

Geography Alive: Early Stage 1 Geography (Unit 3)

Lesson 2: Where is Sydney's Q Station located?		
<p>Content focus:</p> <p>In this lesson students will explore the location of Sydney's Q Station using maps, spatial technologies and visual representations. They will use Aboriginal Country identification and directional terms to locate the Q Station in relation to Manly, Sydney's CBD, the Blue Mountains and their own school.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Map-related resources: Google Maps http://www.abc.net.au/indigenous/map/ or its printed form; a globe and wall maps of the world and Australia; and a map of Sydney (paper-based or digital). • Resource Sheet 1: Outline maps of the Sydney basin and NSW • Resource Sheet 2: Google Earth Images of Sydney's Q Station • A story-book about Country that can be read to the students to promote awareness about the ways in which Aboriginal and Torres Strait Islander communities identify location. Possible examples of such stories include: Welcome to Country (Aunty Joy Murphy & Lisa Kennedy), Why I Love Australia (Bronwyn Bancroft), or Splosh for the Billabong (Ros Moriarty & Balarinji). • Butchers paper or a large white sheet of paper and marker pens. • ABC Splash video <i>Treasure Hunt</i> (basic mapping skills – http://splash.abc.net.au/home#!/media/1566306/treasure-hunt) • A facility to capture and store student responses during the lesson so they can be added to and referred to throughout the unit. This could be achieved through digital and/or non-digital means.
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • Where is the Q Station located? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • identifies the location of Australia in the world • identifies the Aboriginal Country where the Q Station is now located • identifies the location of Sydney's Q Station • identifies the direction of the Q Station from the students' school and Sydney's CBD. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Introduce the key words ('location' and 'direction') and ask students to identify where the school is located. This should be discussed using spatial technologies or a map or visual representation of the school (photograph or Google Earth image etc.) to prompt responses. Student responses might be specific, such as the name of the road or suburb, or responses might be more relative, such as 'close to home' or 'around the corner from the station'. It should be noted that particular features are used to locate places and if a street address is not used then people can locate the same place in different ways in response to features they notice. • Step 2: The chosen story focusing on Country is read and students invited to respond to questions about the story. For example: <i>What features are used to locate places on Country? How are places located on Country?</i> The responses can be verbal and/or written. • Step 3: Locating Sydney's Q Station. Students are encouraged to use the globe to identify the location of Australia, and then to identify the location of Australia on a wall or floor map of the world. Students are shown NSW on a map of Australia (digital, wall or floor) and then they are shown their school, Sydney CBD and the Q Station on a map of Sydney (digital, wall or floor). Google Earth could be used to show the relative location of the school, Sydney's CBD and the Q Station at Manly. • Step 4: Use http://www.abc.net.au/indigenous/map/, or its printed form, to show students how Aboriginal and Torres Strait Islander communities/Traditional Custodians locate places in Australia.

Geography Alive: Early Stage 1 Geography (Unit 3)

		<p>Note: Spellings differ across sources but it should be noted that Australia and NSW are comprised of many Countries, including the area we now know as Sydney. Sydney is made up of Eora, Dharug, KuRingGai and Tharawal Countries, lived in by many clans. The Gamaraygal clan were the traditional owners of Garungal/Carangle (North Head) where the Q Station is now situated. Traditionally, Garungal/Carangal (North Head) was used by Gamaraygal Elders as a place for healing and teaching. See Indigenous language map: [http://splash.abc.net.au/home#!/media/1539163/indigenous-language-map]; Dictionary of Sydney: Gamaragal – Aboriginal People of Manly and Northern Sydney [http://home.dictionaryofsydney.org/gamaragal-aboriginal-people-of-manly-and-northern-sydney/]; and [https://www.qstation.com.au/teaching--learning.html]</p> <ul style="list-style-type: none"> • Step 5: Using the outline map of the Sydney Basin (Resource Sheet 1) locate the Blue Mountains, Sydney’s CBD, your school, Manly, the Q Station, and at least one Aboriginal Country boundary of relevance. Use Resource Sheet 2 or Google Earth to view the Q Station site and locate it relative to Sydney’s CBD, the Blue Mountains and your school (if Sydney-based). <p>Simple directional terms should be then introduced (North, South, East, West). Use the ABC’s Splash video <i>Treasure Hunt</i> (basic mapping skills – http://splash.abc.net.au/home#!/media/1566306/treasure-hunt) to introduce students to basic mapping concepts. Encourage students to locate the Q Station in terms of its direction from Sydney’s CBD (north), from the Blue Mountains (east) and from the school. These directions should become an annotation on the map. For example, <i>The Q Station is located north of Sydney CBD and ... of my school. Alternatively,</i> they can be represented with arrows and the use of a directional term.</p> <p>The Q Station should be located in respect to the traditional owners and our current understanding of its location. This should also become an annotation on the map. For example, <i>‘The Q Station is located on the traditional lands of the Gamaraygal clan at Garungle in KurRingGai/Guringai Country’</i>. Now we understand Q Station to be located at North Head Scenic Drive, Manly.</p> <p>Note: Teachers need to ensure this map is captured and stored so that it can be referred to throughout the unit. This can be a class, small group or individual-based task.</p> <ul style="list-style-type: none"> • Step 6: Students are asked to complete the following sentence in a verbal or written form: <i>Places can be located according to ... The Q Station is located ...</i> (Students can choose how to locate Sydney’s Q Station. For example, directional, Aboriginal understanding, street address or suburb.
--	--	---