Features of places

**HSIE – Geography – 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.

## Stage 1 learning sequence – Features of places

**Outcomes**

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

**GE1-2** – identifies ways in which people interact with and care for places

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

**Learning sequence overview** – students examine interconnections between features, users and organisation of spaces.

**Key concepts** – features of places, human features of places, reasons places change, role of citizens in care of places, how places can be used for different purposes.

**Key language** – place, space, location, features, natural, human, citizens, purpose, survey, change, care for, interact with, organise, reorganise, rearrange, activities, daily activities (e.g. leisure, farming), effects, impacts

**Key inquiry question – How can spaces within a place be used for different purposes?**

### Aim of lesson sequence

* Students learn about how their home or school environment is used for a variety of purposes, and how to care for the spaces around their home or school.

### Teacher notes

* This sequence is based on the Geography K-6 teaching and learning framework [Stage 1 Local places and spaces](https://schoolsequella.det.nsw.edu.au/file/c8574849-9521-41ff-a495-e726d983c811/1/st1-geography-local-places.docx).
* The digital and non-digital versions of this sequence differ in the place that is being explored. Students who attend school will have an opportunity to explore buildings as well as playgrounds at school. Students who are learning from home may not have an opportunity to explore outdoor spaces, depending on where they live.
* For the second activity, students will require a hard-copy of the poster “[Step up to clean up](https://www.youtube.com/watch?v=weYOsy71Sqc)”

