

A large, stylized tree graphic in shades of purple and grey, with a thick trunk and a canopy of branching lines, serving as a background for the title.

SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES – GEOGRAPHY

PRE-PRIMARY

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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

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

Context for program

Pre-primary students

Curriculum links to Humanities and Social Sciences

Geography Knowledge and Understanding:

People live in places

- The globe as a representation of the Earth on which Australia and other familiar countries can be located
- The representation of familiar places, such as schools, parks and lakes on a pictorial map
- The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs)
- The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance

Geography Key concepts embedded in the program

- Place
- Interconnection.

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 Research
- Analysing
- Evaluating
- Communicating and Reflecting

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

Prior knowledge

Kindergarten Curriculum Guidelines

Connecting and Contributing

- Explore natural and constructed environments
 - children name and contribute their ideas in discussion about experiences in simple natural and built elements in their environment
- Respect, care for and sustain the environment
 - children suggest ways to care for and sustain the environment and observe, reflect and ask questions about their environment
- Investigate the interactions between the environment and its people
 - children describe the basic needs of people, plants and animals, and places where they live, describe relationships that are living and non-living things, discuss how not caring for the environment might harm it and infer, predict and hypothesize in order to develop and increased understanding of the interdependence between land, people, plants and animals

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 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.

National Quality Standard (NQS), particularly Quality Area 1 – Educational Program and Practice and Quality Area 5 – Relationships with Children, are 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 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

Element 1.1.5 Every child is supported to participate in the program.

Element 1.1.6 Each child’s agency is promoted, enabling them to make choices and decisions and to 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 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.

Element 5.1.3 Each child is supported to feel secure, confident and included.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.

Element 5.2.3 The dignity and the rights of every child are maintained at all times

[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 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.]

The optional learning opportunities for students integrate the HASS skills with Howard Gardner's Multiple Intelligences. These activities are listed within the teaching program, however can also be found at the end of the planning document, with explicit links to the intelligences.

Assessment

There are 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. Teachers will need to select the timing, type and number of assessments in line with their own school assessment policy. For more information regarding ways of assessing, refer:

<https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/ways-of-assessing>

Big Question: Where do we live and why is it special?

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| Week 1–3 | Geography Knowledge and Understanding The globe as a representation of the Earth on which Australia and other familiar countries can be located Key Concepts Place Interconnection | |
| Humanities and Social Science Skills | | |
| Questioning and researching: | | |
| <ul style="list-style-type: none"> Identify prior knowledge about a topic (e.g. think-pair-share, brainstorm) Pose and respond to questions about the familiar Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources) Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings) | | |
| Analysing: | | |
| <ul style="list-style-type: none"> Process information and/or data collected (e.g. discuss observations) | | |
| Evaluating: | | |
| <ul style="list-style-type: none"> Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions/participate in decision-making processes (e.g. engage in group discussions, make shared decisions) Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) | | |
| Communicating and Reflecting: | | |
| <ul style="list-style-type: none"> Develop texts (e.g. retell, describe personal stories/reflect on learning (e.g. drawings, discussions) Reflect on learning (e.g. drawings, discussions) | | |
| Focus questions | Intentional teaching opportunities | Learning opportunities & resources |
| <p>What does the globe represent?</p> <p>Where do we live and why is it special?</p> | <p>Inspire / inform</p> <ul style="list-style-type: none"> Read ‘<i>There’s a map on my lap</i>’ by Tish Rabe. <i>Discuss</i> as a class. <i>Display</i> a range of maps and globes. As a class, <i>discuss</i> features of the globe. <i>Discuss</i> how land and sea is represented. <i>Brainstorm</i> – what do we know about maps and globes, <i>and</i> what can be located on them? What do we want to know? <i>Share</i> knowledge and <i>pose questions</i> by completing the K and W sections of a KWL chart as a class. | <p>Resources</p> <ul style="list-style-type: none"> Prior to beginning the unit: Provide one or more globes and large world maps, atlases, street directories etc. around the classroom (this could be as a learning centre as a provocation over a number of weeks) ‘<i>There’s a map on my lap</i>’ by Tish Rabe Large scrapbook or spiral-bound book with blank pages for recording learning and ideas in a class journal (needed for the whole term) |

