# Australian Places

Stage 1 geography.

## Focus Areas – People and Places

### Content

* Australian places
* Australia’s location
* People’s connections to places

### Key inquiry questions

* Where are places located in Australia?
* How are people connected to places?
* What factors affect people’s connections to places?

### Content focus

Students:

* explore places across a range of scales within Australia
* explore Australia’s location in the world
* identify factors affecting people’s accessibility to 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 locate the students’ place at personal, local, national and global scales. Students will examine a range of places at the national scale, the reasons people visit places, and factors affecting peoples’ access to places. Students will also analyse their personal connections to places they visit.

This learning is shaped by three small inquiries, which vary in length.

### 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 1 – Personal connections to overseas places

Students investigate their place in the world. They correctly address an envelope to themselves and provide an explanation of the meaning of each address line from a geographical perspective.

As a pre-test, ask students to address an envelope to themselves at their street address.

### Content

**Australian places**

Students:

* investigate places across a range of scales within Australia, for example: (ACHGK010)
* identification that places exist across a range of scales, for example, personal, local, national.

**Australia’s location**

Students:

* investigate Australia’s location in the world, for example: (ACHGK009)
* description of Australia’s location in relation to the world, for example, continents, oceans.

### Acquiring geographical information

* What is my street address? (personal scale)
* Where is my local area? (local scale)
* What state do I live in? (regional scale)
* Where is my home on a map of Australia? (national scale)
* Where is my home on a map of the world? (global scale)
* Acquire data and information

### Acquire data and information

* Tell a story or read a **picture book** to the class about locating the students in their place with reference to different scales, such as ‘Me on the Map’ by Joan Sweeney and Annette Cable (available on YouTube). This story can be read to the class or used as a model to tell as a story with appropriate Australian illustrations and maps.
* View the local area in **Google maps** in both map view and satellite view to locate the school and students’ streets. Identify the location as the suburb/town. Relate this to the suburb/town and postcode address line on an envelope. (local scale).
* Students work with a partner and use Google maps **satellite view** to locate their home by typing in their street address. They view their home and street on **street view** and share experiences of living there, their street and neighbours. Relate this to the person, street number and street name of an address on an envelope. (personal scale)
* View a **map of Australia** that shows the state and territory boundaries. Locate NSW, Sydney as the capital city and the students’ suburb/home town/city on the map. Relate this to the country (supplementary) address line on an envelope. (national scale)
* Locate Australia on a **globe** and a **world map**. Compare the representations. Describe Australia’s location on the globe in relation to other continents using language such as ‘left’, ‘right’, ‘location’, ‘position’.

### Processing geographical information

Support students to:

* students annotate a screen shot of the **satellite view or street view** of their home using an annotation app such as Explain Everything or Skitch. Students label features of their home, for example, driveway, floor (storey), balcony, yard, street. (personal scale)
* students construct a **pictorial map** of their favourite room in their house. Discuss why ‘my bedroom’ doesn’t go in an address on an envelope. (personal scale)
* students annotate a screen shot of the **satellite view** of the local area, either printed or using an annotation app such as Skitch. They label the school, local park and other facilities used by students. Use the suburb/town/city name as the map title. (local scale)
* students colour and label the states and territories on a **political map of Australia**. They plot and label Sydney and their suburb/town on the map of Australia. (national scale)
* students colour and label Australia on an **outline world map**. They locate Sydney and their town on the map. Support students to write statements that describe Australia’s location in relation to other major continents. (global scale)

### Communicating geographical information

Communicate: Students correctly address an envelope to themselves. They provide a verbal explanation of the meaning of each address line from a geographical perspective.

Respond: Students write a sentence or draw a picture that reflects on their learning and answers the question – ‘Where am I?’ If funds permit, this can be mailed in the self-addressed envelope.

### Learning connection

Mathematics K-10 Syllabus – Position 1 and Position 2.

## Inquiry 2 – A trip to Perth

Students investigate the routes, modes of transport and location of places for an imaginary trip from their home to Perth. They create a visual or video imaginary recount of part of a trip to Perth.