### Activities

1. **Exploring the features and uses of places**
	1. **Digital:**
* Share the question: ‘What are some of the places we use every day?’ Students provide responses on Google Classroom. Responses for students at school could include: classroom, playground, office, library, canteen. Responses for students learning from home could include: bedroom, bathroom, kitchen, living room, garden, local playground or sports field.
* Explain that students are going to conduct a survey of the features of places that they use every day. Explain that a survey is a tool that geographers use to collect data and information. A survey can be conducted by asking other people like students in other classes, teachers or parents. A survey can also be conducted through observing and recording data.
* Discuss the term ‘feature’. Students may be familiar with the use of this word from science lessons. Explain that a feature is a characteristic or trait that distinguishes one thing from another. Give some examples of external features of animals or plants such as a stem, leaves, bark, tail, legs, ears. Ask students to suggest some further examples of features of every-day objects that they are familiar with, such as a dog, cat or person.
* Explain that in their survey, students are going to record features of the places that they use at school or at home. Explain that students are going to do this by using a T-chart. Explain that a T-chart is a list with 2 columns. Show students the T-chart from the student workbook and demonstrate how they will fill in their T-chart, by naming places in the left-hand column, and listing features of each place in the right-hand column. Provide time for students to conduct their survey. As an alternative to, or in addition to writing in their T-chart, provide digital cameras for students to record photographs of each place that they visit.
* Provide opportunities for students to share their survey findings with other students in class. Discuss similarities and differences between students’ observations.
* As students are sharing their survey results, record common findings using a class T-chart of features for each place.
* Revisit the T-charts that students created and ask students “What is your favourite place or space?” Responses for students at school could include: playground, classroom, playground climbing equipment. Responses for students at home could include living room, garden or park.
* Ask students to draw a picture of their favourite place. They will use this in the next activity.
	1. **Non-digital:**
* Students will be working from their workbook.
* Pose the question: ‘What are some of the places we use every day?’ Students provide initial responses in their workbook. Responses for students at school could include: classroom, playground, office, library, canteen. Responses for students learning from home could include: bedroom, bathroom, kitchen, living room, garden, local playground or sports field.
* Explain that students are going to conduct a survey of the features of places that they use every day. Explain that a survey is a tool that geographers use to collect data and information. A survey can be conducted by asking other people like students in other classes, teachers or parents. A survey can also be conducted through observing and recording data.
* Discuss the term ‘feature’. Students may be familiar with the use of this word from science lessons. Explain that a feature is a characteristic or trait that distinguishes one thing from another. Give some examples of external features of animals or plants such as a stem, leaves, bark, tail, legs, ears. Ask students to suggest some further examples of features of every-day objects that they are familiar with, such as a dog, cat or person.
* Explain that in their survey, students are going to record features of the places that they use at school or at home. Explain that students are going to do this by using a T-chart. Explain that a T-chart is a list with 2 columns. Show students the T-chart from the student workbook and demonstrate how they will fill in their T-chart, by naming places in the left-hand column, and listing features of each place in the right-hand column. Provide time for students to conduct their survey.
* Students share and discuss their survey results with a parent/caregiver. They compare places and spaces by identifying features that are similar and different.
* Revisit the T-charts that students created and ask students “What is your favourite place or space?” Responses for students at school could include: playground, classroom, playground climbing equipment. Responses for students at home could include living room, garden or park.
* Ask students to draw a picture of their favourite place. They will use this in the next activity. Students can use Windows Paint, PowerPoint or hand-draw their picture.
1. **Caring for places we use**
	1. **Digital:**
* Ask students to share their image with a partner and brainstorm how they might need to look after these places so that other students (or family members) can continue to use them.
* Read through the poster “[Step up to clean up](https://www.youtube.com/watch?v=weYOsy71Sqc)”, created for the Clean Up Australia Day organisation. Discuss what the organisation does and talk about the Clean Up Australia Day event. Include discussion about why people care for places and spaces, so they remain clean, healthy and safe.
* Working as a class, discuss how people care for places that they use as well as some of the reasons that people need to care for places that they use. For example, classrooms need to be cleaned and tidied at the end of each day so that they remain safe and healthy places to learn. Gardens, playgrounds and parks need to be cleaned and grass kept mown so that they remain clean and healthy places to play. Sometimes playground equipment needs to be fixed, replaced or painted so that it works properly and looks nice.
* Explain that students are going to create a care plan for their favourite place or space. To do this, they will use information from their T-chart and picture to create a maintenance task list of all the things that need to be done to care for their favourite place. Explain that in following their task list, students can care for and look after their favourite place so that it remains clean and safe, and so that others can enjoy the place or space too.
* Working in pairs or small groups (even with a class peer online), ask students to create a list of jobs or tasks that need to be done to keep their space clean and safe. Review student lists and discuss the order in which tasks need to be done. For example, when cleaning up a playground, garden, or park, it would be better to remove rubbish before the grass is mowed, otherwise the lawn mower would shred the rubbish and spread it – making more mess and harder to clean up.
* Ask students to put their task list into order from first to last. Provide opportunities for students at school and at home to enact their care plan for their favourite place or space.
	1. **Non-digital:**
* Ask students to share their drawing with a parent, caregiver or sibling and brainstorm how they might need to look after these places so that other students (or family members) can continue to use them.
* Read the poster “Step up to clean up”, created by the Clean Up Australia Day organisation. Think about what the organisation does and talk to a parent/caregiver about the Clean Up Australia Day event. Include discussion about why people care for places and spaces, so they remain clean, healthy and safe.
* Working with a parent/carer, discuss how people in your family care for places and spaces at home. For example, bedrooms need to be cleaned and tidied at the end of each day so that they remain safe and healthy places to live. Gardens, playgrounds and parks need to be cleaned and grass kept mown so that they remain clean and healthy places to play.
* Explain that students are going to create a care plan for their favourite place or space. To do this, they will use information from their T-chart and picture to create a maintenance task list of all the things that need to be done to care for their favourite place. Explain that in following their task list, students can care for and look after their favourite place so that it remains clean and safe, and so that others can enjoy the place or space too.
* Working in pairs or small groups (even with a class peer online), ask students to create a list of jobs or tasks that need to be done to keep their space clean and safe. Review student lists and discuss the order in which tasks need to be done. For example, when cleaning up a playground, garden, or park, it would be better to remove rubbish before the grass is mowed, otherwise the lawn mower would shred the rubbish and spread it – making more mess and harder to clean up.
* Ask students to put their task list into order from first to last. Provide opportunities for students at school and at home to enact their care plan for their favourite place or space.

### 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

Some assessment opportunities could be embedded into the lesson sequence including:

* Completion of activity 2 where students created a task list showing how to care for a place that is significant to them. Completion of the task provides teachers and carers with an insight of how students interacted and cared for a significant place.

### Activity resources

Activity 1

* lead pencils, coloured pencils
* paper

Activity 2

* picture of your favourite place (from previous activity)
* poster **“Step up to clean up”** from the Clean Up Australia campaign
* lead pencils, coloured pencils
* paper
* online teaching resource
* student printed workbooks
* parent/carer advice