

Topic: Changes in the Environment

Links with K-10 content: Landscapes and Landforms; Water in the World; Interconnections; Changing Places; Environmental Change and Management; Human Wellbeing; including field work

Learning continuum

Syllabus Outcomes

Early Stage 1 Outcomes (2015)

GEE-1: identifies places and develops an understanding of the importance of places to people

GEE-2: communicates geographical information and uses geographical tools

Geography Life Skills 7-10 Outcomes (2015)

GELS-2: demonstrates an understanding that places and environments change

GLS-7: collects and uses geographical information for enquiry

GLS-8: communicates geographical information

HSC HSIE (Geography) Life Skills 11-12 Outcomes (2012)

GLS8: explores the nature of development and change at a range of scales

GLS10: explores key geographical issues and challenges facing Australia and the world

GLS11: uses geographical tools and skills

GLS12: uses strategies to gather, investigate and communicate geographical information

Pre-Intentional

Students will:

- show an awareness of change by an emotional or vocal response eg change of activity, position, place or carer
- move body in response to change eg startle reflex
- react to moving inside to outside or vice versa
- smile and relax when arriving somewhere they feel safe and comfortable eg home.

Intentional

Students will:

- respond to a change in activity vocally or physically eg yelling out
- respond to change eg when their usual spoon, ball, toy is replaced by slightly different object such as a different coloured ball but similar size and shape
- initiate a change by pressing a switch to move to the next page of a PowerPoint or cause and effect computer app
- vocalise when watching and feeling the effect of water or wind on dry earth or sand eg a model of a beach in a tray or real life.

Concrete Symbolic

Students will:

- use a specific visual, action or behaviour to request a change of environment or activity
- compare visuals of a familiar object or place pointing to differences eg black and white as opposed to colour, different people in the picture
- visit places that are changing over a period of months eg a building site, shop window displays
- assist with making changes to their environment such as moving furniture, changing wall display, planting a garden.

Abstract and Verbal Symbolic

Students will:

- visit a location over a period of months, identifying the changes that take place
- match photos and media of a location at different time periods eg before and after renovation, before and after a road upgrade
- plan and carry out a project to enhance the school or local area eg planning trees, planting a vegetable garden, painting a wall

Syllabus Content

Early Stage 1:

- investigate the importance of places they live in and belong to eg identification of places they live in and belong to, discussion of why places are special and how people care for them, explanation of why people need to take care of places

Life Skills 7-10:

- recognise how landscapes and landforms are created by different forces of nature eg mountains created by volcanoes, rivers carved out by water, coastal headlands shaped by water and wind
- investigate changes to their local environment caused by people
- explore ways people alter the environment eg clear trees for buildings, pollute the air

HSC Life Skills:

- explore patterns of human activity in the local community, including land used for settlement, recreation, industry/commerce, transport, agriculture
- investigate changes to economic activity over time in the local community eg new shopping centre replacing small shops, block of units replacing a single house

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LEARNING EXPERIENCES AND OPPORTUNITIES

Suggested Teaching and Learning experiences	K-10 Geography Tools	Assessment strategies	
<p>Class time: changes of temperature, lighting levels, position of furniture</p> <p>Community access: observation of redevelopment or change of building use</p> <p>Leisure time: changes to regular play equipment or activities available</p> <p>Playground: changes to the regular environment eg new equipment</p> <p>Photographic records: changes in environment eg building work, clearing of trees for a new road</p> <p>Gardening projects: such as transforming part of the playground into a sensory garden or veggie patch</p> <p>Work tasks: changes to regular transport, work place, tasks</p>	<p>Maps: 2D, textured and 3D representations of an area</p> <p>Fieldwork: observing and recording change</p> <p>Graphs and statistics: data tables, column graphs, pictograms</p> <p>Spatial technologies: Google Earth, satellite images</p> <p>Visual representations: photos, video, aerial photos, artworks</p>	<p>Pre-Intentional and Intentional</p> <ul style="list-style-type: none"> • anecdotal records: observation of engagement in the teaching and learning activity • data sheets • observation of a physical response, of performance in practical activities • PowerPoints (teacher made) • photographs • written responses such as diary entries, portfolio • tasks analysis • video/audio recordings • visual display such as collage 	<p>Concrete/Symbolic</p> <ul style="list-style-type: none"> • anecdotal records • data sheets • observation • photographs • portfolios • PowerPoints (student made with teacher support) • progress charts • strategic questioning to determine individual level of understanding • tally sheets • teacher/student discussions or conferences • tasks analysis • video/audio recordings

Key vocabulary

Syllabus language	Additional terms		
place	hill	agriculture	change
space	town	alpine, aquatic, deserts	graffiti
environment	lake	climate	litter
change	ocean	crops, farming, grasslands	national park
interconnected	building	production,	name of school/road/suburb
scale – large/small,	house	sustainability,	shopping centre
local/national/international	map	vegetation	playground
built/natural	town / city / suburb	construction	swimming pool
outdoors / indoors	rural/ countryside/bush	housing, multiculturalism,	garden
map	country or place	population	
fieldwork		rural urban	

Resources

Geography Curriculum advice: <http://www.hsiensw.com/geography-k-10.html>

Geospace – Making models: suggestions for modelling of environments http://www.geospace.edu.au/verve/_resources/2.1.3.2_1_place_like_mine_images.pdf

Jeannie Baker books: Many of Jeannie Baker's books deal with change. Most have minimal text or are text free.

Suggested book list: *Belonging*; *Story of Rosy Dock*; *Windows*; *Where the Forest Meets the Sea*; *Home* <http://www.jeanniebaker.com/website/>

Sydney transitions 1914-2014 - Digital montages of Sydney in 1914 and 2014 published by the ABC.

<http://www.abc.net.au/news/2014-07-25/sydney-transitions-1914-2014-digital-montages-of-changing-city/5630156>



Building constructions: videos of buildings being constructed such as 3D Animation of the construction of a Multi-Story Building

https://www.youtube.com/watch?v=vc4_5M1rhFg&feature=youtu.be

Minecraft projects: <https://minecraft.net/en/>



iPad App:

Images of Change (Free)

Photos showing change in various parts of the world. "A collection of side by side photographs highlighting the most striking examples of our changing world. Curated from NASA's Global Climate Change website, users can view the retreat of the Muir Glacier at ground level, view the expansion of agriculture in the Saudi Arabian desert, and other places around the world." <https://itunes.apple.com/us/app/images-of-change/id710564941?mt=8>

