

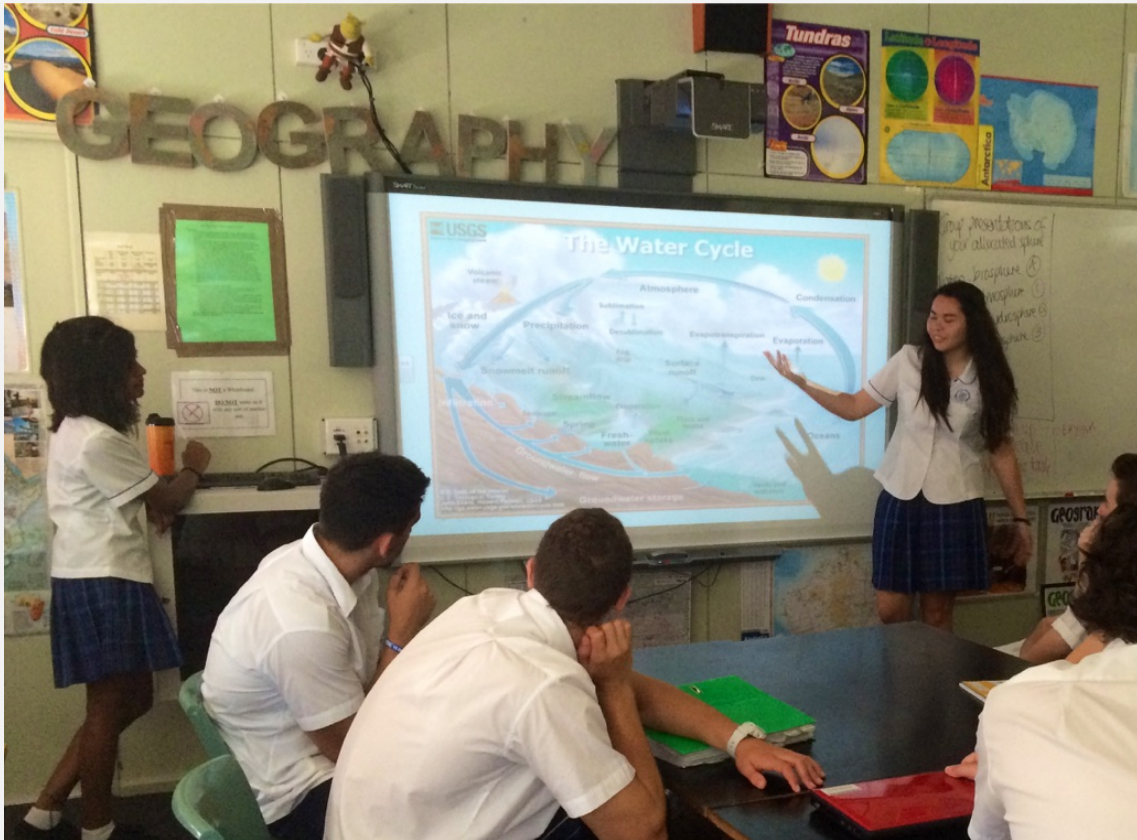
ONWARDS AND OUTWARDS WITH GEOGRAPHY ACROSS K - 6

Susan Caldis

Vice President GTANSW

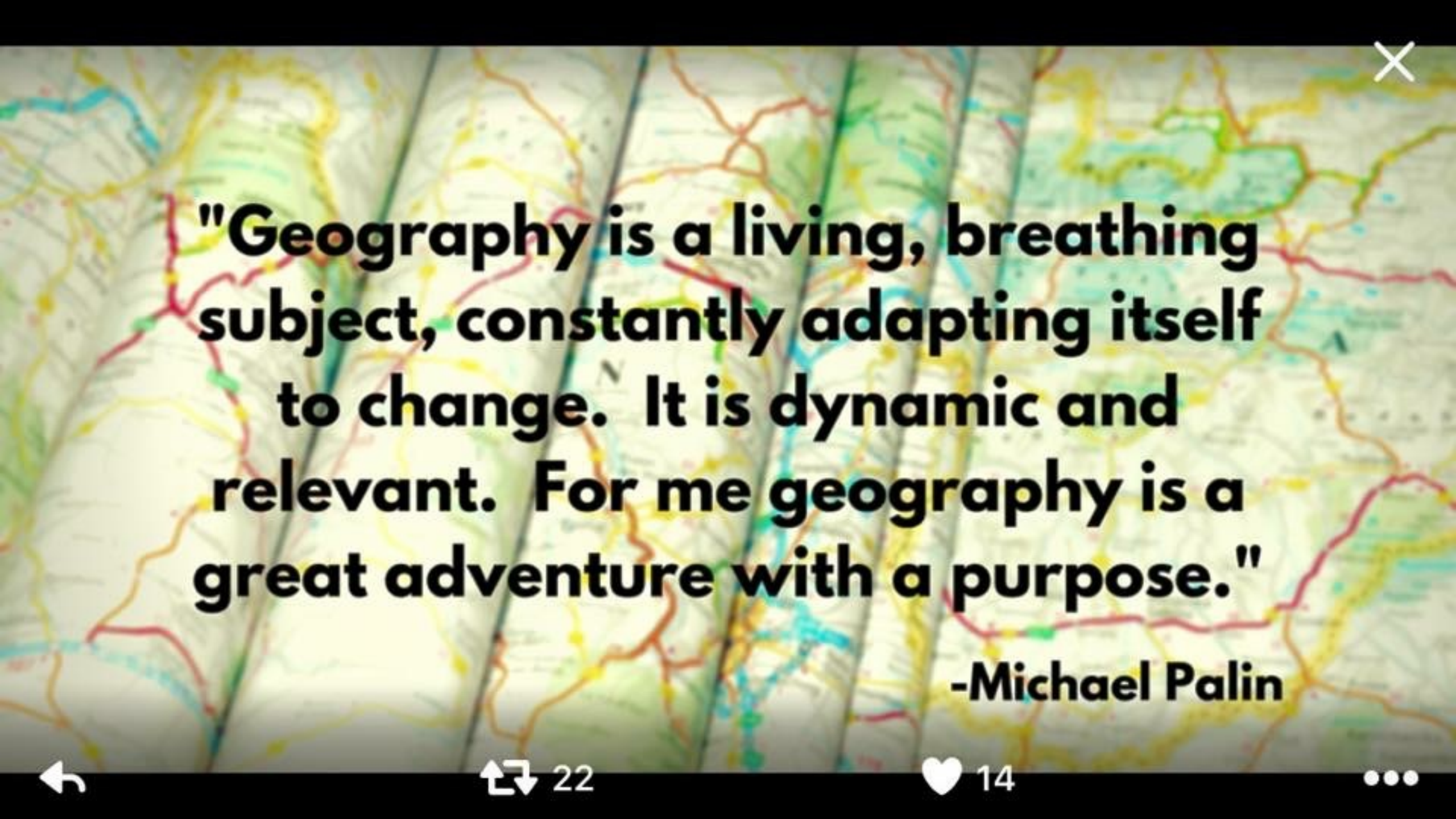
Secretary AGTA

THE JOURNEY SO FAR...



'What is this thing called Geography?'

- Syllabus interpretation
- Underpinning concepts
- Fieldwork and inquiry based learning



"Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose."

-Michael Palin



TODAY

Do. Apply. Connect. Refine...

I. MAPS AND VISUAL REPRESENTATIONS

A SKETCH MAP

Draw a sketch map to show the location of where we are today.

Share and discuss.

Draw a sketch map to show the location of your favourite holiday spot.



