity of the maps featured. Step 6: One of the principal themes of <i>My Place</i> is change. Between 1788 and 1988 there are at least three significant changes to the house that is home to the <i>My Place</i> families. Based on their developing understanding of the book ask students to identify the changes and draw each of the different homes. Step 7: Students study both the <i>My Place</i> text and the accompanying maps to identify the various modes of transport used over time. Ask students to make a list of the changes and discuss how these have changed people's understanding of 'place' over time.

Geography Alive: Stage 2 Geography (Topic 1; Unit 2)

Lesson 5: My Place: Environmental change	
Content focus:	Outcomes:
<p>In this lesson students focus on environmental change. Of particular interest is how the activities of people have transformed the natural environment of the area and the nature of these changes with a particular focus on air and water quality in the creek/canal. Also addressed is the role played by the 'big tree' in the life of those living in the home central to <i>My Place</i>.</p>	<p>A student:</p> <ul style="list-style-type: none"> • What are the principal features and characteristics of specific places and environments? • How do people, places and environments interact? • How do the activities of people affect water quality. • demonstrates a developing appreciation of the concepts of place, change, connections and environment • describes some ways in which people, places and environments interact.
Key inquiry questions:	Lesson sequence:
<ul style="list-style-type: none"> • What are the principal features and characteristics of specific places and environments? • How do people, places and environments interact? • How do the activities of people affect water quality. 	<p>Resources:</p> <ul style="list-style-type: none"> • Class set of <i>My Place</i> • Worksheet 1: The big [fig] tree <p>Step 1: To begin the lesson, revise the concept of environment with the class. Note that the environment consists of our total surroundings. It includes elements that are natural (physical) and those that are the product of human activity.</p> <p>Step 2: Starting at the back of the book, ask students to read through <i>My Place</i>, tracking the changes taking place in the environment over time. Focus on questions such as: <ul style="list-style-type: none"> – How have the elements of the natural environment been modified by the activities of people? – What happens to the water in the creek? What causes the water to change? – What happens to the air quality? What causes the air quality to change? </p> <p>Step 3: The 'big tree' referred to on the last page of the book is featured throughout <i>My Place</i>. It plays a symbolic role, linking the lives of those featured in the book. Using Worksheet 1 ask students to study the relevant pages and fill in the boxes for the selected years. Ask them to briefly outline the role played by the 'big (fig) tree' in the life of the character featured on the double-page spread. In what ways does the 'big (fig) tree' cater for the needs of children? Think in terms of imaginative play, a place of solitude and reflection, and sense of continuity in a changing world. Why has an element of the natural environment been selected for such a role?</p> <p>Additional task: <i>My Place</i> makes a point about the long-term impact that people have had on the natural environment. Ask students to interview someone (family or friend) about how the area in which they live may have looked in the past. Have students compare their findings with those of their classmates.</p>

Lesson 5 – Worksheet 2

Task: One of the elements linking the lives of those children featured in *My Place* is the ‘big tree’. Fill in the boxes below, briefly outlining the role played by the ‘big tree’ in the life of the character featured in each of the specified double-page spread.

1788

1798

1818

1988

1838

1968



1858

1938

1908

1898

Geography Alive – Stage 2

Geography Alive: Stage 2 Geography (Topic 1; Unit 2)

Lesson 7: My Place's Indigenous heritage	
Content focus:	Resources:
<p>In this lesson students focus on those elements of the book that explore the relationship between Indigenous Australians and Country. In doing so, they reflect on the relationship between Aboriginal and Torres Islander peoples and the land and identify key events in the post-1788 experience of Indigenous Australians. Also addressed is the diversity of the Australian population and the changing nature of the family.</p>	<ul style="list-style-type: none"> Class set of <i>My Place</i>

Key inquiry questions:	Outcomes:	Lesson sequence:
<ul style="list-style-type: none"> What are the principal features and characteristics of specific places and environments? How do people, places and environments interact? How do people perceptions about places differ? In what ways does the meaning of 'home' for Indigenous Australian's differ from that of non-indigenous Australians? What factors have contributed to the diversity of the Australian population? 	<p><i>A student:</i></p> <ul style="list-style-type: none"> demonstrates a developing appreciation of the concepts of place, change, connections and environment describes features and characteristics of places and environments describes some ways in which people, places and environments interact explains, in simple terms, the meaning ascribed to Country by Indigenous Australians identifies important events in the post-1788 lives of Indigenous Australians recognises the diversity of Australia's population. 	<p>Step 1: Direct students to the 1788 double-page spread and the following two pages. Ask them to read the relevant text and study the map included. Discussion questions:</p> <ul style="list-style-type: none"> What is meant by the statement 'Everywhere we go is home'? How does this differ from the meaning attached to 'home' in the rest of the book? What is special about the nature of Barangaroo's family? What role does the creek play in the life of Barangaroo and her family? What celebration did Barangaroo participate in? What does this tell us about the relationship between Aboriginal people and the environment? <p>Step 2: On the very last page of <i>My Place</i>, Barangaroo climbs to the top of the big fig tree and dreams that she is the only person in the world. Barangaroo's grandmother makes the point: 'We've always belonged to this place. ... For ever and ever'. What is meant by the grandmother's statement?</p> <p>Step 3: Class discussion. Based on your students' developing understanding of Country pose the question: How and why do Indigenous Australians and non-Indigenous Australian's often perceive places differently. How might this impact on the ways we protect places.</p> <p>Step 4: Ask the students to revisit the timeline on Pages 1 & 2 of <i>My Place</i>. Identify the key events in Australia's Indigenous history noted in the timeline. Why are they significant?</p> <p>Step 5: Barangaroo lives with her extended family – parents, siblings, grandparents, auntsies, uncles and cousins. Ask students to reflect on the ways in which families have changed over the time span covered by <i>My Place</i>.</p> <p>Step 6: Have students study their <i>My Place: Story Summary Sheet</i> completed in Lesson 2. What was each family's country of origin? What does the information reveal about the changing composition of the Australian population? What is meant by the term 'multiculturalism'?</p>

