

Integrated Geography, Mathematics and English sample unit

Exploring Places (Geography syllabus – People and Places)	Stage 1
	Duration: One term (10 weeks)

Unit description	Key inquiry questions
Students explore places across a range of scales within Australia and Australia’s location in the world. Students represent and describe the position of objects on maps and within their local area. They gather, organise and display data on the places people have visited in Australia and examine the factors influencing people’s access to places. They discuss connections people have with places, both locally and globally. Students respond to texts to understand the special connection Aboriginal Peoples have to Country.	<ul style="list-style-type: none"> • Where are places located in Australia? • How are people connected to places? • What factors affect people’s connections to places?

Outcomes	Geographical concepts	Geographical inquiry skills	Geographical tools
A student: <ul style="list-style-type: none"> • describes features of places and the connections people have with places GE1-1 • communicates geographical information and uses geographical tools for inquiry GE1-3 • gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results MA1-17SP • represents and describes the positions of objects in everyday situations and on maps MA1-16MG • plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A • thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts EN1-10C • responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-11D 	The following geographical concepts have been integrated into the unit: <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 we live in</i></p> <p>Interconnection: <i>no object of geographical study can be viewed in isolation</i></p> <p>Scale: <i>the way that geographical phenomena and problems can be examined at different spatial levels</i></p>	The following geographical inquiry skills have been integrated into the unit: <p>Acquiring geographical information</p> <ul style="list-style-type: none"> • pose geographical questions (ACHGS007, ACHGS013) • collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations (ACHGS008, ACHGS014) <p>Processing geographical information</p> <ul style="list-style-type: none"> • represent data by constructing tables, graphs or maps (ACHGS009, ACHGS015) • draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010, ACHGS016) <p>Communicating geographical information</p> <ul style="list-style-type: none"> • present findings in a range of communication forms (ACHGS011, ACHGS017) • reflect on their learning and suggest responses to their findings (ACHGS012, ACHGS018) 	The following geographical tools have been integrated into the unit: <p>Maps – M</p> <ul style="list-style-type: none"> • pictorial maps, maps, world map, globe <p>Fieldwork – F</p> <ul style="list-style-type: none"> • observing, collecting and recording data <p>Graphs and statistics – GS</p> <ul style="list-style-type: none"> • tally charts, pictographs, data tables, column graphs <p>Spatial Technologies – ST</p> <ul style="list-style-type: none"> • virtual maps, satellite images <p>Visual representations – VR</p> <ul style="list-style-type: none"> • photographs, illustrations, diagrams, story books, multimedia, web tools

Content	Teaching, learning and assessment	Student diversity
<p>Students:</p> <ul style="list-style-type: none"> investigate places across a range of scales within Australia (ACHGK010) give and follow directions to familiar locations (ACMMG023) <p>Students:</p> <ul style="list-style-type: none"> predict and discuss ideas drawn from picture books and digital stories (EN1-10C) compose a range of written forms of communication, including emails, greeting cards and letters (EN1-2A) 	<p>Our local area</p> <ul style="list-style-type: none"> Students pose questions about their local area such as ‘what is in our local area?’, ‘what is in or around our school?’ Students explore their school or local area making observations of features such as buildings, roads, vegetation etc. F Students: <ul style="list-style-type: none"> collect and record data of the features they observe eg taking photos, listing what they see, recording their route on a simple map GS compose visual or digital texts to depict aspects of their journey around the school or the local area VR 📷 Students create a large map of the school using tape on the classroom floor or chalk on the playground. M Students: <ul style="list-style-type: none"> label areas of the school on the map locate their classroom use the terms ‘left’ and ‘right’ to describe the position of features on the map in relation to their classroom and from the perspective of a different classroom eg the playground is on the left of my classroom 📷 🗺 follow directions, including directions involving turns to the left and right, to move around the map or their school 🗺 direct another student around the map or school using left and right turns, half turns, full turns 🗺 ⚙ <p>Australia is a big place</p> <ul style="list-style-type: none"> Using a stimulus such as <i>Are We There Yet?</i> by Alison Lester students learn about the scale and size of Australia eg local, regional and state areas VR 📷 Students: <ul style="list-style-type: none"> discuss the family’s journey and the places they visit individually map or contribute to a collaboratively developed classroom map to mark the family’s journey around Australia, identifying specific places, local areas, states and territories M 🗺 use the map to help describe the events from <i>Are We There Yet?</i> to compose an email, postcard or letter from one of the characters to a school friend back home to explain their journey 📷 🗺 Students consider their own experience of a journey and respond to questions such as: 📷 <ul style="list-style-type: none"> When was your journey? Who went on the journey with you? Where did you visit? What is your favourite type of journey? Do all journeys begin and end in the same place? Where are your favourite places to visit? 	<p>Observations may also include sounds and smells</p> <p>Collection of data may include:</p> <ul style="list-style-type: none"> prepared checklist matching photographs/symbols photos or video <p>Labels can be in words, photographs, symbols or verbal</p> <p>Directions can be:</p> <ul style="list-style-type: none"> verbal written pictorial in digital form (pre-recorded instructions) <p>Some students may benefit from</p> <ul style="list-style-type: none"> viewing the text ahead of the lesson a digital copy an audio copy <p>Some students may undertake individual research on the features of one of the places visited in the book</p> <p>Responses may be oral, written, signed or in symbols.</p> <p>Some students may benefit from having a question ahead of time to prepare a response</p>

