



SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES – GEOGRAPHY

YEAR 2

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Time allocation on which the outline is based

1.5 hours of teaching per week for one school term (10 weeks)

Context for program

Year 2 students

Curriculum links to Humanities and Social Sciences

Geography knowledge and understanding: People are connected to many places

- The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia
- Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country)
- The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place
- The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters)

Key concepts

- Place
- Space
- Interconnection
- Scale

Humanities and Social Science Skills

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Across the year different skills are emphasised in Geography:

- Questioning and Researching
- Analysing
- Evaluating
- Communicating and Reflecting

This teaching and learning program explicitly addresses skills from each of these four areas.

Prior knowledge

- The location of the equator and the northern and southern hemispheres, including the poles
- The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for

The *Early Years Learning Framework (EYLF)* defines curriculum as ‘all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development’ (Commonwealth of Australia, 2009, p. 45).

This learning program explicitly links to the following *EYLF* outcomes:

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

[Commonwealth of Australia. (2009). *Belonging, being, becoming: The Early Years Learning Framework for Australia*. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]

The integration of EYLF outcomes may vary depending on the individual student and application of the suggested teaching and learning program.

The Australian Children's Education and Care Quality Authority (ACECQA) National Quality Standard (NQS), particularly Quality Area 1 – Educational Program and Practice and Quality Area 5 – Relationships with Children, is reflected in the planning. <http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard> <http://k10outline.scsa.wa.edu.au/home/resources/ways-of-teaching-videos>

National Quality Standard, Quality Area 1 – Educational program and practice

Standard 1.1 The education program enhances each child's learning and development.

Standard 1.2 Educators facilitate and extend each child's learning and development.

Element 1.2.3 Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

National Quality Standard, Quality Area 5 – Relationships with children

Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.

Element 5.1.2 The dignity and rights of every child are maintained.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.

Element 5.2.1 Children are supported to collaborate, learn from and help each other.

[Based on: *Guide to the National Quality Standard* (ACECQA). Used under Creative Commons [Attribution 3.0 Australia](https://creativecommons.org/licenses/by/3.0/au/) licence.]

Teaching and Learning Activities

Teaching and learning activities have been designed using the iSTAR model:

- Inform/inspire
- Show
- Try/transfer
- Apply
- Review.

[Based on *iSTAR – A model for connected practice within and across classrooms*. Western Australian Primary Principals' Association]

There is a range of optional learning opportunities for students which integrate the HASS skills with Howard Gardner's Multiple Intelligences. These activities may provide further provocation and learning opportunities for individuals or all students and can be found at the end of the planning document.

Assessment

There is a range of suggested assessment activities within the teaching and learning program. When assessing, acknowledge individual needs by selecting the appropriate strategy (e.g. observation, anecdotal notes, learning stories, video interviews, visual representations, written work) to reflect, interpret and inform future planning. Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with their own school assessment policy.

		<p>categorise information, combine information from different sources).</p> <p>Represent collected information and/or data in to different formats (e.g. tables, maps, plans).</p> <p>Evaluating Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views).</p> <p>Communicating and reflecting Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)</p> <p>Reflect on learning and respond to findings (e.g. discussing what they have learned).</p>	<p>Try/transfer</p> <ul style="list-style-type: none"> • Revise learning of the continents with a game, such as ‘Run to the continent’ outside. • Using a blank map of the world, label (either by writing, colour or with a given list of labels) the major geographical divisions of the world. • After finishing maps, use these to identify the locations of the world in relation to Australia, e.g. ‘Put your finger on a continent which is the closest to Australia’ and so on. <p>Suggested assessment: Written work – map, diagnostic assessment.</p> <p>Apply</p> <ul style="list-style-type: none"> • Provide students with atlases and revise how to locate information. • Students locate the continents using the atlas and check the accuracy of their map from the last session using an atlas. • Show Earth using Google Earth. Compare and contrast the difference between the atlases and what can be viewed digitally. • Demonstrate how to use Google maps. Identify different areas of the world on the map, using the scale feature of the map. Discuss scale and how zooming in and out affects the size a place appears on the map, but not the size of the actual place. • Students collaborate in small groups or pairs, using technology, to find continents, oceans, equator, North and South Poles. They may add additional information to their map from the previous lesson. (This can be completed with atlases if necessary). <p>Suggested assessment: Written work – map.</p> <p>Review</p> <ul style="list-style-type: none"> • Revise learning from the previous lessons using students’ maps. • Refer to the wonder wall and answer any remaining questions. • Using digital technology, students record a video (or take a photo which they then record audio over) describing the location of continents and oceans relative to Australia, using terms such as north, south, opposite, near, far. They explain different features of their map. <p>Suggested assessment: Recorded explanation of continents and oceans relative to Australia</p>	<p>https://wehavekids.com/education/creative-ways-to-teach-continents Blank world maps https://www.3dgeography.co.uk/blank-world-maps</p> <p>Atlases Student maps from prior lesson Google Earth on IWB ICT devices with internet access to Google Earth</p> <p>Student maps from prior lessons ICT devices with recording access</p>
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Big Question: How are people connected to places in our country?

