People live in places

**HSIE – Geography– Early Stage 1 learning sequence**

## Resource considerations

This lesson sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a Key Learning Area. Each task has a duration of 30 minutes and could be used in conjunction with your [framework, designed using the K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school will plan students’ learning from home and ways to communicate with students can be found through the [Learning at home, school planning page.](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/school-planning) Assessment strategies are included to ensure evidence of learning is monitored and collected.

## ES1 learning sequence – People live in places

**Outcomes**

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

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

**Learning sequence overview** – students explore the places they live and that are important to them. They investigate how the location of places can be represented on maps. They develop an understanding of what makes a place special and how this may differ for different people.

**Key concepts** – **students understand that the places they belong to, and are important to them, may be similar and different for other people.**

**Key language** – similar, like, same, different, special, live, belong, care, significant, important, location, local, live in, belong to, my place, familiar, natural features, human features, look after, care for, litter, impact, Aboriginal and Torres Strait Islander Peoples, Country, Place, site, culture, respect,

**Key inquiry questions**

* **What are places like?**

**What makes a place special?**

* **How can we look after the places we live in?**

Aim of lesson sequence

* Students explore the places they live and belong to
* Students develop an understanding of what makes a place special to different people
* Students explore how the location of places can be represented.

### Activities

1. **Where I live and go to school**
   1. **Digital:**
   * Students take a picture of the front of their home (or use Google Maps street view to find a digital picture). Print and label the picture with the home’s interesting features such as a garage, letterbox, front door, windows, roof etc.
   * Add the address under the picture. (Knowing our address is great if we get lost and need help from a trusted adult, like the police. We never share our address with strangers online.)
   * Students draw a picture of their room. Make sure they label the picture with objects that are useful or special to them. Write down some ways they help care for their special bedroom space.
   * Students find their primary school on Google Maps using the satellite view. Choose the directions to their home address and find out how long it would take to:
   * Walk to school
   * Ride their bike to school
   * Drive to school
   1. **Non-digital:**
   * Students draw a picture of their home. Label the picture with some interesting features of the home such as a garage, letterbox, front door, windows, roof etc.
   * Add the address under the picture. (Knowing our address is great if we get lost and need help from a trusted adult, like the police. We never share our address with strangers online.)
   * Students draw a picture of their room. Make sure they label the picture with objects that are useful or special to them. Write down some ways they help care for their special bedroom space.
   * Students look at the **sample Google Maps school** in their student workbook, and find the best ways for Peter to get to his school from his home. The first path is by finding the safest way walking and the second path is when Peter’s grandma drives him to school.
2. **Special places for others**
3. **Digital:**

* Read the book [‘The very hungry bear’](http://snapshot-authors.weebly.com/nick-bland.html) by Nick Bland.
* Students think of all the places the white bear tried to live. Not all places suit everyone and the white bear had to look for a place that was special for him.
* Students complete a cartoon strip of 5 boxes on a piece of paper. In each box draw the place that the white bear tried to live in and write one word to tell why it wasn’t the right place for the bear to live. For the last box, when white bear finds his special place, write a word to tell why it was the right place for him.
* Find some pictures of polar bears in the wild and make a collage. Write some words around the pictures to describe the places that polar bears like to live. Would you like to live there? Why or why not?
* Our friends are like brown bear and white bear. We have different places we think are special. With adult help, call or ‘FaceTime’ 2 school friends and ask them what their favourite part of the playground is at school and why they like that place. Draw or write the answers. Students add their favourite place at school, and why, as well.

1. **Non-Digital:**

* Animals have very different places they like to live. This could be because of what they eat, if they can fly or swim and if they are big or small. Students complete the habitat match activity in the student workbook.
* Students think about a family pet they own or know about. Draw a picture of the special place that pet has in the home. It might be an outside kennel, or an inside basket. It could be a fish tank or a hutch. Draw a picture of the pet in their special place.
* Our family might have different ideas to us about what place is special to them. We have different places we think are special for different reasons. Interview 2 family members and ask them what their favourite place is and why. In your student workbook, draw them both in the favourite place they have described.

1. **Special places in Australia and around the world**
2. **Digital:**

* Students choose 2-3 special places in Australia, or around the world, that they have visited or would like to visit one day. Find a picture (online or from a camera file) for each place, print it out and write the place name next to it. Students discuss with a family member why it was a special place or why they are interested to go there.
* Students draw themselves in one of the places they think is special. Make sure to include any important scenery or background.
* Students find a ‘weird and wonderful’ house on the internet that looks different to their own house. Print it out and glue it on a piece of A4 paper. Write the country and town this unusual house is found under the picture.

1. **Non-Digital**

* Students write the name of some famous places in Australia and the world to match the pictures. Think about if they have ever visited one of these places. Discuss what they did there and if it was a special place to them.
* Cut and paste the pictures of some different homes found in Australia and around the world. Sort them into a T-chart that shows if they are ‘like’ or ‘different’ to the home they live in.

### Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the Identity, culture, heritage and language of your Aboriginal students through your teaching practices?

### Assessment

Opportunities include:

* The drawing or picture of their home that is labelled.
* The labelled drawing of their bedroom and how they look after it.

### Activity resources

* Digital:
* Google Maps, digital camera, paper, pencils, coloured markers
* Paper and pencils for cartoon strip
* Printer, glue, safety scissors for collage
* Paper and pencils for special place picture
* Non-digital:
* A4 plain paper, pencils, coloured markers.
* T-chart – is a table that has a line through the centre of the page. One heading is on one side and the other heading on the other side. Organise information under these headings.
* Safety scissors and glue
* Parent advice: Please supervise your children when using the internet or making phone calls. Be available for discussions or to help research. Please supervise children when using scissors.