

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

UNIT 1: ARE WE THERE YET? AUSTRALIAN DIVERSE PLACES AND ENVIRONMENTS

>> Unit 1 lessons

<p>Content focus:</p> <p>Students investigate the diversity of Australia's places and environments starting with the picture book-based study: <i>Are We There Yet?</i> They then have the opportunity to plan their own journey. In doing so, they investigating what is special about the places they plan to visit.</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. • Scale: the way that geographical phenomena and problems can be examined at different spatial levels. For example: various scales by which places can be defined such as local suburbs, towns and large cities. 	
<p>Syllabus content area:</p> <p>The Australian continent</p> <p><i>Students</i> investigate Australia's place geography and its major natural and human features.</p>		
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • In what ways are Australian places and environments similar and different? 		
<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • examines features and characteristics of Australian places and environments • describes the ways people, places and environments interact • 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 <p>Processing geographical information</p> <ul style="list-style-type: none"> • draw conclusions based on interpretation of geographical information <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"> • large-scale maps <p>Visual representations</p> <ul style="list-style-type: none"> • photographs, illustrations, story books, multimedia, web tools

>> [Download *Are we there yet?* cover sheet](#)>>

LESSONS AND WORKSHEETS :

- Lesson 1: [Are We There Yet? Picture Book Study : Resource Sheet 1 : Worksheet 1](#)
- Lesson 2: [Are We There Yet? Getting started comprehension : Worksheet 1 : Worksheet 2](#)
- Lesson 3: [Are We There Yet? Exploring Western Australia : Worksheet 1](#)
- Lesson 4: [Are we there Yet? Group-based investigation of places visited : Worksheet 1](#)
- Lesson 5: [Planning and researching a journey around Australia : Resource Sheet 1](#)
- Lesson 6: [My Journey Writing Task : Worksheet 1](#)