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| | | <p>Learning opportunities</p> <ul style="list-style-type: none"> • <i>Identify</i> what the different colours on a globe represent. <i>Explore</i> these by placing different colours of material (green/yellow land, blue water) on the ground or around the room. Students can jump or run to the different ‘parts’ of the world as the teacher calls them out. They can <i>role play</i> what actions they might do in this part of the world. • <i>Use</i> natural materials to <i>create</i> own model of the world • Students <i>describe</i> what they know about the world. • Provide one or more globes and large world maps, atlases, street directories etc. around the classroom for the students to <i>explore</i> (suggested method: learning centre). |
| <p>Where can Australia be found? Which other countries are significant to class members? Where can these countries be found?</p> | <p>Show</p> <ul style="list-style-type: none"> • <i>Explore</i> a map of the world on google maps. <i>Show</i> the different views. Zoom out to show the world to the students. • Students <i>find</i> a range of locations. Ask a student to locate Australia. <p>Try/transfer</p> <ul style="list-style-type: none"> • <i>Conduct</i> a survey - ask the students to put their hands on their head if they were born in Australia, or their hands on their hips if they were born outside of Australia. <i>Count</i> and <i>reflect</i> on the survey. • <i>Explore</i> the birthplaces of the students, locating these places on the map and globe • <i>Complete</i> a T-chart with the students in which they <i>sort</i> and <i>record</i> this information/data (students born in Australia/children born in other countries.) • <i>Discuss</i> observations and <i>draw</i> some conclusions as a class. | <p>Resources</p> <ul style="list-style-type: none"> • Digital maps • World discovery /explorer learning centre with maps, books, brochures, globes, dressups • Head shot photos of students <p>Learning opportunities</p> <ul style="list-style-type: none"> • Students <i>investigate</i> the world and globe using digital maps • Students <i>respond</i> to survey questions • Students <i>use</i> headshot photos of themselves to place on the globe, such as where they were born. • Students <i>sort and</i> record information • Students <i>describe</i> and <i>draw</i> conclusions about collected data • Students <i>investigate</i> and <i>pose questions</i> in a world discovery / explorer centre. They can <i>role play</i>, take items to <i>investigate</i> and <i>pose questions</i> using the centre. • Extension: <i>Explore</i> the birthplaces of the students’ parents and locate these places on the map and globe. |
| <p>Why do people born in other countries now live in Australia?</p> | <p>Apply</p> <ul style="list-style-type: none"> • <i>Revise</i> globe learning thus far using the ‘<i>Know your Globe</i>’ video. | <p>Resources</p> <ul style="list-style-type: none"> • ‘<i>Know your Globe</i>’: https://www.youtube.com/watch?v=x7k7CeWDtWs |

