

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

### UNIT 2: MY PLACE: PICTURE BOOK STUDY

#### >> Unit 2 lessons

<p><b>Content focus:</b></p> <p>In this unit students examine the natural and human features of an Australian community through the study of an award winning picture book, <i>My Place</i>. They explore the changing land uses, settlement patterns and demographic characteristics of a place and use this information to imagine what it would be like to live in that place. Students have the opportunity to reflect on how people's perceptions of places determine the nature of their interactions with the environment with particular attention attached to protection of places.</p>	<p><b>Geographical concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Place:</b> the significance of places and what they are like. For example: places students live in and belong to and why they are important.</li> <li>• <b>Space:</b> 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.</li> <li>• <b>Environment:</b> 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.</li> <li>• <b>Interconnection:</b> 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.</li> </ul>	
<p><b>Syllabus content area:</b></p> <p><b>Similarities and differences between places</b></p> <p><i>Students investigate the changing settlement patterns and demographic characteristics of places and the lives of the people who live there</i></p> <p><b>Perception and protection of places</b></p> <p><i>Students investigate how the protection of places by people's perception of places. Description of how and why people perceive places differently</i></p>		
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• How do the places change over time?</li> <li>• How and why do people observe places differently?</li> <li>• How do peoples' perception of places influence the protection of places.</li> </ul> <p><b>Note:</b> This unit provides schools with an opportunity to develop and implement an integrated unit incorporating studies in Geography, History and English (literacy).</p>		
<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• examines features and characteristics of places and environments</li> <li>• describes the ways people, places and environments interact</li> <li>• examines differing perceptions about the management of places and environments</li> <li>• acquires and communicates geographical information using geographical tools for inquiry.</li> </ul>	<p><b>Inquiry skills:</b></p> <p><b>Acquiring geographical information</b></p> <ul style="list-style-type: none"> <li>• pose geographical questions</li> <li>• collect and record geographical data and information by observing and using visual representations</li> </ul> <p><b>Processing geographical information</b></p> <ul style="list-style-type: none"> <li>• represent data by constructing mental maps</li> <li>• draw conclusions based on interpretation of geographical information sorted into categories</li> </ul> <p><b>Communicating geographically</b></p> <ul style="list-style-type: none"> <li>• present findings in a range of communication forms</li> <li>• reflect on their learning and suggest responses to their findings</li> </ul>	<p><b>Geographical tools:</b></p> <p><b>Maps</b></p> <ul style="list-style-type: none"> <li>• mental (sketch) maps</li> </ul> <p><b>Visual representations</b></p> <ul style="list-style-type: none"> <li>• story book-based illustrations and maps</li> </ul>

>> [Download My Place: Picture book study cover sheet](#)>>

**LESSONS AND WORKSHEETS :**

Lesson 1: [My Place: A picture book study](#)

Lesson 2: [My Place: Picture book analysis oral presentations :: Resource Sheet 1 :: Worksheet 1 :: Worksheet 2](#)

Lesson 3: [My Place: Analysing maps](#)

Lesson 4: [My Place: Writing and drawing task](#)

Lesson 5: [My Place: Environmental change :: Worksheet 1](#)

Lesson 6: [My Place: Land use change :: Worksheet 1](#)

Lesson 7: [My Place's Indigenous heritage](#)

Lesson 8: [My Place: Protecting places hypothetical :: Resource Sheet 1](#)