

Integrated Geography and History sample unit

My Place and My Family	Early Stage 1
	Duration: One term (10 weeks)

Unit description
Students explore the places they live in and belong to. They examine their home as a special place and learn about their own history and that of their family. They develop an understanding of what makes a place special and how this may differ for different people over time. Students build on their knowledge and understanding of how the past is different from the present and how their family has changed. Students learn about the importance of looking after places. Students explore how the location of places can be represented.

Outcomes	
<p>Geography</p> <p>A student:</p> <ul style="list-style-type: none"> identifies places and develops an understanding of the importance of places to people GEE-1 communicates geographical information and uses geographical tools GEE-2 	<p>History</p> <p>A student:</p> <ul style="list-style-type: none"> communicates stories of their own family heritage and the heritage of others HTE-1 demonstrates developing skills of historical inquiry and communication HTE-2

Key inquiry questions	
<p>Geography</p> <ul style="list-style-type: none"> What are places like? What makes a place special? How can we look after the places we live in? 	<p>History</p> <ul style="list-style-type: none"> What is my history and how do I know? What stories do other people tell about the past? How can stories of the past be told and shared?

	Concepts	Skills	Tools
Geography	<p>The following geographical concepts have been integrated into the unit:</p> <p>Place: <i>the significance of places and what they are like</i></p> <p>Space: <i>the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in</i></p> <p>Environment: <i>the significance of the environment in human life, and the important interrelationships between humans and the environment</i></p>	<p>The following geographical skills have been integrated into the unit:</p> <p>Acquiring geographical information</p> <ul style="list-style-type: none"> • pose questions and make observations (ACHGS001) • record geographical data and information (ACHGS002) <p>Processing geographical information</p> <ul style="list-style-type: none"> • represent data using charts or graphs (ACHGS003) • draw conclusions based on discussions of observations (ACHGS004) <p>Communicating geographical information</p> <ul style="list-style-type: none"> • present information (ACHGS005) • reflect on their learning (ACHGS006) 	<p>The following geographical tools have been integrated into the unit:</p> <p>Maps – M</p> <ul style="list-style-type: none"> • pictorial maps, online maps <p>Fieldwork – F</p> <ul style="list-style-type: none"> • observing and recording data <p>Graphs and statistics – GS</p> <ul style="list-style-type: none"> • tally charts, pictographs <p>Spatial technologies – ST</p> <ul style="list-style-type: none"> • virtual maps <p>Visual representations – VR</p> <ul style="list-style-type: none"> • photographs, illustrations, story books, multimedia
History	<p>The following historical concepts have been integrated into the unit:</p> <p>Continuity and change: <i>some things change over time and others remain the same</i></p> <p>Cause and effect: <i>events, decisions or developments in the past that produce later actions</i></p> <p>Perspectives: <i>people from the past will have different views and experiences</i></p> <p>Empathetic understanding: <i>developing an understanding of another's views, life and decisions made</i></p> <p>Significance: <i>importance of an event, development or individual/group</i></p>	<p>The following historical skills have been integrated into the unit:</p> <p>Comprehension: chronology, terms and concepts</p> <ul style="list-style-type: none"> • respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories • sequence familiar objects and events (ACHHS015) • distinguish between the past, present and future (ACHHS016) <p>Use of sources</p> <ul style="list-style-type: none"> • explore and use a range of sources about the past (ACHHS018) • identify and compare features of objects from the past and present (ACHHS019) <p>Perspectives</p> <ul style="list-style-type: none"> • explore a point of view (ACHHS020) <p>Empathetic understanding</p> <ul style="list-style-type: none"> • recognise differences and similarities between individuals and families in the past and present <p>Research</p> <ul style="list-style-type: none"> • pose questions about the past using sources provided (ACHHS017) <p>Explanation and communication</p> <ul style="list-style-type: none"> • develop a narrative about the past (ACHHS021) • use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022) 	

