What is the best way of teaching Geography at each year level?

John Butler OAM FACE
Matching developmental learning with suitable methodology
Methodology

• How does methodology progress and change from Foundation to Year 6?

• How does the GeogSpace and Discovering Geography set of resources provide materials suited to developmental levels?
What we are aiming at in Geography?

• Rationale - ‘A study of Geography develops students’ curiosity and wonder about the diversity of the world’s places and their peoples, cultures and environments’

• Aims – ‘Develop a sense of wonder and curiosity about places, people, cultures and environments throughout the world’
AIMS

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.
CONCEPTS: THINKING GEOGRAPHICALLY

change
place
environment
scale
space
interconnection
sustainability
Methodology for Foundation Year

- Play-based
- Hands-on
- Toys
- Role playing
Methodology – Years 1 / 2

- Basic skills of maps
- Drawing and looking at story maps / sketch maps
- Simple observations and recording in the school yard
- Using the globe and maps of the world
- Simple inquiry activities using data
Methodology – Years 3 / 4

- Using maps of many different kinds
- Group activities
- Reading and writing
- Presenting to the class
- Making deeper inquiries and finding information
Methodology – Years 5 / 6

• Fieldwork activities in the local area and further away
• Assessing plans and suggesting better plans
• Using ICT and to research information and to demonstrate findings
• Group work to promote thinking
Welcome

http://www.geogspace.edu.au

http://geog.sacol.cms.stage.esa.edu.au

e5A-Pr3v1ew
• A resource to support the teaching of the Australian Curriculum: Geography
• A joint AGTA / ESA project (funded by ESA and developed by AGTA)
• A free website (open to all) containing over 60 Illustrations of practice and professional learning objects
• Written and developed by Australian geography teachers from every state of Australia – a first ever resource for Australian Geography teaching
• A 21st Century Geography resource dedicated to the Australian Curriculum: Geography
GeogSpace comprises two major resource sections, Core Units and Support Units.

Core Units

Illustrations of practice have been written across the following stages of schooling
• Years F-4
• Years 5-6
• Years 7-8
• Years 9-10.

Three sections for each of the stages of schooling have been developed and contain:
• Key understandings illustrations of practice
• Inquiry and skills illustrations of practice
• Exemplars: comprise illustrations of practice for every year level from F-10 as described in the Australian Curriculum: Geography.
Support Units contain illustrations of practice designed to support teacher's professional learning and provide guidance, information and resources in eight areas of geographical education:

• Thinking geographically
• Why teach geography?
• Professional practice
• Fieldwork
• ICT in geography
• Assessment in geography
• Language in geography
• Geographical inquiry
Methodology for **Foundation Year**

- Play-based
- Hands-on
- Toys
- Role playing
GeogSpace Illustrations - Foundation

- Illustration 1: Making a model of a place like mine
  - using toys, conversation, viewing from above
- Illustration 2: Mental maps
  - home, places in the school, route from home to school, imaginary story places
Methodology – Years 1 / 2

- Basic skills of maps
- Drawing and looking at story maps / sketch maps
- Simple observations and recording in the school yard
- Using the globe and maps of the world
- Simple inquiry activities using data
GeogSpace Illustrations – Year 1

- **Illustration 1: My place**
  - natural, constructed and managed places; photographs and school grounds; looking after places

- **Illustration 2: Investigating the weather**
  - weather charts; newspapers and web sites; seasons
GeogSpace Illustrations- Year 2

• **Illustration 1: Our place on the globe**
  – world map; world globe; continents, oceans, hemispheres, equator, poles, electronic atlas

• **Illustration 2: Mapping world interconnections**
  – family, travel, news, media
Methodology – Years 3 / 4

• Using maps of many different kinds
• Group activities
• Reading and writing
• Presenting to the class
• Making deeper inquiries and finding information
GeogSpace Illustrations- Year 3