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| <p>How do you travel to Australia from other countries? What are other countries in the world and where can they be found?</p> | <ul style="list-style-type: none"> • <i>Review</i> the class KWL chart from the first lesson. As a class <i>decide</i> what to investigate next (the ‘W’ of the KWL) e.g. types of landforms, food, weather, homes, sports, activities in the selected countries where the children/parents were born. • <i>Discuss</i> the concept of an ‘expert’. Brainstorm a group of experts who could assist in finding out the additional knowledge. • Incursion – <i>invite</i> and hear from experts about where they were born, and some of the differences in the country to Australia (using topics above). <i>Pose questions</i> (this can be done as a class or in partners). During or after their visit, link the learning to the physical representation on the globe by <i>mapping</i> parts of what was discussed. | <p>Learning opportunities</p> <ul style="list-style-type: none"> • <i>Make decisions</i> about future learning topics • <i>Investigate</i> topic by learning from experts • <i>Pose questions</i> during incursion • <i>Reflect</i> on learning from incursions by drawing about what was learnt from one of the visitors • <i>Communicate</i> different locations in the world by using a map /globe and, if possible directional language to explain some of the locations. |
| | <p>Review</p> <ul style="list-style-type: none"> • Use a class journal to <i>reflect</i> on and <i>record</i> learning and stories (the ‘L’ of the KWL). • Students <i>demonstrate</i> their understandings about what has been learnt individually by <i>drawing, gluing</i> pictures and materials, <i>writing, orally explaining</i> or <i>recording</i> their ideas. | <p>Resources</p> <ul style="list-style-type: none"> • Learning centres (various) • Craft materials, paint, paper, technology to allow differentiated demonstration of learning <p>Learning opportunities</p> <ul style="list-style-type: none"> • Students <i>demonstrate</i> their understandings about what has been learnt individually by <i>drawing, gluing</i> pictures and materials, <i>writing, orally explaining</i> or <i>recording</i> their ideas. • Students continue to <i>explore</i> their understandings of the world and travel by participating in a range of learning stations such as a travel agent, airport, border security or Australian tourist centre |
| <p>What kind of evidence should have been collected by this time? Formative: Diagnostic observations, oral discussions, video/audio recordings of student understandings of the globe as a representation of the Earth on which Australia and other familiar countries can be located. Sample summative task: <i>Differentiated through the ‘review’ task:</i> Students <i>represent</i> their understandings of the globe as a representation of the Earth on which Australia and other familiar countries can be located.</p> | | |

Big Question: Where do we live and why is it special?

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| Week 4–6 | Geography Knowledge and Understanding The representation of familiar places, such as schools, parks and lakes on a pictorial map Key Concepts Place Interconnection | |
| Humanities and Social Science Skills | | |
| Questioning and researching: | | |
| <ul style="list-style-type: none"> Identify prior knowledge about a topic (e.g. think-pair-share, brainstorm) Pose and respond to questions about the familiar/explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources) Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources). Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings) | | |
| Analysing: | | |
| <ul style="list-style-type: none"> Process information and/or data collected (e.g. discuss observations) Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays). | | |
| Evaluating: | | |
| <ul style="list-style-type: none"> Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions) Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) | | |
| Communicating and Reflecting: | | |
| <ul style="list-style-type: none"> Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play) Reflect on learning (e.g. drawings, discussions) | | |
| Focus questions | Intentional teaching opportunities | Learning opportunities & resources |
| Where do we live and why is it special? How could places around us be represented on a map? | Inspire/inform <ul style="list-style-type: none"> <i>Connect</i> prior learning about global maps to local maps – <i>watch</i> The Map Song. <i>Explore</i> Google Earth and street directories to help students <i>develop</i> a sense of a birds’ eye view and how maps are constructed. <i>Share</i> prior understandings about these maps. <i>Investigate</i> to find the school on google maps. Look at and <i>discuss</i> special features of the map. Find the classroom building if possible and <i>discuss</i> what it looks like. <i>Explore</i> the differences in | Resources <ul style="list-style-type: none"> Play Kids: The Map Song https://www.youtube.com/watch?v=D9NpWpr27Ak Construction materials and small world play areas for students to create neighbourhoods. Maps, atlases and class journal from prior lessons. |

