

Topic: Organising and Managing Spaces

Links with K-10 content: Landscapes and Landforms; Place and Liveability; Water in the World; Sustainable Biomes; Human Wellbeing and 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

Geography Life Skills 7-10 Outcomes (2015)

GELS-1: recognises features and characteristics of places and environments
GELS-2: demonstrates an understanding that places and environments change
GELS-3: explores interactions and connections between people, places and environments
GELS-4: recognises perspectives of people and organisations on a range of geographical issues
GELS-5: explores management of places and environments
GELS-7: collects and uses geographical information for enquiry

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

GLS4: explores the interrelationships between people's activities and physical environments
GLS5: identifies factors that influence where people live and work
GLS9: researches an ecosystem at risk
GLS10: Explores key geographical issues and challenges facing Australia and the world

Pre-Intentional	Intentional	Concrete Symbolic	Abstract and Verbal Symbolic	Syllabus Content
<p>Students will:</p> <ul style="list-style-type: none"> smile, vocalise or complain when moved to a designated area linked to an activity eg change room for personal care, dark area for sensory activities show emerging awareness of place by a positive or negative reaction, for instance leaning slightly forward when moved to the computer area look at/touch/smell/taste objects related to a particular area. 	<p>Students will:</p> <ul style="list-style-type: none"> request an activity or personal care by eye gaze towards the designated activity area or related object cue lead communication partner to designated area to request an activity or personal care imitate a behaviour such as help pick up litter in school help put away equipment in its correct place follow a sensory trail along boundaries such as perimeter fencing indicate obstacles that stop them moving forward or accessing an activity, by throwing objects, yelling out until obstacle is removed. 	<p>Students will:</p> <ul style="list-style-type: none"> sort objects that belong and those that do not belong to an environment using a visual of the place eg grass and leaves from paper and plastic litter explore places with a designated purpose to discover their features listen to stories of place and handling/touching related objects eg bush food, rock carvings while visiting sites of importance to ATSI people help build a representative model or diorama of a place with a specific purpose eg shopping centre out of boxes, mini garden on a tray 	<p>Students will:</p> <ul style="list-style-type: none"> organise a space to fit a purpose, eg arranging books, putting out portable playground equipment participate in clean up Australia and other projects caring for an environment help design and make an environment such as a recycling station in school, or an area of native plants for a wildlife habitat design and make a school garden, a den or activity area, deciding on the features and resources manage/maintain an area dedicated to a specific purpose, eg keep the book area tidy, weed a garden. 	<p>Early Stage 1:</p> <ul style="list-style-type: none"> identification of places they live in and belong to, eg discussion of why places are special and how people care for them, identification of an Aboriginal or Torres Strait Islander (ATSI) site, Country or Place, discussion of why the ATSI site, Country or Place is important <p>Life Skills 7-10:</p> <ul style="list-style-type: none"> investigate features and characteristics of the local environment eg school canteen, playground, bushland, parks, shops, cinema investigate various places where people live eg towns, cities, villages, Country share ideas about how people care for their local environment eg participating in conservation activities, local action groups identify features that make a place liveable eg environment, access to food, water, shelter, access to schools, hospitals, transport, recreational facilities investigate strategies to manage water in familiar environments eg turn off taps while brushing teeth, install water-saving shower head, build dams on property identify ways their local environment is managed eg fencing and signs, restricted parking explore ways in which Aboriginal and Torres Strait Islander Peoples manage their environment eg controlled use of fire, seasonal harvest calendars <p>HSC Life Skills:</p> <ul style="list-style-type: none"> identify strategies that humans undertake to prepare for and manage natural hazards investigate strategies used to manage issues created by human activity such as waste management, tree planting, composting/worm farms, recovery plans (eg for frog populations) investigate opportunities for the care, management and preservation of local ecosystems by: individuals (eg using resources carefully, disposing of rubbish and waste appropriately/recycling, composting); groups (eg cleaning up local areas, tree planting, community action and programs) plan and implement a strategy to care for and conserve Australian flora and fauna in a local environment eg native gardening/bush regeneration eucalypt planting for a koala population

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LEARNING EXPERIENCES AND OPPORTUNITIES

Suggested Teaching and Learning experiences	K-10 Geography Tools	Assessment strategies	
<p>Community access: organising destinations to minimise travel eg visit the places close together first before going to the ones further away</p> <p>Gardening: planning and creating a garden</p> <p>Leisure time: organising a play area/setting out sports equipment eg goal posts</p> <p>Living skills: organising a kitchen area</p> <p>Meal times: setting the table</p> <p>Playground: participating in the design of a play area eg marking play areas, choosing equipment</p> <p>Sensory play: keeping water and sand separate</p> <p>Swimming: keeping clothes and towels in a dry area, collecting and putting away pool equipment</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 • observation of a physical response, of performance in practical activities and work • data sheets • 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 • checklists • data sheets • observation of participation including group activities • plans and mud maps • photographs • portfolios: photos, artworks with teacher annotations • strategic questioning to determine individual level of understanding • 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, sustainability,	name of school/road/suburb
scale – large/small,	house	vegetation	shopping centre
local/national/international	map	construction	playground
built/natural	town / city / suburb	housing, multiculturalism,	swimming pool
outdoors / indoors	rural/ countryside/bush	population	garden
map	country or place	rural urban	
fieldwork			

Resources

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

Units of work about relationship to land and place, including from an Aboriginal perspective

<https://education.nsw.gov.au/curriculum/hsie/HSIE-early-stage-13/geography/programming>

Dust Echoes is a series of twelve animated dreamtime stories from Central Arnhem Land, telling stories of love, loyalty, duty to country and Aboriginal custom and law.

<http://www.abc.net.au/dustechoes/default.htm>



Story books written by children on the environment, sustainability and other aspects of land management

<http://library.envirostories.com.au/>



My Farm by Alison Lester

<http://alisonlester.com/>

Geospace – My place: pictures of managed and constructed landscapes

http://www.geospace.edu.au/verve/resources/2.1.4.2_1_my_place_photos.pdf

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