Content	Teaching, learning and assessment	Adjustments
<p>Students:</p> <ul style="list-style-type: none"> investigate the importance of places they live in and belong to (ACHGK002, ACHGK004) investigate who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001) investigate how the location of places can be represented (ACHGK001) investigate the Countries/Places important to Aboriginal or Torres Strait Islander Peoples (ACHGK003) 🖐️ 	<ul style="list-style-type: none"> Using a stimulus such as <i>My Farm</i> by Alison Lester, students identify a special place and why it is important to people by posing and responding to questions such as: VR 🎧 <ul style="list-style-type: none"> why is the farm special? how did people take care of the farm? why did people need to take care of the farm? 🌿 ⚙️ ⭐ http://alisonlester.com/ Students reflect on their own special place and present information about: 🎧 <ul style="list-style-type: none"> where they live and the family members who live with them special belongings at home eg toys, bedroom, pet etc how they and other people take care of this place eg cleaning, gardening, painting etc. Students discuss what makes their place special. They group reasons into categories and present the information in a chart. GS ⚙️ 📊 Students share where their present and past family members were born. They locate and describe their family members' country(s) or place(s) of origin using pictorial maps, a world globe, Google Earth and/or online maps. M ST 🗺️ 🌐 📱 http://www.maps.com.au/OnlineMaps/ Students explore how family stories and events can be communicated through photographs, artefacts, books, oral histories or digital media. Students create a representation of their life from birth to present day by sequencing stages in their life through photos, pictures, simple drawings etc. They select a special time from their past and recount their story from that time eg birthday, arrival of a sibling or pet, a personal achievement, first day of school etc. Students consider how events and decisions made in people's lives create and affect the present. Through an opportunity for students to engage with a local Aboriginal community representative, students: <ul style="list-style-type: none"> develop an understanding that people's special places vary 🗺️ consider the importance of Country to Aboriginal people M 🖐️ investigate how Aboriginal people share their stories and commemorate events. VR 🎧 ⚙️ http://www.aecg.nsw.edu.au/ http://www.alc.org.au/land-councils/lalc-contact-details.aspx 	<p>Provide the stimulus (eg <i>My Farm</i>) in advance of the lesson to allow a student to become familiar with the content.</p> <p>Provide opportunities for the question(s)/response(s) to be prepared in advance of the lesson to support participation, confidence or as a way to address individual goals.</p> <p>Students may participate in a discussion using prepared responses; pointing to pictures; matching or combining pictures, words and/or symbols.</p>

Content	Teaching, learning and assessment	Adjustments
<ul style="list-style-type: none"> investigate how the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums (ACHHK004) investigate how they, their family and friends commemorate past events that are important to them (ACHHK003) 	<ul style="list-style-type: none"> By posing a range of questions to explore, students consider the way stories of the past are communicated. Examples of questions students may pose and respond to include: <ul style="list-style-type: none"> why do we take photographs or develop drawings or images? how do photographs, art, stories etc help us to remember the past? how do photographs or art tell a story? how does my family tell me about the past? when different people tell the story of one event would the stories be the same? 🧩 👤 Students identify groups they belong to other than their family eg a class, a school community, a sports club etc. 🏠 Students explore where their school is on a map and describe its location eg my school is near the park. M ST 🗺️ Students: <ul style="list-style-type: none"> discuss who takes care of different areas of the school F 🌿 present information to show how they and other people care for and look after their school eg putting rubbish in the bin, recycling, planting trees etc. ⚖️ 👤 🗑️ 🌟 Students reflect and record examples of special events celebrated in their family, in groups they belong to and in Australian society, eg birthdays, special religious periods, public holidays. Students share experiences of events they celebrate and create a representation of their favourite special event eg birthday, school-based event, religious event, sports club presentation day, Easter Show, Australia Day etc. 🌐 	<p>Provide key vocabulary (eg near, next to, close to) to support students to describe locations.</p>

Sample assessment activity	Adjustments
<p>Outcomes assessed: GEe-1, GEe-2</p> <p>Students reflect on their learning to choose a special place of importance to them.</p> <p>They develop a visual representation conveying:</p> <ul style="list-style-type: none"> what this place is like why it is special to them how they and other people care for this place. 	<p>Provide:</p> <ul style="list-style-type: none"> key vocabulary a scaffold or template. <p>Model responses.</p>