

Topic: Exploring the environment

Links with K-10 content: Landscapes and Landforms; Place and Liveability; Water in the World; Environmental Change and management; Human Wellbeing

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-1: recognises features and characteristics of places and environments

GELS-3: explores interactions between people, places and environments

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

GLS1: explores the features of a range of environments

GLS11: uses geographical tools and skills

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

Pre-Intentional

Students will:

- smile, vocalise or complain when moved from one location to another
- move body in response to change eg startle reflex
- show emerging awareness of place by a positive or negative reaction, looking around when they are moved, becoming still and relaxing in a familiar place
- react to changes of noise level (loud voices in the playground), smell (chlorine in the pool area), clothing (putting on coat and going outside).

Intentional

Students will:

- express positive or negative feelings when moved from one environment to another eg throwing objects, yelling out, laughing
- stare for an extended timeframe at a picture of familiar object rather than an unfamiliar one eg their home and another building
- touch or hold concrete objects when transitioning to a different place eg a trowel for the garden, a towel for the swimming pool
- follow a trail feeling objects associated with a place visited
- feel sensory models of landforms eg Uluru made from clay and sand

Concrete Symbolic

Students will:

- use a specific visual, action or behaviour to request a variation of environment eg getting their swimmers out of their bag to request swimming or showing a picture of a favourite place to request and excursion
- use a visual schedule to prepare for a change of environment
- watch videos or PowerPoints of places visited indicating recognition of familiar places
- vocalise or point to a shop that they wish to visit
- vocalise or point to an object in the environment that interests them eg the swing in the park.

Abstract and Verbal Symbolic

Students will:

- request to go to a certain location eg playground, sensory area, or a preferred shop when in the community
- match features to environments and places eg Australia Post "P" to a picture of the local post office
- make photographic or multimedia presentations of known and recently visited environments
- use appropriate vocabulary when talking about the environment eg "Let's climb the hill."
- answer questions such as "What can you buy in this shop?"
- experiment with moving and building on flat or sloping ground.

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
- investigate countries/places important to ATSI People eg identification of an Aboriginal or Torres Strait Islander site, country or place with discussion of why the site is important
- investigate how the location of places can be represented eg location of familiar and local places on maps, description of the location of places

Life Skills 7-10:

- share information about familiar landscapes and landforms
- identify iconic landscapes and landforms within Australia and around the world
- investigate features and characteristics of the local environment eg school canteen, playground, bushland, parks, shops, cinema
- compare the features of an urban area with a rural area
- investigate the features of urban areas eg population, housing and construction, density and range of services and facilities
- identify factors that they like and dislike about where they live

HSC Life Skills:

- locate and communicate information about human features in an environment eg towns, roads, shopping centres
- identify and locate examples of physical features belonging to each component of the biophysical environment, such as wind, trees, plants, river systems, ocean, rock formations
- identify landmarks that assist in identifying location in a local environment, such as bus stop, train station, school

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LEARNING EXPERIENCES AND OPPORTUNITIES

Suggested Teaching and Learning experiences	K-10 Geography Tools	Assessment strategies	
<p>Library sessions: researching new places to visit including landforms</p> <p>Living skills: community access and travel training</p> <p>Outdoor play: a variety of settings eg open or wooded areas, real or artificial hills and valleys</p> <p>Sport: traveling to a variety of sporting venues eg indoor, outdoor pools, the ocean</p> <p>Work tasks: exploring work places</p> <p>Community access: familiar and unfamiliar places; rural and urban</p> <p>3D models: Build models of communities and landforms out of materials such as junk, modeling clay, bricks</p> <p>Environment comparisons: comparing slopes and level ground through movement and construction</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 and participation in group work • photographs • written responses such as diary entries, portfolio • task analysis • video/audio recordings • visual display such as collage 	<p>Concrete/Symbolic:</p> <ul style="list-style-type: none"> • anecdotal records • annotated work samples • observation of responses eg texts or manipulation of materials showing understanding of concept • photographs • portfolios • 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		Vocabulary related to sensory input
place	cities/towns/ villages	hill	noisy traffic
space	community	town	quiet
environment	country	lake	sound of the wind/birds
change	environment,	park	lots of people brushing past
interconnected	features	river	smell of cooking
scale – large/small,	liveable/unliveable	ocean	
local/national/international	scale – large/small,	building	
built/natural	local/national/international	shopping mall	
outdoors / indoors		name of school/road/suburb	
map		names of shops	
fieldwork			

Resources

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

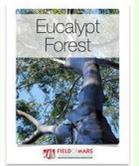
Jeannie Baker books: Jeannie Baker's books feature a number of contrasting Australian and overseas landscapes including the rainforest, desert and cities. Most have minimal text or are text free. Suggested book list: *The Hidden Forest, Millicent, Circle, Mirror* <http://www.jeanniebaker.com/>

Simple audio recorders: to record observations during student visits/excursions. Can be attached to a presentation of photos after excursion.

Maps for visually impaired: Ideas for making maps accessible to students with visual impairment or preference for tactile learning tools.
http://gdn.glos.ac.uk/disabil/blind/ch9_4.htm

Creating environments in a sensory room: This free multi-Touch book explores the beautiful natural environment of the Australian eucalypt forest. Learn about the interactions between plants and animals in the forest and how people can interact with and care for these special natural areas. Containing a suite of interactive activities, videos and beautiful images, this book will encourage you to go out and explore your local eucalypt forest.

<http://fieldofmarseec.nsw.edu.au/digital-learning/multitouch-books/>



Geogspace – My place: pictures of managed and constructed landscapes http://www.geogspace.edu.au/verve/resources/2.1.4.2_1_my_place_photos.pdf

Geogspace – Making models: suggestions for modelling of environments http://www.geogspace.edu.au/verve/resources/2.1.3.2_1_place_like_mine_images.pdf

iPad apps:

Kids World Cultures – Explore cultures of the world with this app for Apple devices.

Educational Games, Family Activities and Culture Quiz to Travel and Discover Planet Earth for Children



(free)

Kids Planet Discovery – Travel Around the World with Educational Games and Earth Geography (free)

Learn about the world and other cultures with this app for Apple devices



Barefoot world atlas – interactive globe and information with visuals about places of the world

