# HSIE: Geography Stage 1 learning sequence – People and places

**Learning sequence description**

Students explore places across a range of scales within Australia and Australia’s location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally.

## Syllabus outcomes and content

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

Students will:

* investigate places across a range of scales within Australia that are personal, local and national
* investigate Australia’s location in the world in relation to continents and oceans
* investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places

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

Students will:

* use geographical tools to communicate information that supports and explains their understanding of local, national and global contexts and their connections

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## Lesson 1 – Where are places located in Australia?

Students are learning to:

* identify and investigate places across a personal, local and national scale in Australia
* investigate and describe Australia’s location in relation to the world.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Students investigate and describe a local landmark in their area that is of interest to them. Students can include pictures, maps and labelled drawings in their description. |  | Worksheet 1 Title: Local landmark research activity |
| 1.2 | Students use the school playground map to move around between activities and answer questions. |  | Worksheet 2Title: School playground map directions |
| 1.3 | Students watch [Australia: States, territories and capital cities](https://safeYouTube.net/w/wwkB) clip. Name the states, territories and capital cities on the map of Australia. Colour each state a different colour (don’t use blue). | Hard copies of the resource links provided for students without digital access. | [Australia: States, territories and capital cities](https://safeYouTube.net/w/wwkB)- ad free contentOnline video[Australia map - states, capital cities and oceans](https://www.google.com/search?q=australian+states+and+major+capital+cities+and+oceans&rlz=1C1GCEA_enAU820AU820&tbm=isch&source=iu&ictx=1&fir=Epya1UMdyQEDVM%253A%252CPeLg1mBJykR2OM%252C_&vet=1&usg=AI4_-kRIh9oTQsmLTpCscrcMRl22gu64Yw&sa=X&ved=2ahUKEwi9jr-C96LpAhXplEsFHc61D1kQ9QEwAXoECAkQIA#imgrc=uzNeS2LyB5qBEM)Online mapWorksheet 3Part ATitle: Map of Australia |
| 1.4 | Students plan a trip around Australia to visit all the capital cities. Show the start and finish points on the map of Australia and a dotted red line between each capital city to show the route they are going to take. Research each capital city and write about something they want to see at each capital city stop on their trip. |  | Worksheet 3Part BTitle: Map of Australia |
| 1.5 | Students watch the [continents and oceans](https://safeyoutube.net/w/7xkB) clip. They investigate the continents of the world and label the world map with the continent names.  | Hard copies of the resource links provided for students without digital access. | [Continents and oceans](https://safeYouTube.net/w/7xkB) – ad free contentOnline video[Countries of the world](https://www.google.com/search?q=continent+map+with+countries&rlz=1C1GCEA_enAU820AU820&tbm=isch&source=iu&ictx=1&fir=qU9B5AGsxlMuVM%253A%252C2v5sUGtNW8eHJM%252C_&vet=1&usg=AI4_-kRt4We07G7F_mPryC-RTF1HsexbJg&sa=X&ved=2ahUKEwjsq-jF-KLpAhXhyDgGHbc0DTMQ9QEwAHoECAcQJw#imgrc=qU9B5AGsxlMuVM:)Online map[Continents of the world](https://www.google.com/search?q=continents+map&rlz=1C1GCEA_enAU820AU820&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjuqMH0-KLpAhWO4jgGHV8aDIQQ_AUoAXoECBQQAw&biw=1280&bih=610#imgrc=zVxIKT1b-QNALM)Online mapWorksheet 4Title: Continents of the world |
| 1.6 | Students watch the [‘Tour the world’](https://safeyoutube.net/w/1ykB) song. Name 2 countries on the continent world map for each continent that they might like to visit one day or have already visited.  |  | [Tour the world](https://safeYouTube.net/w/1ykB) – ad free contentOnline videoWorksheet 4Continents of the world |
| 1.7 | Students watch the [Five oceans song](https://safeYouTube.net/w/jzkB). Add the two ocean names that are found on the east and west coasts of Australia onto their map of Australia. Colour the ocean blue. |  | [Five oceans song](https://safeYouTube.net/w/jzkB) – ad free contentOnline videoWorksheet 3Part CTitle: Map of Australia |
| 1.8 | **Opportunity for monitoring student learning 1**Local landmark research – practical research activityTitle: Local landmark research activity**What to look for*** Comprehensive description of a local landmark and explanation of why it is important to that student.
* Inclusion of supporting multimodal evidence such as pictures, videos, links or maps.

**Opportunity for monitoring student learning 2**Mapping – collection of student workTitle: Map of AustraliaTitle: Continents of the world**What to look for*** Well organised and precise labelling of map features including Australian state and territory, capital city, ocean and continent names.
 |  | Worksheet 1ResearchWorksheet 2MappingWorksheet 3Mapping |

## Lesson 2 – How are people connected to places?

Students are learning to:

* explain and discuss Aboriginal and Torres Strait Islander Peoples’ connections with land, sea and animals of their place

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students read or listen to [The Rainbow Serpent](https://safeYouTube.net/w/JzkB), an Aboriginal Dreaming story. |  | [The Rainbow Serpent](https://safeYouTube.net/w/JzkB) – ad free content Online story |
| 2.2 | In the story, Goorialla became angry with the people and started throwing rocks towards them. In fright, the people started turning themselves into animals and plants to get away. The people who remained had the responsibility to care for their brothers and sisters who were now the animals and trees of the land. Students draw a labelled picture of this scene in the story depicting why Aboriginal people have a connection to the land, trees and animals. |  | Worksheet 5Title: The Rainbow Serpent  |
| 2.3 | Students list 3 ways that the Aboriginal people could look after the animals and plants of this new land that Goorialla had made.  |  | Worksheet 5Title: The Rainbow Serpent |
| 2.4 | Totems are symbols that are carved into stone or wood to show the connection an Aboriginal person and their family have to the universe - to land, air, water and geographical features. Totems are a way that Aboriginal families show how an animal or plant is sacred and important to them. Traditionally Aboriginal people inherit this totem from their parents or clan and then make a promise to care for this animal or plant. Students examine the meaning of the 3 totems in the picture and some of the symbols Aboriginal people use on their totems and body paint when they dance.  |  | Worksheet 6Aboriginal totems and symbols |
| 2.5 | **Opportunity for monitoring student learning**The Rainbow Serpent picture– visual representation Title: The Rainbow Serpent **What to look for*** Accurate visual depiction of the story with labelled pictures to demonstrate the connection that Aboriginal people have to the land, plants and animals.
 |  | Worksheet 5Title: The Rainbow Serpent. |

**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?