### Content – Australian places

Students:

* investigate places across a range of scales within Australia, for example: (ACHGK010)
	+ identification that places exist across a range of scales, for example, personal, local, national.

### People’s connections to places

Students:

* investigate people’s connections and access to places, for example: (ACHGK013)
	+ discussion of why people visit other places
	+ identification of factors influencing people’s accessibility to places, for example, distance
	+ examination of how technology has improved people’s access to places.

### Acquiring geographical information

* Where is Perth in relation to my home?
* Why do people travel to Perth and other places?
* How do people travel to Perth?
* What factors affect travelling to Perth and other places?
* How has technology changed people’s access to places?

### Acquire data and information

* View a **travel video** on Perth, for example, [Perth Vacation Travel Guide (4:10)](https://www.youtube.com/watch?v=KtRsk4Bjs9s&feature=youtu.be) by Expedia.
* View **photographs** of Perth travel destinations in Google Images.
* Locate Perth, Sydney and the students’ home town/city on a **political map** of Australia. Locate places in Australia familiar to the students, for example, holiday destinations, nearby towns.
* Read the **picture book** ‘Possum Magic’ by Mem Fox and Julie Vivas. List the places that ‘Hush’ and ‘Grandma Poss’ visit in Australia.
* Discuss the reasons people visit places, for example, holidays, visit relatives, parents’/carers’ work, stop-overs.
* Pose the imaginary scenario that a family is going to travel to Perth for a holiday and want to see as much of Australia as they can along the way. The class are the travel consultants and are to provide advice on how to get there and what to see on the way.
* Use the route feature in **Google maps** to find the distance to Perth from home by car. Interpret the distance in relation to familiar trips, for example, Dubbo to Orange takes nearly two hours; Dubbo to Perth is twenty Dubbo to Orange trips.
* Explore the driving route in **satellite view**, zooming in and out to explore the landscape. Use Street View when available to view places at street level.
* As a class, use the **3D tour** feature in **Google Earth** to ‘fly’ the road route between your home location and Perth. Record for future viewing. Discuss the use of this tool in providing virtual access to places.
* Discuss other transport options for travelling to Perth, for example, train, plane. Collect **information** on each mode of transport to Perth, for example, travel time, stops along the way, cost, starting location.
* Collect brief information and photographs on past travel modes to Peth, for example, horse, camel, ships, steam train.
* View the [Great Southern Rail](http://www.greatsouthernrail.com.au/) website and [digital brochure](https://journeybeyondrail.com.au/contact/view-brochure/) that maps and illustrates the train journey to Perth. Collect **photographs** of views from the train.
* Collect information on the features and attractions of some of the towns on the route to Perth.
* Reflect on the use of **technology and digital tools** in the information acquisition process, for example, satellite images, Street View, Google Earth 3D tours. Identify other digital apps and tools that enable virtual access to places and people in Australia and other countries, for example, webcams, Skype, FaceTime.

### Processing geographical information

* Display and label **photographs** of Perth travel destinations.
* Display a large **political map of Australia**. Plot Perth, Sydney, the students’ home town/city, places in Australia familiar to the students and places visited by ‘Hush’ and ‘Grandma Poss’ in ‘Possum Magic’.
* Students create a **concept map** or **comparison table** that identifies: Hush’s reasons for visiting places; the student’s personal reasons for visiting places; and other reasons people visit places.
* On the large **political map of Australia**, plot the road route from home to Perth and the main towns along the way. Display and label photographs of towns that would be potential overnight stops, connected to their location on the map.
* On the large political map of Australia, plot the train route to Perth and plot the towns stopped at along the journey.
* Display and label **photographs** of towns and landscapes along the journey, connecting the photographs to their location on the map of Australia.
* Collate information on the towns on the route to Perth in a **table** or **mini-fact sheets**.
* Set-up a corner of the room as a **recreated carriage** on the Indian Pacific as shown in the digital brochure. ‘Step into’ photographs in the brochure and **role play** experiences on the journey, for example, sites out the windows, meals, stops along the way. Change the photographs of scenery daily to recreate the journey.
* Construct a comparison table that summarises the information on each transport mode to Perth.

