# HSIE Geography Stage 1 learning sequence – What are features of places?

**Learning sequence description**

Students will identify and describe the natural and human features of a familiar local place and describe the activities located there. They will represent features of places and identify where activities are located on a pictorial map.

## Syllabus outcomes and content

**GE1-1**– describes features of places and the connections people have with places

* investigate features of places and how they can be cared for
* investigate activities that occur within places

**GE1-3**– communicates geographical information and uses geographical tools for inquiry

* collect and record geographical data and information
* represent data by constructing tables, graphs or maps

[Geography K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015.

## Lesson 1 – What are the features of places?

Students are learning to:

* identify the natural and human features of places
* describe why activities in an area are located in particular places.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Read a picture book showing how a natural and/or built environment changes over time. For example, ‘Window’ or ‘Belonging’, by Jeannie Baker. Point out the different types of perspectives that might be used in the illustrations such as eye-level, aerial, side-view compared to front-view. Describe some of the changes that occur throughout the book. Suggest reasons why these changes might be taking place.  Introduce the terms ‘natural’ and ‘human’ (or built) features. Students could identify different natural and human features of the outdoor location (through the window or on the street) at the beginning, middle and end of the book. Create a list of natural and human features seen in the illustrations in the book. |  | Resource 1 – Picture book  such as  Window or Belonging by Jeannie Baker |
| 1.2 | Show photos of some familiar local places such as a local street, park, shops or school grounds. Discuss the features of different places and the activities that might take place at each one. Brainstorm why activities are located in particular places. For example, why are carparks near shops; why are classrooms at schools and not at the park?  Students might be able to explore a local place firsthand (field work) and take photos of the natural and human features. Students choose a familiar local place. For example, their street, local shops, park or school. Students describe what the local place looks like, what activities are there and suggest why those activities might be there.  Students draw a picture of the local place they chose. Students label the features of the local place.  OR  Students make a model of the local place. Students could use construction materials such as blocks or recycled materials. Students label the features and take a photo of their model. Alternatively, students could make a digital recording of a description of their model. |  | Resource 2 – student workbook  or  Resource 3 – construction materials (optional) |
| 1.3 | What are the natural and human features of the place I live?  Collaboratively, or individually, students create a list of the natural and human features of the local place they chose. For example, houses, units, grass, trees, fences, cars; different types of shops, car park, cars; trees, grass, play equipment; canteen, classrooms, office, playground.  Students list the natural features represented in their drawing or model. They list the human features represented in their drawing or model. |  | Resource 2 – student workbook |
| 1.4 | **Opportunity for monitoring student learning**  Labelled drawing or model of a familiar local place – student work  Students draw a picture or make a model of a familiar local place. They label the key features and identify the natural and human features represented in their drawing or model.  **What to look for in student responses**   * drawing or model represents a local place accurately * labelled drawing or model with key features included * natural and human features are correctly identified. |  |  |

## Lesson 2 – How can we represent features on a map?

Students are learning to:

* represent natural and human features of places on a map
* identify where different activities are located on a map.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | **What places are located near each other?**  Students imagine they are walking up and down their street, around the local shops, park or school and think about what they might see.  Students imagine they are a bird, or they are in a helicopter, flying over these local places. Think about what they might see as they look at the ground.  Brainstorm student ideas. Students can record their ideas in their student workbook.  Revise different perspectives to view places such as eye-level (street) view and bird’s-eye (aerial) view (see examples in the student workbook). Show students aerial photographs of familiar local places such as the school or local suburb. If students live in tall buildings, their view of the ground may be considered an aerial view. Google Earth images could be used to demonstrate the difference between aerial and street (eye-level) views.  Most maps are an example of an aerial (bird’s-eye) view of places. An aerial view often makes a 3D object look quite flat, almost like a 2D object. Maps represent a 3D landscape as a 2D picture. |  | Student work book |
| 2.2 | **What is the purpose of a map?**  **Read a picture book that includes a description, creation or use of a map (resource 4).**  **Maps identify locations of different places and their positions relative to other places. They also act as a guide to help people find their way from one place to another place.** |  | **Resource 4** – picture book  such as  Henry’s Map’ by David Elliot  At the Beach or In the Bush, by Roland Harvey  My Map Book, by Sara Fenelli |
| 2.3 | **What are the features of a pictorial map?**  **Show a pictorial map and identify the features of the map (resource 2, resource 6 or resource 7). Explain how the map uses symbols or pictures to represent natural and human features and how it shows their location in relation to other places on the map. Aboriginal and Torres Strait Islander peoples often use symbols in their artworks to represent key features of the environment. In this way many Aboriginal artworks are a type of map that can be used to locate places or navigate from one place to another place. You might like to view samples of Aboriginal artworks that use symbols to represent places.**  **Symbols are simplified representations of pictures. When used on a map, symbols need to be explained using a map key. Discuss the sort of symbols students could use to represent features of local places.**  **Maps accurately represent the scale of objects and the distance between places. Demonstrate how maps can be used. Discuss how a pictorial map can assist someone to find their way from one place to another. Have students practise using a pictorial map to describe how they could find their way from one place to another place or locate a key feature on the map.** |  | **Resource 2** – student workbook  [Resource 6 – pictorial map](https://www.sl.nsw.gov.au/learning/locating-places-people-live-places/pictorial-maps)  [online resource from the State Library of NSW]  [Resource 7 – Taronga Zoo map](https://taronga.org.au/sites/default/files/content/maps/TZMap_Ed11v01.pdf)  [online pictorial map of Taronga Zoo) |
| 2.4 | **Create a pictorial map**  **Students will choose a familiar local place. They may make firsthand observations of the natural and human features of the local place. They observe the relation of places to each other. They could take photos of the key features, They create a pictorial map of the natural and human features of their chosen local place They could include a map key to identify the pictures and symbols used in their pictorial map or simply label the key features (see examples in resource 2). They could choose to use only symbols instead of pictures to represent the features and explain the symbols by creating a map key (see example in the student workbook).**  **Explain that students could hand draw their map in the student workbook, on a large piece of paper or cardboard or they could create a digital map.**  **Once the pictorial map is complete, a family member, or peer, could use the map to find their way from one place to another. The student could use positional language to assist the family member or peer. Alternatively, students could play a barrier game with their pictorial maps.** |  | **Resource 2** – student workbook |
| 2.5 | **Opportunity for monitoring student learning**  Create a pictorial map – Presentation  Students create a pictorial map of a familiar local place. They use pictures and/or symbols to represent the natural and human features of a local place.  **What to look for in student responses**   * map incorporates pictures and/or symbols to represent features * map includes a title, key or labels of the key features represented by the pictures and/or symbols * map attempts to accurately represent scale and distance. |  |  |

**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?