

Geography Alive: Stage 2 Geography (Topic 1; Unit 2)

Lesson 6: My Place: Land use change		
<p>Content focus:</p> <p>In this lesson students again focus on the map-based elements of <i>My Place</i>. In this instance they are interested in tracing land use change over time. They do this by the studying what land is used for at specific points in time between 1788 and 1988.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Class set of <i>My Place</i> • Worksheet 1: Changing land uses in My Place
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • What are the principal features and characteristics of specific places and environments? • How do people perceptions about places differ? • How do land uses change over time? • What factors contribute to the changes on land use occurring over time? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • demonstrates a developing appreciation of the concepts of place, change, connections and environment • analyses maps to identify changes in land use. • communicates the understanding of land use change using appropriate terminology. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Students are introduced to the concept of 'land use'. Land use involves the modification of natural environments into built and managed environments such as housing estates, commercial and industrial areas, recreational facilities, agricultural fields and pastures. It can also involve the modification of existing built environments – for example, the conversion of a farm into a housing estate or the redevelopment of an industrial site into parklands. Land use can also be defined as the arrangement of the activities people undertake in places. • Step 2: Direct students to the 1788 double-page spread. Ask students to describe the nature of the environment at the time of European settlement (or invasion, depending on one's perspective). Ask students to identify the elements of the natural (or physical) environment featured on the map and the resources used to sustain life sourced from the environment. • Step 3: Students are asked to study the maps for 1808, 1848, 1878, 1898, 1928, 1958 and 1988. Using Worksheet 1 students describe the land uses they observe on the maps. As they do, they determine whether these land uses are residential, commercial, industrial, recreational or other. • Step 4: Ask students to consider the following questions: <ul style="list-style-type: none"> – Where are the area's commercial activities (its shops, hotels, post office etc.) located? – What types of land uses line the creek/canal? – How has the site of the brickworks changed over time? – What has happened to the site of the tip in recent years? – What evidence is there of the community's increasing cultural diversity? • Step 5: Study the changes in land use recorded on Worksheet 1. As a class, discuss the changes observed. What do they tell us about the nature of technological, economic and social change in Australia over time?