# HSIE: Geography ES1 – learning sequence – People live in places

**Learning sequence description**

Students will investigate why places are special and how people can care for them. Students will explain why people need to take care of places.

## Syllabus outcomes and content

**GEe- 1** – identifies places and develops an understanding of the importance of places to people

Students:

* investigate the importance of places they live in and belong to
* **discuss why places are special and how people care for them**
* explain why people need to take care of places
* investigate the Countries/Places important to Aboriginal or Torres Strait Islander Peoples

**GEe-2 –** communicates geographical information and uses geographical tools

Students:

* investigate how the location of places can be represented on maps and by descriptions.

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## Lesson 1 – What makes a place special?

Students are learning to:

* examine what makes their home a special place
* examine what makes their school a special place
* explore special locations on a map.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Students find their home on [Google Maps](https://www.google.com.au/maps/@-35.1698944,149.0976768,19036m/data=!3m1!1e3) aerial satellite picture using their address. Student then print the map, circle their home and glue it on the worksheet. Students then describe, using the question prompts, what their home looks like on the outside and draw a labelled picture. |  | [Google Maps](https://www.google.com.au/maps/@-35.1698944,149.0976768,19036m/data=!3m1!1e3) Parent/teacher help necessary  Online resource  Worksheet 1  Title: My home |
| 1.2 | Students, identify draw and label their favourite place in their home. |  | Worksheet 2  Title: My favourite place |
| 1.3 | Students look at the photos of some other children’s special places. Circle or label why they think these children especially like these places. |  | Worksheet 3  Title: Other peoples’ special places |
| 1.4 | Students consider the map of an imaginary school playground. Students cut and paste the playground activities under the emojis, from their favourite to their least enjoyed activity. Students explain why they chose their favourite activity. |  | Worksheet 4  Title: Playground spaces |
| 1.5 | **Opportunity for monitoring student learning**  Title: My favourite place – collection of student work sample  Students draw their favourite place and give reasons for their choice  **What to look for**   * A clear, labelled drawing depicting a place in/around a home * 4 reasons consistent with the room drawing. |  | Worksheet 2 |

## Lesson 2 – How can we look after our special places?

Students are learning to:

* identify and explain how they care for parts of their home
* identify and explain how they care for parts of their school
* identify the jobs that people have that look after places.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students consider the rooms and spaces they have in their home. They consider and list the jobs/chores that they, and their family, need to complete to make sure these rooms and spaces are cared for because their home is special to them. |  | Worksheet 5  Title: Caring for rooms and spaces |
| 2.2 | Students create a series of steps (an algorithm) to show the jobs they need to complete to pack up their belongings and the classroom each afternoon before they go home from school. |  | Worksheet 6  Title: Steps to clean the classroom |
| 2.3 | Students investigate the jobs that look after special places in Australia. Match the job to the special Australian places. |  | Worksheet 7  Title: Jobs that look after Australia’s special places. |
| 2.3 | **Opportunity for monitoring student learning**  Title: Caring for rooms and spaces- collection of student work sample  Students understand that special places need to be cared for.  **What to look for**   * Pictures and/or words that describe realistic care for a particular room in a home. |  | Worksheet 5 |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?