• **Illustration 1: Making your own atlas**
  – constructing personal atlas; maps of Australia; patterns seen in maps

• **Illustration 2: Children in different places – a drama activity**
  – statements by children; presentations and questions; comparisons
GeogSpace Illustrations-Year 4

- **Illustration 1**: Habitats for animals – an inquiry
  - favourite animals; habitats; vegetation; research
- **Illustration 2**: The GeoSix and the swamp monster story
  - story supplied in chapters; discussion and opinions of pollution; further writing
Methodology – Years 5 / 6

• Fieldwork activities in the local area and further away
• Assessing plans and suggesting better plans
• Using ICT and to research information and to demonstrate findings
• Group work to promote thinking
GeogSpace Illustrations- Year 5

• **Illustration 1: Bushfire stories**
  – GeoSix again; predictions from reading; causes and effects of fire; fire prevention

• **Illustration 2: Planning your local place – fieldwork and beyond**
  – field observations; issue-based fieldwork; experience based fieldwork; reflection on planning
GeogSpace Illustrations-Year 6

• **Illustration 1: Using geography thought-provokers**
  – Six pages, each listing statements about a question. Students have to choose those relevant and sort into logical order

• **Illustration 2: Using your computer to discover an unequal world**
  – Using Worldmapper and Gapminder websites to show vivid differences between countries
The international tourists that made 665 million trips in 2003 were primarily residents of Western Europe, North America and Eastern Europe. Very few tourists came from Central Africa, South Eastern Africa and Southern Asia. International tourism includes both crossing into a neighbouring country and taking a trans-oceanic flight.

On average the residents of Antigua and Barbuda left their islands 3.66 times per year – at the other extreme residents of Angola left on average 0.0002 times per year. In other words less than 0.02% of the Angolan population made tourist visits abroad in 2003.

“Sixty nine percent of EU citizens indicated that travelling across EU borders is as easy as travelling in their own country.” Elitsa Vucheva, 2005

Territory size shows the proportion of the world international tourist trips made by residents of that territory abroad.
• Understanding teaching the Australian Geography Curriculum

• Alaric Maude
‘Discovering Geography’

About the series

Pearson Primary Geography
### The Discovering Geography offering

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The Teacher Resource Books and Picture Cards

Intro to Geography
Lesson sequences
Black-line masters
50 colour pictures
Teacher Resource Books (TRBs)

- Equip teachers with geographical knowledge and skills to teach Geography in primary levels
- Unpack the AC: Geography F-6
- Outline student learning and outcomes at each year level
- Tie in all components of the series in a coherent and structured approach
- Written by experienced educator and Geography pedagogy expert John Butler
Blackline masters

**Foundation**

**Drawing a story map**

Name: ________________________________

Draw pictures of some places between home and school.

My home → My school

Pick a partner. Tell them about the places you have drawn.

**Year 3**

**Drawing outline maps**

Name: ________________________________

Use the suggestions on the left to help you draw outline maps of Australia.

1. Here is a sketch map of Australia.

Draw your own sketch map of Australia.

2. Imagine a rabbit eating a carrot! In this sketch map of Australia, Tasmania is the carrot and north Queensland is the ears of the rabbit.

Draw your own sketch map of Australia as a rabbit eating a carrot.

Activities and visuals that engage students and are relevant to them

Easy to photocopy student worksheet

Build on geographical concepts and skills

A recap table of the concepts, skills, General capabilities and Cross curriculum priorities for each BLM in the TRB
Foundation Year

• Fiction
  • Sydney Is a Fun Place Too!
  • Rainbow Serpent
  • 12 pp
• Nonfiction
  • What is a map?
  • Australia’s Special Places
  • 16 pp
Year 1 and 2

• Year 1
  • Fiction
  • The Great Train Race
  • The Book Corner

• Nonfiction
  • Our Wonderful World
  • What is the Weather Like?