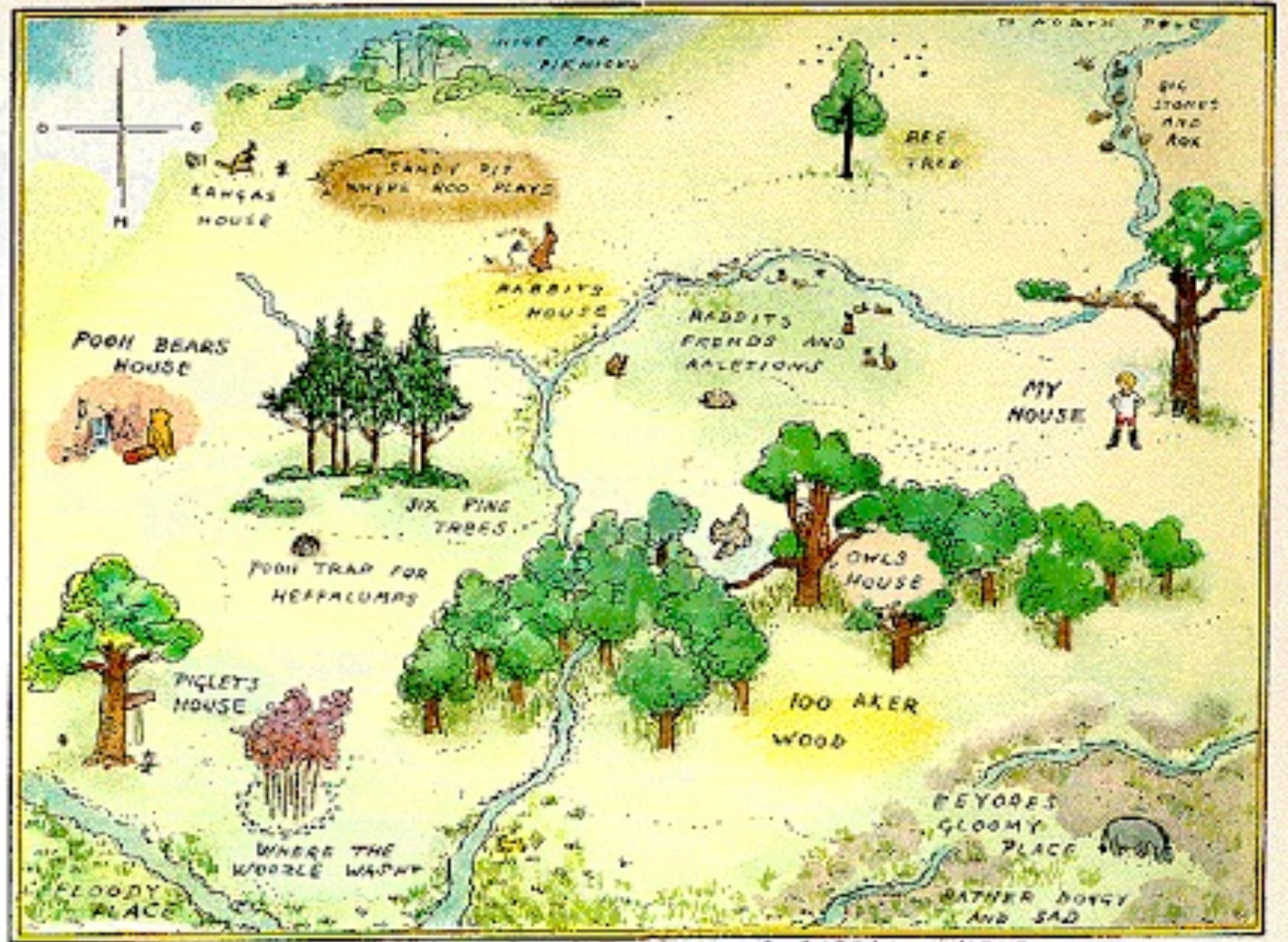
A SKETCH MAP

A mental map: a personal understanding or interpretation of place.

A sketch map: freehand and not to scale. Identifies key features of place according to criteria or personal interpretation. Often includes annotations/labels. A sketch map can reveal an individual's mental map.



A PICTORIAL MAP



DRAWN BY ME AND MR SHEPARD HELPD

PHOTOGRAPHS

For the Stage you are focusing on choose a photograph set and annotate it with the relevant concept(s)





Welcome to Anbangbang

Warramal clan Land but we are looking after it

We are looking after this place, which was Warramal clan land. The Warramal clan people have passed away. Now, following our traditional law we are responsible for looking after this land. We are members of neighbouring clans.

In the old days our people also visited Burrunggul as we travelled around in the dry season. In this way we have always helped to look after this place.