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<p>Students:</p> <ul style="list-style-type: none"> investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places (ACHGK010, ACHGK011, ACHGK012) discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT158 2) investigate people's connections and access to places (ACHGK013) represent data with objects and drawings where one object or drawing represents one data value and describe the displays (ACMSP263) 	<p>Connections to places</p> <ul style="list-style-type: none"> Students think about places that are important to them because of a special connection they have with the place eg where they live; the town, city or country their family comes from 🌐 Students listen to, and engage with, a local Aboriginal community representative who is able to explain the connection Aboriginal people have to Country, land, sea and sky through examples from the local area 🤝⚖️🌐👉 www.aecg.nsw.edu.au Using a picture book stimulus, such as <i>In Redfern</i> by Anjelica Gordon, Lyall Munro and Jessica Robinson www.indijreaders.com.au, students discuss: VR 🎓 <ul style="list-style-type: none"> where the story took place how the characters demonstrate their feelings about Country 🤝 verbs used in the text to describe what the character is doing 🎓 Students communicate how their own experiences of connections to places compare with the characters in the book ⚙️🎓 Students share information about places they visit eg school, park, sports club, religious place, overseas countries and discuss: 🌐 <ul style="list-style-type: none"> why they visit these places reasons why they may feel connected to these places ⚙️ how often they visit these places eg daily, every week GS how they get to these places eg walk, car, public transport VR Students interview each other to gather information about places people have visited. They display the data collected using drawings, symbols or photographs. GS VR 📊 Students: <ul style="list-style-type: none"> describe the information using comparative language such as 'more than' and 'less than' eg more students go to the park than the swimming pool 🎓📊 interpret the information to identify factors influencing people's accessibility to places such as distance eg more people have visited Queensland because it is closer to NSW ⚙️ Students work together to: <ul style="list-style-type: none"> develop ideas about why people need access to other places eg visit relatives and friends, to work, for holidays ⚙️ identify how people access other places eg cars, trains, planes, telephones, internet ST draw conclusions about how transport and technology have helped people access places eg getting people to their work places, assisting people with a disability, communicating with people in other places ⚙️ Students reflect on their learning to create a display summarising how transport and technology help people to access local and distant places VR ⚙️🎓 	<p>Students can participate in discussion using speech, sign, gesture, symbols or with assistive technology.</p> <p>Use photographs of actual places</p> <p>Provide advance notice to student/family to prepare photographs and/or a response in advance for the discussion</p> <p>Displays could include posters, picture collages, infographics, multimedia presentations etc</p>

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<p>Students:</p> <ul style="list-style-type: none"> investigate Australia's location in the world (ACHGK009) 	<p>Australia and the world</p> <p>Students investigate Australia's location in the world by comparing world maps, globes and/or online maps M ST </p> <ul style="list-style-type: none"> In groups or pairs, students create their own map identifying: VR <ul style="list-style-type: none"> Australia its neighbouring countries surrounding oceans eg Pacific, Indian and Southern Students: <ul style="list-style-type: none"> identify ways people from overseas can access Australia eg plane, ship, telecommunications discuss some advantages and disadvantages of Australia's location in the world  	<p>Maps may take different forms dependent on the needs and interests of the student:</p> <ul style="list-style-type: none"> pictorial map Google Maps <p>Some students may suggest:</p> <ul style="list-style-type: none"> how visitors from a country neighbouring Australia may travel to Australia, places for them to visit and some of the features of places they would see during their journey

Sample assessment activity
<p>Outcomes assessed: GE1-1, GE1-3</p> <p>Students are given a stimulus of a place they have studied. The stimulus may include an image, video, book or map.</p> <p>They compose a text in response to the stimulus to illustrate:</p> <ul style="list-style-type: none"> where this place is located why people would visit this place how they could access this place factors that would affect people accessing this place <p>Texts may include spoken, written, pictorial, multimedia forms.</p>