• Year 2
  • Fiction
  • Wildlife Warrior
  • Daniel and the Puppet Master

• Nonfiction
  • My Special Places
  • Our Place on Earth
Year 3 and 4

- Year 3
  - Fiction
  - Lost at Lake Mungo
- Comic
  - Climate Suits
- Nonfiction
  - Living in Australia
  - Australia’s Neighbours

- Year 4
  - Fiction
  - Kids on Continents
- Comic
  - Planet in Distress!
- Nonfiction
  - Vegetation of the World
  - Environments and Responsibility
Year 5 and 6

- Year 5
  - Fiction
  - Lost in Time
  - Comic
  - Fire Flood!
  - Nonfiction
  - Australia and Other Continents
  - People and Their Environments

- Year 6
  - Fiction
  - The Legend of the Great Wall
  - Comic
  - Culture Collectors
  - Nonfiction
  - Economy, Demography and Society
  - Connections
Student Topic Books

- 4 titles in each year level, varied text types
- Each book investigates 1-3 content descriptions of the Australian Curriculum: Geography
- Full-colour books, age appropriate engaging photographs / illustrations
- Nonfiction and Fiction layout and text levelled to Fountas & Pinnell Guided Reading Levels
- Glossaries in Nonfiction support learners with Geography literacy
- Comic books for MP and UP visual learners
Student Topic Books

• They can be used as:
  
  ➢ stimulation for inquiry
  
  ➢ examples of Geography at work
  
  ➢ follow-up to classwork
  
  ➢ sources for student inquiry
  
  ➢ graded books for literacy development
Lower Primary

• Methodology suitable for Foundation
  ➢ Play-based
  ➢ Hands-on
  ➢ Toys
  ➢ Role playing

• Some Discovering Geography activities - Foundation
  ➢ Using toys/boxes/cards to make models of places
  ➢ Looking at maps in/about stories
  ➢ Role-playing explorers of different places
  ➢ Inventing picture symbols for objects on maps
Lower Primary

• Methodology suitable for Years 1 and 2

➢ Basic skills of maps
➢ Drawing and looking at story maps / sketch maps
➢ Simple observations and recording in the school yard
➢ Classifying similarities and differences
➢ Using the globe and maps of the world
➢ Simple inquiry activities using data
Lower Primary

• Some *Discovering Geography* activities – Year 1
  ➢ Looking for similarities and differences in photographs
  ➢ Photographing and observing in the school yard
  ➢ Using a basic globe of the world
  ➢ Seeing different kinds of maps – in stories, local area
  ➢ Observing the weather

• Some *Discovering Geography* activities – Year 2
  ➢ Looking at continents, equator, poles on a globe of the world
  ➢ Identifying names on maps of the local area and Australia
  ➢ Putting stick-on labels on wall maps (or electronic maps) to show connections and stimulate inquiries
Middle Primary

• Methodology suitable for Years 3 and 4
  ➢ Using maps of many different kinds
  ➢ Group activities
  ➢ Reading and writing
  ➢ Presenting to the class
  ➢ Making deeper inquiries and finding information
  ➢ Making generalisations from information
  ➢ Using student interests
Middle Primary

• Some Discovering Geography activities – Year 3
  ➢ Inquiring into Australia’s neighbours with photographs and maps
  ➢ Presenting information to the class by role playing
  ➢ Making generalisations about climate
  ➢ Drawing sketch maps
  ➢ Writing about places
  ➢ Reading comic / fiction / non-fiction texts for meaning

• Some Discovering Geography activities – Year 4
  ➢ Finding out contrasts between continents and countries
  ➢ Using animals as an entry point to habitats / environments
  ➢ Developing understanding of personal use of resources, sustainability, and waste disposal
  ➢ Reading comic / fiction / non-fiction texts for meaning
Upper Primary