Our main language is Gun-djeihmi and you will see some of our words on the signs here.

Use the right names please

The upper area of this rock outcrop has always been called "Burrunggul" (pronounced Boorung-gool). The lower area is called "Anbangbang" (pronounced An-bang bang). Non-Aboriginal people came here and forgot the details our people told them. They mistook this place for Nawurandji which is nearby. So they called it "Nourlange Rock". Now we are asking visitors to use the right names, Burrunggul and Anbangbang.

A good place to s

Our people camped here happily because there is good shelter and plenty of food to hunt and collect nearby. There is food woodland, in the rocks, in the creeks and billabongs.

Stewart Gangale - Mirarr Clan

Yvonne Margulita - Mirarr Clan

Elizabeth Peterson and Jessie Alderson - Marramburr Clan

Anbangbang

DO. *APPLY.* *CONNECT.* REFINE

- To the stage of learning (e.g. continuums of tools, concepts, skills, outcomes)
- To the unit(s) being taught (e.g. content descriptions, outcomes)
- To other subjects (e.g. as entry points or complementarities)

The geographical concept wheel



WHERE AND HOW COULD I USE THIS MAP AND VISUAL REPRESENTATION?

EARLY STAGE I

- Outcome GEe-1
- In the form of an **illustration** to become a **pictorial map** (both specifically identified)
- Place (Sustainability)
- **Starting point for Science** (Natural World; Made World)

STAGE I

- Outcome GEI-1 and/or GEI-2
- In the form of an **illustration** to become a **pictorial map** (both specifically identified)
- Place + Space (Environment, Scale)
- **Outcome HTI-2 (History)**
- **Starting point for Science** (Living World; Built Environments)

WHERE AND HOW COULD I USE THIS MAP AND VISUAL REPRESENTATION?

STAGE 2

- Outcome GE2-1 and/or GE2-2 and/or GE2-3
- **Sketch map** specifically identified
- Place + Space + Environment + Interconnection (Sustainability, Change)
- Outcome HT2-2 (History)
- Starting point for Science (Living World, Earth and Space)

STAGE 3

- Outcome GE3-1 and/or GE3-2 and/or GE3-3
- **Sketch map** specifically identified
- Place + Space + Environment + Interconnection + Sustainability + Scale + Change
- Outcome HT3-2 HT3-3 (History)
- Starting point for Science (Built Environments)

RESOURCES

INQUIRY SKILLS AND GEOGRAPHICAL TOOLS

- Chaffer, L. (2016). Unpacking the K – 10 Syllabus - Geographical inquiry skills and tools, *Geography Bulletin* 48(2), 5 – 14
- McLean, S. (2016). Engaging with geographical tools and skills, *Geography Bulletin* 48(2), 15 – 23

IN THE K – 6 CLASSROOM

- Caldis, S. (2016). Investigating the Quarantine Station as an important and connected place in Stage 1 Geography Parts 1 & 2, *Geography Bulletin* 48(4), 29 – 43
- Chaffer, L. (2016). Resources for Geography K – 6 *Geography Bulletin* 48(2) 29 – 35
- Pierpoint, R. (2016). Kindergarten love *Geography* 48(3), 5 – 7

2. FIELDWORK

WHAT IF WE
REPLACED TESTING
SEASON WITH
FIELD TRIP
SEASON?

FIELDWORK RECAP

Primary research (my own)

Secondary research (already available)

Data & information (numbers & words)



FIELDWORK AROUND THE LOCAL PLACE

DATA

- Quadrant studies
- Species collection
- Tallies
- Distance and direction
- Temperature, wind
- Survey (follow up)

