

# Topic: Travelling in the Environment

Links with K-10 content: Place and Liveability; Interconnections 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  
**GEe-2:** communicates geographical information and uses geographical tools

#### Geography Life Skills 7-10 Outcomes (2016)

**GELS-1:** recognises features and characteristics of places and environments  
**GELS-3:** explores interactions between people, places and environments  
**GELS-7:** collects and uses geographical information for inquiry  
**GELS-8:** communicates geographical information

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

**GLS1:** explores the features of a range of environments  
**GLS5:** identifies factors that influence where people live and work  
**GLS6:** uses knowledge of an environment to plan and undertake travel  
**GLS11:** uses geographical tools and skills  
**GLS12:** uses strategies to gather, investigate and communicate geographical information

#### Pre-Intentional

Students will:

- smile, vocalise to show awareness of being moved into a vehicle
- move body in response to travel eg relaxed body, startle reflex
- react to traveling up and down slopes and changing the direction of travel
- use eye gaze to look at changing surroundings while travelling
- feel items related to travel such as car keys
- experience the smells and sounds of places and environments.

#### Intentional

Students will:

- express approval or disapproval when moved into a vehicle eg vocalising, banging, laughing
- interact with changing surroundings using eye gaze, emotional reactions, clapping
- move in response to the movement of the vehicle eg swaying, clapping
- request more movement when the vehicle stops by crying, or vocalising
- use senses to explore surroundings eg the smell of the coffee shop, the music in the shopping centre
- make eye contact with people in the community eg bus driver
- use touch or eye gaze to select picture of a familiar place eg home, school.

#### Concrete Symbolic

Students will:

- use a specific action, visual/object cue such as car keys or behaviour in order to request travel
- use visuals to plan an excursion placing pictures of the mode of transport, activities and places to be visited in order
- make a choice of new environment to go to and mode of transport using visuals of familiar and unfamiliar places
- point to objects in the environment that interest them while traveling and exploring
- match objects to pictures of familiar places eg towel to a picture of a beach.

#### Abstract and Verbal Symbolic

Students will:

- use pre-learnt key words and community signs to talk about the features and characteristics of a place
- plan an excursion including travel using a visual schedule
- choose the mode of transport based on the forms of transport available
- use simple timetables to plan an excursion using public transport
- model appropriate behaviour on public transport
- put together a sensory display of a familiar place eg coffee beans to smell, music heard in the shopping mall, pictures of shops.

#### Syllabus Content

##### Early Stage 1:

- investigate the importance of places they live in and belong to
- investigate the location of familiar and local places on maps
- describe the location of places

##### Life Skills 7-10:

- share information about familiar landscapes and landforms
- explore ways transport connects people and places eg types of transport for different purposes
- identify the effect of transport on places eg improved access to places, increased volumes of people moving from one place to another, increased trends in tourism
- research the effect of transport on environments eg altered landscapes, air pollution, habitat disruptions and/or destruction

##### HSC Life Skills:

- investigate the modes of transport used to travel within and between locations across a range of scales
- discuss reasons for the available modes of transport in a selected location such as ferry access to harbour and rivers, road or train infrastructure due to topography, air travel to cover distance/save time
- identify landmarks that assist in identifying location in a local environment such as bus stop train station, petrol station, traffic lights, bridge, school
- plan travel from one location to another to achieve a particular purpose eg identify purpose gather geographical and other information document the plan identify assistance required discuss responsibilities undertake risk assessment/management identify strategies to respond to unplanned circumstances
- undertake travel using the developed plan then review and discuss the effectiveness of the plan

## Topic: Travelling in the Environment

### LEARNING EXPERIENCES AND OPPORTUNITIES

Suggested Teaching and Learning experiences	K-10 Geography Tools	Assessment strategies	
<p><b>Leisure time:</b> choosing to visit favourite places in the community</p> <p><b>Library sessions:</b> researching new places to visit</p> <p><b>Living skills:</b> community access and travel training</p> <p><b>Outdoor play:</b> role playing catching public transport</p> <p><b>Sport:</b> traveling to community sports venues</p> <p><b>Work tasks:</b> travel training</p> <p><b>Community access</b> - familiar and unfamiliar places; rural and urban</p> <p><b>Various forms of transport</b> – public and private</p>	<p><b>Maps:</b> 2D, textured and 3D representations of an area</p> <p><b>Fieldwork:</b> observing and recording change</p> <p><b>Graphs and statistics:</b> data tables, column graphs, pictograms</p> <p><b>Spatial technologies</b> Google Earth, satellite images</p> <p><b>Visual representations:</b> photos, video, aerial photos, artworks</p>	<p><b>Pre-Intentional and Intentional</b></p> <ul style="list-style-type: none"> <li>• anecdotal records: observation of engagement in the teaching and learning activity</li> <li>• data sheets</li> <li>• observation of a physical response, of performance in practical activities</li> <li>• photographs</li> <li>• written responses such as diary entries, portfolio</li> <li>• tasks analysis</li> <li>• video/audio recordings</li> <li>• visual display such as collage</li> </ul>	<p><b>Concrete/Symbolic</b></p> <ul style="list-style-type: none"> <li>• anecdotal records</li> <li>• checklists</li> <li>• data sheets</li> <li>• observation</li> <li>• photographs</li> <li>• portfolios</li> <li>• progress charts</li> <li>• strategic questioning to determine individual level of understanding</li> <li>• tally sheets</li> <li>• teacher/student discussions or conferences</li> <li>• tasks analysis</li> <li>• video/audio recordings</li> </ul>

### Key vocabulary

<p><b>Syllabus language</b></p> <p>place</p> <p>space</p> <p>environment</p> <p>change</p> <p>interconnected</p> <p>scale – large/small,</p> <p>local/national/international</p> <p>built/natural</p> <p>outdoors / indoors</p> <p>map</p> <p>fieldwork</p>	<p><b>Additional terms</b></p> <p>cities/towns/ villages</p> <p>community</p> <p>country</p> <p>features</p> <p>liveable/unliveable</p>	<p>hill</p> <p>town</p> <p>lake</p> <p>ocean</p> <p>building</p> <p>shopping mall</p> <p>church/temple/mosque</p> <p>vehicle names</p> <p>transport related terms such as bus stop, train platform, ticket</p>	<p><b>Personal community information</b></p> <p>name of school</p> <p>home address</p> <p>nearby towns, cities, famous destinations</p> <p>names of regularly visited places: parks, supermarkets, cafes</p> <p>objects associated with familiar places: names of rooms in school, types of cakes and drinks at café, animals seen at the zoo</p> <p>names of shops, business, sports centres: supermarket, swimming pool, stadium</p>
---	---	--	--

## Resources

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

Road safety and rules: <http://www.rms.nsw.gov.au/roads/safety-rules/index.html>



Travel training website: Resources, quizzes and e-learning <http://firststop.transportnsw.info/who-is-travel-training-for.html>

Communities Unit: ideas for learning about communities <https://au.pinterest.com/explore/communities-unit/>



Safety and education when using trains: [http://www.sydneytrains.info/travelling\\_with/safety\\_and\\_education/](http://www.sydneytrains.info/travelling_with/safety_and_education/)

Exploring Your Community: suggestion for exploring your community

<http://www.discoveryeducation.com/teachers/free-lesson-plans/exploring-your-community.cfm>



**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](http://www.geospace.edu.au/verve/_resources/2.1.3.2_1_place_like_mine_images.pdf)