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| | <p>map views: Go outside and look at the building, <i>explore</i> the differences from the map (birds eye view vs side view)</p> <ul style="list-style-type: none"> Place construction materials out and allow students to <i>collaborate</i> to <i>create</i> their own ‘map’ of the school. | <p>Learning opportunities</p> <ul style="list-style-type: none"> <i>Share</i> prior understandings about maps with others <i>Investigate</i> the school area by looking at google maps. <i>Explore</i> differences in map views by identifying shapes of buildings from a bird’s eye view or side view outside. <i>Create</i> a map of parts of the school using large boxes and other construction materials. Extend - What is a bird’s eye view? <i>Build</i> a small world that demonstrates a view of your class or outdoor playing space. <i>Draw</i> the small world. |
| <p>How do you get to school? What sort of transport is there in your neighbourhood?</p> | <p>Show</p> <ul style="list-style-type: none"> Pose the question: ‘How do you get to school?’ <i>Draw</i> different transport options onto a chart. Students <i>sort</i> a sticker into the place that corresponds to their experience. <i>Discuss</i> the graph and discuss the reasons for the various modes of transport. Use this discussion to explore the concept of points of view (perspectives), specifically focusing on the fact that we make choices according to where we live in relation to the school and the time available for travel. | <p>Resources</p> <ul style="list-style-type: none"> Stickers and chart paper <p>Learning Opportunities</p> <ul style="list-style-type: none"> Students <i>collect</i> data, <i>respond</i> to data and <i>pose questions</i>. They individually place a sticker that corresponds to their experience. Individually <i>role – play/act out</i> in groups or as a class how they get to school each day. <i>Create</i> a story about how to get to school or an event that happened on the way to school, based on the types of transport that are used in the neighbourhood. |
| <p>What places in our neighbourhood are significant to us? Why are these places significant? What are some places you visit with your friends and family?</p> | <p>Try/Transfer</p> <ul style="list-style-type: none"> <i>Investigate</i> the local neighbourhood by going for a neighbourhood walk and taking pictures of major features/ places of the neighbourhood. <i>Show/discuss</i> the major features and places visited. Suggest to students to take note of things of interest to them on their journey. During the walk, encourage students to <i>think</i> about the information they hold in their mind about the places around them (creating a mental map). | <p>Resources</p> <ul style="list-style-type: none"> Cameras, clipboards, paper, pencils for neighbourhood walk Resources for painting or drawing map. <p>Learning Opportunities</p> <ul style="list-style-type: none"> Students <i>collect</i> data with photos during their visit. Sit in a place in the local environment. <i>Listen</i> and <i>describe</i>: What can you hear? Move to a different place. Are the sounds the same or different? How? Why? |

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| | <ul style="list-style-type: none"> Reflection on walk – each child to <i>draw or paint</i> their visual representation of the neighbourhood walk. They may <i>label or describe</i> their work | <ul style="list-style-type: none"> Reflection on walk – each child to <i>draw or paint</i> their visual representation of the neighbourhood walk. They may <i>label or describe</i> their work. <i>Create</i> a learning centre which reflects a place in the local neighbourhood. Students <i>role-play</i> the roles of the people who use this place. |
| <p>What places in our neighbourhood are significant to us?</p> <p>What are the main features on a neighbourhood map?</p> <p>How could these places be represented on a map?</p> | <p>Apply</p> <ul style="list-style-type: none"> <i>Discuss</i> examples of neighbourhood maps, highlighting key features to include on a map. <i>Create</i> a class map (pictorial) of the local neighbourhood. Use this to show and discuss key aspects of the area. | <p>Resources</p> <ul style="list-style-type: none"> Resources for class map – chart paper, fibre-tip pens, photos from walk Play and construction materials <p>Learning Opportunities</p> <ul style="list-style-type: none"> <i>Create</i> a class map of the neighbourhood Set up some play and construction opportunities for students to <i>develop</i> experience in creating 3D maps. Encourage students to <i>create</i> maps of their constructions (on paper or whiteboards using a photograph taken from birds’ eye view). |
| <p>What places in our neighbourhood are significant to us?</p> <p>How could these places be represented on a map?</p> | <p>Review</p> <ul style="list-style-type: none"> Students <i>represent</i> familiar places on their own pictorial map, including key aspects such as their house and school, roads, parks, playgrounds, shopping centres, friends’ homes, lakes. <i>Share</i> map with peers <i>Explain</i> how to travel from their home to school and what they see along the way. <i>Share</i> observations about their own map, reflect on how they created it and invite feedback. | <p>Resources</p> <ul style="list-style-type: none"> Resources for individual map Play and construction materials <p>Learning Opportunities</p> <ul style="list-style-type: none"> <i>Share</i> map with peers <i>Explain</i> how to travel from their home to school and what they see along the way. <i>Share</i> observations about their own map, reflect on how they created it and invite feedback. Use map to <i>tell a story</i> about an event/adventure which could happen, or <i>create</i> a construction from their map. |
| <p>What kind of evidence should have been collected by this time?</p> <p>Formative: Diagnostic observations, oral discussions, video/audio recordings of student understandings of the activities completed to show understandings of the representation of familiar places, such as schools, parks and lakes on a pictorial map.</p> | | |