INFORMATION

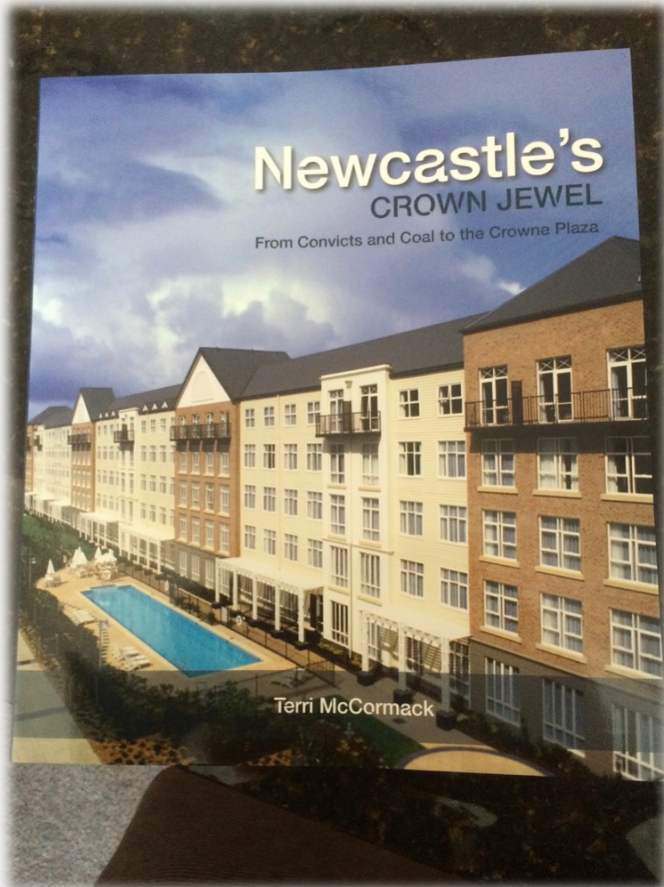
- Observation notes (see, hear, smell, feel)
- Take photographs
- Annotated sketch maps
- Annotated illustrations
- Interviews (follow up)

FIELDWORK SCAFFOLD

SYDNEY OLYMPIC PARK



NEWCASTLE



REMEMBER...

- The individual recordings contribute to the complete findings from the group. This is an opportunity for collaboration, leading on to critical and creative thinking.
- There will be 3 locations where the **acquiring** of data and information will occur via the suggested activities.
- For **each activity** it is important to identify the **date, time and location** in writing (and it could be annotated on a map of the school).
- **Processing** and **communicating** data and information happens individually and as a group; it happens informally and formally; it happens out in the field and back in the classroom.

LET'S GO AND *DO* SOME
GEOGRAPHY

Connecting to **PLACE** at a local **SCALE**

Finding the **SPACE**

Understanding the surrounding **ENVIRONMENT**
and the **INTERCONNECTIONS**

Identifying the aspects and processes of **CHANGE**

Predicting the **SUSTAINABLE** future

You're off to
Great places!
Today is your day!
Your mountain
is waiting, so...
Get on your way!

- Dr Seuss -

DO. *APPLY.* *CONNECT.* REFINE

- To the stage of learning (e.g. continuums of tools, concepts, skills, outcomes)
- To the unit(s) being taught (e.g. content descriptions, outcomes)
- To other subjects (e.g. as entry points or complementarities)

WHERE AND HOW COULD I USE THIS TYPE OF FIELDWORK EXPERIENCE?

EARLY STAGE I

- Outcome(s):
- Tools:
- Concept(s):
- Other subjects(s): Science (Working Scientifically)

STAGE I

- Outcome(s):
- Tools:
- Concept(s):
- Unit(s):
- Other subjects(s): Science (Working Scientifically)

WHERE AND HOW COULD I USE THIS TYPE OF FIELDWORK EXPERIENCE?

STAGE 2

- Outcome(s):
- Tools:
- Concept(s):
- Unit(s):
- Other subjects(s): Science (Working Scientifically)

STAGE 3

- Outcome(s):
- Tools:
- Concept(s):
- Unit(s):
- Other subjects(s): Science (Working Scientifically)

QUESTIONS / POINTS FOR CLARIFICATION

DO. APPLY. CONNECT. *REFINE.*
OVER TO YOU

- To the stage of learning (e.g. continuums of tools, concepts, skills, outcomes)
- To the unit(s) being taught (e.g. content descriptions, outcomes)
- To other subjects (e.g. as entry points or complementarities)

**THANK YOU FOR YOUR
PARTICIPATION**

Working together to bring Geography alive for the
students in your classroom