

## Geography Alive: Early Stage 1 Geography (Unit 3)

Lesson 3: What is the importance of the Q Station location?		
<p><b>Content focus:</b></p> <p>In this lesson students focus on investigating the importance of Q Stations' location. This lesson concludes with students developing their own representation about the location of the Q Station.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Resource Sheet 1: Q Station map</a></li> <li>• <a href="#">Resource Sheet 2: Q Station photographs</a></li> <li>• YouTube clip: Q Station Sydney Harbour National Park – Manly (music and moving images, no dialogue, 2min 29sec) – <a href="https://www.youtube.com/watch?v=WRb4Pfc9U">https://www.youtube.com/watch?v=WRb4Pfc9U</a></li> <li>• A facility to capture and store student responses during the lesson so they can be added to and referred back to throughout the unit. This could be achieved through digital and/or non-digital means.</li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What is important about the location of Sydney's Q Station?</li> <li>• How can I represent the location of the Q Station?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• identifies a range of features that are important about the location of the Q Station</li> <li>• demonstrates an understanding about the location of the Q Station through</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Review the maps of the Sydney Basin and NSW completed in Lesson 2 to refresh understanding about the location of Sydney's Q Station and its direction from other places including the school.</li> <li>• <b>Step 2:</b> What is important about Sydney's Q Station? Divide students in to groups of 2–4 students and give each group access to <b>Resource Sheet 1</b> featuring three photographs. Using the photographs, each group of students is asked to respond to the question <i>What do I notice about the location of the Q Station?</i> Students are also invited to pose questions they have about the location of the Q Station in response to seeing the photograph.</li> <li>• <b>Step 3:</b> Once the photograph interpretation activity is completed, students will re-watch the short video clip from Lesson 1: Q Station Sydney Harbour National Park – Manly. Encourage students to add further responses or questions about the location of Q Station.</li> <li>• <b>Step 4:</b> Students are encouraged to share the responses and questions from their groups so that similarities and differences in ideas can be discussed. Teachers are encouraged to capture and store such responses so that they can be added and referred to throughout the unit. For example, the responses could contribute to one collaborative table (digital or paper) to add to the brainstorm (or equivalent) from Lesson 1. It would also be good at this point in time to review the brainstorm from Lesson 1 to see if any questions posed by the students have been answered during Lessons 2 and 3.</li> <li>• <b>Step 5:</b> Refer students to the Q Station map (<b>Resource Sheet 2</b>). Use the map in conjunction with the following two websites [<a href="https://www.qstation.com.au/q-station.html">https://www.qstation.com.au/q-station.html</a> and <a href="https://www.qstation.com.au/our-story.html">https://www.qstation.com.au/our-story.html</a>] to prompt further discussion about the location of the Q Station. Additional responses or questions from the students should be added to the captured responses from the previous activity.</li> <li>• <b>Step 6:</b> Using Google Earth and Google Maps conduct a final, virtual exploration about the location of Sydney's North Head and the Q Station.</li> </ul> <p><b>Note:</b> Items that are important about the location of the Q Station include features such as vegetation, accessibility via water (ocean and harbour), a stream (drinking water), a beach, sheltered areas, sandstone rocks and caves, size of the area, isolation.</p> <ul style="list-style-type: none"> <li>• <b>Step 7:</b> Represent the location of the Q Station. Students spend the balance of the lesson to decide how they are going to represent the location of the Q Station (for example, it could be a model, a drawing, a map or collage in digital or non digital form) and make a start on</li> </ul>

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		<p>developing this representation, ready for presentation in Lesson 8. Time will be available in Lesson 7 to work on this activity. This can be an individual or small group-based task.</p> <ul style="list-style-type: none"><li>• <b>Step 8:</b> By way of conclusion students are asked to complete the following sentence in a verbal or written (digital or paper) form – this could be added to their final activity of Lesson 2: <i>There are several features that are important about the location of the Q Station including...</i></li></ul>
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