Geography Alive – Stage 2

Geography Alive: Stage 2 Geography (Topic 1; Unit 2)

Lesson 8: My Place: Protecting places hypothetical	
Content focus:	Resources:
<p>Content focus: In this lesson students focus on protecting places. In doing so, they engage in a multi-stage hypothetical that incorporates group work, values clarification task, a debate, a writing task and the role playing of active and informed citizenship.</p>	<ul style="list-style-type: none"> Class set of <i>My Place</i> Resource Sheet 1: Hypothetical development proposal Kleeman, G. (2017). <i>Geography Literacy Unlocked</i>, AGTA – Unit 3.3, Debates pp. 100–102.
Key inquiry questions:	Outcomes:
<ul style="list-style-type: none"> How do people, places and environments interact? How do people perceptions about places differ? How do people's perceptions of places impact on decisions related to the protection of elements of the natural and built environments? 	<p>A student:</p> <ul style="list-style-type: none"> demonstrates a developing appreciation of the concepts of place, change, connections and environment recognises the need to protect elements of the natural and built environments appreciates how and why people perceive places differently explains how people's perceptions influences decisions related to the protection of places <p>Lesson sequence:</p> <ul style="list-style-type: none"> Step 1: Read the hypothetical development proposal to the class. Hypothetical: A group of property developers plans to redevelop the site occupied by McDonald's and the adjacent car park (see the 1988 map). Part of their plan includes the purchase of the open space currently covered with grass and the old fig tree. The tree is a historic landmark in the local area and pre-dates the arrival of the First Fleet in 1788. The development application lodged with the local council proposes that a 10-story office block with ground-level retail outlets be built on the site. One of these will house a modern McDonald's outlet. Fifty jobs will be created during construction and in excess of 300 people will work in the building once complete. The pro-development council has agreed to a land swap with the developer. A new park will be developed on another site as compensation. The new park will feature three newly planted fig trees. Those opposed to the development have gone to the Land and Environment Court in an effort to have the development stopped. You are a judge of the Land and Environment Court. Will you allow the development to go ahead? Step 2: Ask the students to read each of the statements on made by members of the <i>My Place</i> community (see Resource Sheet 1). They are then asked to list the statements that are in favour of the development proposal and a separate list of the statements that are not. Step 3: Students individually determine the point of view they agree with. Then, in small groups of four or five the students they discuss the different views about the proposed development. They are required to reach agreement on what the group believes should happen. They should be prepared to defend their group's point of view. Step 4: Class debate. Have the people on each side of the discussion undertaken in Step 3 present the case for the other side, using exact arguments and a debating format (see Kleeman, 2017). Topic: <i>The development proposal should go ahead</i>. At the end of the debate, conduct a secret ballot to determine whether the class will recommend that the resort should go ahead. Step 5: Writing task. Ask the students to write an exposition outlining the arguments they would use to justify their point of view on the issue. Topic: In your roles as a Judge in the Land and Environment determine whether the development should be permitted. Justify your decision. Step 6: Ask a cross-section of students to read out their expositions to the class.

Lesson 8 – Resource Sheet 1

Development proposal hypothetical

Hypothetical: A group of property developers plans to redevelop the site occupied by McDonald's and the adjacent car park (see the 1988 map). Part of their plan includes the purchase of the open space currently covered with grass and the old fig tree. The tree is a historic landmark in the local area and pre-dates the arrival of the First Fleet in 1788. The development application lodged with the local council proposes that a 10-story office block with ground-level retail outlets be built on the site. One of these will house a modern McDonald's outlet. Fifty jobs will be created during construction and more than 300 people will work in the building once complete. The pro-development council has agreed to a land swap with the developer. A new park will be developed on another site as compensation. The new park will feature three newly planted fig trees. Those opposed to the development have gone to the Land and Environment Court in an effort to have the development stopped. You are a judge of the Land and Environment Court. Will you allow the development to go ahead?

Community views on the proposed development

