# Around the world

Stage 1 geography.

## Focus area

People and places – local and global connections.

### Key inquiry questions

* How are people connected to places?
* What factors affect people’s connections to places?

### Content focus

Students:

* explore places across a range of scales
* explore Australia’s location in the world
* describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places

### Outcomes

A student:

* describes features of places and the connections people have with places GE1-1
* communicates geographical information and uses geographical tools for inquiry GE1-3

Outcomes and other syllabus material referenced in this document are from:

* [Geography K-10 Syllabus](http://syllabus.nesa.nsw.edu.au/hsie/geography-k10/) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015.

### Overview

The geographical inquiry process will support students to investigate their connection to a place overseas, either through a personal connection or through a product they use. Students will locate the place, investigate its features, and transport and access to the place.

Note: The syllabus requires investigation of local and global connections. This teaching framework addresses only global connections. There is a separate teaching framework focusing on local connections of Aboriginal and Torres Strait Islander Peoples titled Aboriginal Connections.

### Assessment

Many of the activities require students to demonstrate their learning. These activities can be used to assess student progress at various stages throughout the inquiry process.

## Inquiry – personal connections to overseas places

Students become a travel tour guide. Their role is to provide a brief description a place in another country that they have connections with.

The connection can be a personal connection to a place, for example, place of birth or holiday destination. For students who do not have overseas personal connections, they could pick a product or food that they like and investigate the country of its source, for example, nachos from Mexico, joggers made in China.

A diversity of locations and countries should be supported through the geographical inquiry.

### Local and global connections

Students:

* investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example: [(](http://achgk011)ACHGK010, ACHGK011, ACHGK012)
* description of reasons people are connected to places in Australia and/or countries across the world for example, birthplace.

### Acquiring geographical information

Two options are provided for this inquiry. The preferred option will depend on the local context of the school and community. Communities will have students with a diversity of international backgrounds and travel experiences while others will not.

Question:

* Option 1 – where will we go? And how will we get there?
* Option 2 – where do the products we use, and the international food products we eat, come from? How did they get here?

Make adjustments as required in the teaching and learning to align with the inquiry questions for the option selected.

### Acquire data and information

* Brainstorm places that students are familiar with personally through family connections or through international products and foods.
  + Locate these places on a large world map displayed in the classroom.

For their selected location, support students to:

* Collect photographs showing the natural and human features of the place.
* Access information and photographs about the life and people of the place.
* Use travel websites to collect information on travel mode and travel time to the place.
* Record videos of parent and grandparent oral recounts of their connections to the place.
* Interview overseas family or friends via Skype, or similar, about the place.

### Processing geographical information

Support students to:

* Plot their chosen location on a class world map.
* Add selected photographs and information to the class, linking them to their location.
* Label the natural and human features of each location.
* Create a table of transport modes to the chosen location, including the travel time for each mode.
* Develop a set of symbols that denote the types of connections people have to overseas places, for example, birth, family, heritage, favourite food, holiday destination. Add the symbols to the world map.
* Use ‘pair and share’ to discuss the variety of connections to places around the world.

As a class, reflect on the information collected and discuss:

* What do you know about these places?
* How long does it take to travel to these places?
* What natural or human features are represented in the places?
* What places would you like to visit? Why or why not?
* What is one feature of an overseas place that you think is really interesting? Why?

### Communicating geographical information

Communicate – Students develop a brief presentation about their selected location to which they have connections. They include a world map of its location, photographs of the place, the mode of transport and travel time. Students include an explanation of their connection to the place.

Respond – Students write a statement about the personal significance of the place.

### Geographical concepts

Place: the significance of places and what they are like, for example, location and features of local places and other places in the world.

Space: the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in, for example, where activities are located and how spaces can be organised.

Environment: the significance of the environment in human life, and the important interrelationships between humans and the environment, for example, natural and human features of a place; daily and seasonal weather patterns of places.

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.

### Geographical inquiry skills

Acquiring geographical information:

* pose geographical questions (ACHGS007, ACHGS013)
* collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations (ACHGS008, ACHGS014)

Processing geographical information:

* represent data by constructing tables, graphs or maps (ACHGS009, ACHGS015)
* draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010, ACHGS016)

Communicating geographical information:

* present findings in a range of communication forms (ACHGS011, ACHGS017)
* reflect on their learning and suggest responses to their findings (ACHGS012, ACHGS018)

### Geographical tools

Maps – pictorial maps, large-scale maps, world map, globe.

Fieldwork – observing, collecting and recording data, conducting surveys.

Graphs and statistics – tally charts, pictographs, data tables, column graphs, weather data.

Spatial technologies – virtual maps, satellite images.

Visual representations – photographs, illustrations, diagrams, story books, multimedia, web tools.