Transport to Perth comparison table

|  |  |  |  |
| --- | --- | --- | --- |
| Experience | Plane | Train | Car |
| Travel time |  |  |  |
| Stops on route |  |  |  |
| Cost per person |  |  |  |
| Stops on way |  |  |  |
| Entertainment |  |  |  |
| Starting location |  |  |  |

* Create a **table** or annotated **photograph collage** of past transport modes. Discuss the impact of changes in transport modes and infrastructure.
* Evaluate and analyse the information collected and represented. Discuss how the word ‘best’ can be interpreted for the imaginary family wanting to travel to Perth, for example, Does it mean fastest, most comfortable, with the most sights to see, the most entertaining, or the cheapest? From the discussion, draw conclusions on the factors that affect people’s access to places. List the factors, for example, time, affordability, remoteness, safety.
* Evaluate the alternatives in travelling to Perth using a ‘**Plus, Minus, Interesting’** **chart**. Using ‘pair and share’ strategies students make recommendations on the ‘best’ way to travel to Perth, explaining their reasons.
* Create a concept map illustrating digital tools used through geographical inquiry and how they provided virtual access to places in Australia. Add other examples of digital tools that enable virtual access to places and people in Australia and other countries.

### Communicating geographical information

Communicate: Using ‘selfie’ mode, students work in pairs to record a video of an imaginary recount of a day, or part of a day, travelling towards Perth.

* They explain their mode of transport and why that mode was chosen. Students describe landscapes and towns viewed along the way.
* They include a personal opinion on the imaginary journey and justification for the opinion. (Organise the video recording so it feels like a Skype session with a relative or record the video and collate with photographs in an app such as PicPlayPost).

Alternatively, students create a photographic diary of a trip to Perth, arranging a series of photographs of towns and landscapes in chronological sequence from their home to Perth. Students indicate the location of each photograph on a map of Australia.

Respond: Students identify personal connections to places.

* Using a placemat proforma, they draw and label four illustrations showing themselves visiting a place in Australia they have connections with.

## Inquiry 3 – Student-centred inquiry – My favourite place

Students create a short presentation on their favourite place to visit in Australia and their personal connections to the place. The research and preparation of the presentation can be an independent task at school or as a home task.

### Content – Australian places

Students:

* investigate places across a range of scales within Australia, for example: (ACHGK010)
	+ identification that places exist across a range of scales, for example, personal, local, national.

### People’s connections to places

Students:

* investigate people’s connections and access to places, for example: (ACHGK013)
	+ discussion of why people visit other places
	+ identification of factors influencing people’s accessibility to places, for example, distance.

### Acquiring geographical information

Where is my favourite place to visit and why do I like to visit it?

* Why do people visit places?
* How are people connected to places? (personal, spiritual)
* What factors affect people’s connections to places?
* How does weather influence people’s connection to places?
* How does distance and accessibility influence people’s ability to travel?

### Acquire data and information

Students:

* identify a place they like to visit at a regional or national scale, in liaison with their family/carers
* recall information on the location of the place; when, why and how they visit it; who they visit with; and who they see there
* source photographs and souvenirs of the place
* interview their family about their connections to the place
* identify factors that affect access to their favourite places.

### Processing geographical information

Students:

* locate the place on a map of Australia
* summarise the information on their connection to the place in a ‘where’, ‘when’, ‘why’, ‘how’ and ‘who’ table
* create an annotated photographic collage to explain the personal significance of the favourite place
* construct a concept map that explains personal connections to the place and connections of family members
* list factors that affect access to their favourite places.

### Communicating geographical information

Communicate and respond: Students develop a short presentation of their favourite place to visit, including information and images with captions. Collate presentations into a class compilation and display a map of Australia, marking the location for each student.

## Concepts, inquiry skills and tools

### Geographical concepts

The following geographical concepts have been integrated into the teaching and learning sequence:

* 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

The following geographical inquiry skills have been integrated into the unit.

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

The following geographical tools have been integrated into the unit.

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.