• Methodology suitable for Years 5 and 6

➢ Fieldwork activities in the local area and further away

➢ Assessing plans and suggesting better plans

➢ Using ICT and to research information and to demonstrate findings

➢ Group work and reading to promote critical thinking
Upper Primary

• Some Discovering Geography activities – Year 5
  ➢ Inquiring into local issues using fieldwork
  ➢ Making suggestions about compatible and incompatible land uses
  ➢ Discussing in groups the meaning of photographs and maps
  ➢ Reading to promote critical thinking

• Some Discovering Geography activities – Year 6
  ➢ Using ICT to research contrasts between countries of Asia
  ➢ Use website “World Mapper” to produce different maps to analyse
  ➢ Activities to encourage evaluation of sources
  ➢ Scaffolds for surveys and inquiries
  ➢ Reading to promote critical thinking
Welcome to Global Words

The twelve units of work in Global Words have been produced by World Vision Australia and the Primary English Teaching Association Australia (PETAA) to integrate the teaching and learning of English and global citizenship education.

http://www.globalwords.edu.au/
World Vision makes the search a lot simpler for students and teachers, with a range of issue-based resources available for quick and easy access.

Resources from the UK Geography Association

recommended by AGTA

http://www.geography.org.uk/

http://www.geography.org.uk/shop/
http://www.scootle.edu.au/ec/search?q=geography&field=title&field=text.all&field=topic

Your search for ‘geography’ returned 947 results

Classroom resources [711]; Teacher reference materials [236];

Sourced from: The Learning Federation [56]; Shared [9]; Web [871]; Purchase from publishers [11];

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 Next

Select all

Ancient Greece: geography

This is a rich online resource about the geography of Greece. It consists of four sections: a Geography section that introduces Greece’s geographical features, seafaring tradition and establishment of colonies around the Mediterranean; a Story section that recounts ‘The Odyssey’ in an illustrated abridged version; an Explore section that features interactive maps addressing different aspects of the geography of classical and modern Greece; and a Challenge section where students explore an ancient Greek shipwreck and deduce the probable course of
The Spatialworlds blog is a repository of teaching resources, images, commentary and website links for those interested in spatial education, spatial technology and geography in schools.

Sunday, May 11, 2014

The app opportunity for the geography classroom


Related links to Spatialworlds
- Geogaction
- Spatialworlds website
- GeogSpace
- Australian Geography Teachers' Association website
- Geographical thinking Scoop.it
- Spatial literacy Scoop.it
- History and geography Scoop.it
- Spatial Education and technology Scoop.it

Malcolm McInerney  June 2014
Foundation year

• Pictorial maps and the terms direction, location and features.
• Aware that features can be represented on globes and map.
Year 1

- Respond to questions
- Work at the local scale when using pictorial maps and describing location and direction
Year 2

- Pose questions  Use simple geographical terms.
- Represent features using tables and labelled maps.
- Describe places at different scales.
Year 3

- Pose simple geographical questions. Use simple geographical terminology.
- Collect information.
- Describe the characteristics of places at the local scale.
- Use simple graphs and labelled maps.
- Make a map with a title, north point and legend.
- Describe location using grid references and compass directions.
- Describe distributions.
Year 4

• Develop geographical questions Using geographical terminology
• Work at the National scale.
• Relative location.
• Identify patterns with the distribution of features.
• Make a simple graphic form and a large scale map.
• Record information/data from different sources.
• Make a map including scale and interpret distance between features on the map.
• Identify spatial distributions and simple patterns.
Year 5

- Collect and record information from a range of sources.
- Make small scale maps
- Identify spatial distributions, simple patterns and trends and infer relationships
Year 6

- Work at different scales (spatial levels).
- Use simple geographical terminology and graphical representations.
- Absolute location (latitude and longitude).
- Compare spatial distributions, patterns and trends.
- Infer relationships from the spatial distributions, patterns and trends.
Year 7

- Ask geographically significant questions.
- Explain spatial distributions, patterns, trends and relationships.
- Collect and record primary data.
- Make large and small scale maps conforming to cartographic conventions.