Key Learning ideas and Inquiry Questions to guide these lessons:

What are the different scales of our world, and how are these represented?

What are local features and places in our area?

Why or how do local features and places have meaning to people?

What are ways that people, particularly Aboriginal and Torres Strait Islander peoples, maintain connections to their Country/Place?

Week	Knowledge and Understanding Key Concepts	HASS Skills	Teaching and Learning Activities	Resources
4–8	<p>Knowledge and Understanding Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country)</p> <p>The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Place • Space • Scale 	<p>Questioning & researching Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)</p> <p>Pose questions about the familiar and unfamiliar</p> <p>Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)</p> <p>Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)</p> <p>Analysing Process information and/or data collected (e.g. sequence information or events, categorise information,</p>	<p>Inspire/inform</p> <ul style="list-style-type: none"> • Place a collection of images (include items from a home/backyard, school or features of the local suburb/city, WA and Australia) randomly on the floor. Students pose questions about the images and attempt to sort them. If they do not naturally do so, guide the students to sort the images according to scale. • Discuss the nature of scale and explain the terms for personal, local, regional and national scale. • In groups, students choose one type of scale and brainstorm types of features in their scale area. They communicate their understandings to their peers. <p>Suggested assessment: Documented observation</p> <p>Show</p> <ul style="list-style-type: none"> • Revise the different scales and give examples of a feature for each variety of scale. Demonstrate using a map such as Google maps. • Discuss the local school scale. How did the school get its name? Will the name change? Is our school significant to everyone? Why or why not? • Students identify a local place of significance. They explain to others why this place is significant to them, and how people might show that a place is significant or special to them. • Consider how Aboriginal people show their connection to place by viewing a ‘Welcome to Country’ clip. Share any personal experiences of an acknowledgement or welcome to country. 	<p>Images of different places (printed) WA and Australian images can be accessed at http://www.gdaywa.com/ https://images.australia.com/ A3 paper for brainstorming in groups</p> <p>Map to revise scale Welcome to country http://education.abc.net.au/home#!/media/2342923/why-is-a-welcome-to-country-important-</p>

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Week	Knowledge and Understanding Key Concepts	HASS Skills	Teaching and Learning Activities	Resources
	<ul style="list-style-type: none"> Interconnection 	<p>combine information from different sources)</p> <p>Represent collected information and/or data in to different formats (e.g. tables, maps, plans)</p> <p>Evaluating Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)</p> <p>Communicating and reflecting Present findings in a range of communication</p>	<p>Suggested assessment: Documented observation</p> <p>Try/transfer</p> <ul style="list-style-type: none"> Community walk – discover the features of the local community by taking a community walk around the immediate school community, recognising different features in the area. If possible, locate historical buildings or areas of significance, and integrate areas of significance for different people and/or groups. Post community walk, students reflect on places that were seen with drawings and labelled diagrams. Students explain who some local features might be significant to, and why. As a class, research the traditional owners of the area. <p>Suggested assessment: Written work – reflection</p> <p>Apply</p> <ul style="list-style-type: none"> View the <i>BTN</i> clip to find out more about the Torres Strait and the connection the Islanders have to their land. Discuss: What do the people in the story love about living in the Torres Strait? Would they change anything? Interview a peer: What do you love about where you live? Would you change anything? Why/why not? <p>Suggested assessment: Documented observation</p> <ul style="list-style-type: none"> View the <i>ABC Education</i> clip. Discuss some of the things the students talk about in their song. Individually or in groups, students create a short play, song or speech to perform in front of the class. 	<p>Cameras Maps Clipboards Pencils</p> <p><i>Behind The News (BTN)</i> clip http://education.abc.net.au/home#!/media/2182257/visit-the-torres-strait-</p> <p><i>ABC Education</i> clip http://education.abc.net.au/home#!/media/2394462/yaama-ghubhii-indigenous-connect-song</p>

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Week	Knowledge and Understanding Key Concepts	HASS Skills	Teaching and Learning Activities	Resources
		<p>forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)</p> <p>Reflect on learning and respond to findings (e.g. discussing what they have learned)</p>	<p>Review</p> <ul style="list-style-type: none"> • Individually or in groups, students finish creating their presentation. • Students demonstrate their learning by performing in front of the class. <p>Suggested assessment: Performance.</p>	

Big Question: How are people connected to places in the world?

Key Learning ideas and Inquiry Questions to guide these lessons:

What are some of the different connections people in Australia have to our world?

Why do other places have meaning to people in Australia?

How do people in Australia maintain connections to different places in the world?

Week	Knowledge and Understanding Key Concepts	HASS Skills	Teaching and Learning Activities	Resources
		<p>combine information from different sources)</p> <p>Represent collected information and/or data in to different formats (e.g. tables, maps, plans)</p> <p>Evaluating Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)</p> <p>Communicating and reflecting Present findings in a range of communication forms, using relevant</p>	<p>Apply</p> <ul style="list-style-type: none"> Using their graphic organiser from the prior lesson, students summarise the information they collected (this could be written/recorded orally). Students share and discuss their findings with their peers. <p>Suggested assessment: Oral/written work, diagnostic assessment.</p> <p>Review</p> <ul style="list-style-type: none"> Revise prior learning as a class. Pose the question: How are people in Australia connected to other parts of the world? Individually, students represent their learning through writing and pictures onto a blank piece of paper to create a poster. Students share their work through a class art gallery, viewing and discussing each other’s learning. <p>Suggested assessment: Written work – poster</p>	<p>Lined paper / ICT recording devices</p> <p>Blank paper Art materials</p>

Big Question: How are people connected to places in the world?

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What are some of the different connections people in Australia have to our world?

Why do other places have meaning to people in Australia?

How do people in Australia maintain connections to different places in the world?

Week	Knowledge and Understanding Key Concepts	HASS Skills	Teaching and Learning Activities	Resources
		terms (e.g. written, oral, digital, role-play, graphic) Reflect on learning and respond to findings (e.g. discussing what they have learned)		

HASS Learning Opportunity Web – How have changes in technology impacted on our community and are the changes necessary?

Geography	Questioning & Research	Analysing	Evaluating	Communicating & Reflecting
Spatial	Set up the different continents in the classroom, and label appropriately. Use pictures to categorise relevant information, e.g. boat for oceans, pictures of famous landmarks and so on.	Use body parts to identify the locations of the world in relation to Australia, e.g. 'Put your finger on a continent which is the closest to Australia' or 'put your elbow on Australia' and so on.	Use body poses to show the size/scale of places, e.g. home (very small ball), local (slightly bigger shape), regional (big shape), national; and global (very spread out shape). Discuss.	Play a game of charades to act out different places in the local and global community.
Bodily Kinaesthetic	Learn the names of the continents by playing 'pin the label on the map' (use rules similar to pin the tail on the donkey).	Experiment with scale using the body. Discuss terms such as bigger, smaller, zoom in and zoom out. Students to show a pose depending on the scale. Extend to different views (bird's eye, side-on) if possible.	Apply learning the continents with a game, such as 'Run to the continent'. Game instructions: https://wehavekids.com/education/creative-ways-to-teach-continents	Mime a holiday activity. Other students need to guess the holiday activity and suggest a location around the world where this activity could take place.
Musical	Listen to different songs to learn the seven continents of the world.	Listen to some music from different places around the world. Compare and contrast the music.	View a musical clip from an Indigenous group of students. Discuss some of the things the students talk about in their song. http://education.abc.net.au/home#!/media/2394462/yaama-ghubhii-indigenous-connect-song	Write a song or speech rhyme to communicate understanding about how the world is divided on a map.
Linguistic	Write some questions about how the world is divided and ask someone to answer them.	Investigate the history of the school name. Is this significant to the community? Why or why not?	Talk with a peer: What do you love about where you live? Would you change anything?	Write short stories involving characters that begin their adventures or journeys in one continent, then travel across at least one ocean to reach another continent.
Logical Mathematical	Plan a journey to a local destination. Design a map and timetable/plan for the journey to show the activities involved.	Locate historical buildings or areas of significance on a map.	Create a map or graph which shows the different places people in the class have visited.	Demonstrate/explain scale to someone using a map.

HASS Learning Opportunity Web – How have changes in technology impacted on our community and are the changes necessary?

Geography	Questioning & Research	Analysing	Evaluating	Communicating & Reflecting
Interpersonal	Meet a member of the community and learn about their connection to a local area or place of significance.	Share any personal experiences of an acknowledgement or welcome to country.	Interview a classmate about their community. Ask them questions such as 'How is our world divided?' or 'How are maps useful?'	Individually, or in groups, students create a presentation about a special place and their connection to it.
Intrapersonal	Read a book about travel, such as <i>Paddington</i> by Michael Bond.	Read atlases to locate information. Access given websites and select appropriate information about the locations.	Create a poster which answers the question: How are people in Australia connected to other parts of the world?	Pose a question to answer. Draw and write what you know. Reflect on what you have learned and demonstrate understanding using a method of your choice.
Naturalistic	Revise learning of the continents with a game, such as 'Run to the continent' outside. https://wehavekids.com/education/creative-ways-to-teach-continents	Discover the features of the local community by going for a walk around the immediate school community, recognising different features in the area.	Divide classroom and playground features and equipment/materials into natural or made. If they were made, where did these originate from?	Create a map of an area, using all-natural materials. Explain the map to someone.