Sample summative task: *Differentiated through the 'review' task:* Students *represent* familiar places on their own pictorial map, including key aspects such as their house and school, roads, parks, playgrounds, shopping centres, friends' homes, lakes.

Big Question: Where do we live and why is it special?

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| Week 7–10 | <p>Geography Knowledge and Understanding</p> <p>The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs)</p> <p>The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance</p> <p>Key Concepts</p> <p>Place</p> <p>Interconnection</p> |
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| <p><u>Humanities and Social Science Skills</u></p> <p>Questioning and researching:</p> <ul style="list-style-type: none"> Identify prior knowledge about a topic (e.g. think-pair-share, brainstorm) Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings) <p>Analysing:</p> <ul style="list-style-type: none"> Process information and/or data collected (e.g. discuss observations) Explore points of view (e.g. understand that their point of view may differ from others) Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays). <p>Evaluating:</p> <ul style="list-style-type: none"> Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions) Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) <p>Communicating and Reflecting:</p> <ul style="list-style-type: none"> Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play) Reflect on learning (e.g. drawings, discussions) | |
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| Focus questions | Intentional teaching opportunities | Learning opportunities & resources |
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| <p>What is a neighbourhood?</p> <p>Where did the three little pigs live and why was it special?</p> | <p>Inspire/inform</p> <ul style="list-style-type: none"> Read a story which is set in a neighbourhood, such as <i>The Three Little Pigs</i>. Discuss their houses, and then their neighbourhood. Students <i>describe</i> or <i>draw</i> an imaginary place from the story. | <p>Resources</p> <ul style="list-style-type: none"> <i>The Three Little Pigs</i> (or similar story) Materials to draw/describe story. <p>Learning opportunities</p> <ul style="list-style-type: none"> Students <i>describe</i> or <i>draw</i> an imaginary place from the story. Students <i>role – play</i> key events of the story, <i>identifying</i> the key role the materials of the houses had on the ending of the story. |

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| <p>Where do we live and why is it special? What is the name of our neighbourhood? Who lives in our neighbourhood? What is important about our neighbourhood? Is there any significance of the name of your community or any of the street names?</p> | <p>Show</p> <ul style="list-style-type: none"> • <i>Lead</i> a discussion about the local neighbourhood (suburb, town or rural locality depending on which is most relevant). • <i>Brainstorm</i> neighbourhood features as well as the names of streets/significant buildings/the suburb and <i>create</i> a list of familiar features with the students • <i>Create</i> a tally to sort and record information about the places the students have visited in the neighbourhood • Analyse the results as a class using the questions: ‘What is the most popular place?’ ‘Why have some places not been visited?’ ‘What is special/significant about them?’ ‘What makes these places popular?’ <i>Explore and discuss students’ varying points of view.</i> | <p>Resources</p> <ul style="list-style-type: none"> • Maps, atlases and class journal from prior lessons. • Chart paper and fibre-tip pens <p>Learning opportunities</p> <ul style="list-style-type: none"> • Students <i>brainstorm</i> natural features and <i>create</i> a list of familiar features. They <i>create</i> a tally to sort and record information. • Understand features of a neighbourhood: As a class, <i>move</i> about the classroom or outside single file. <i>Role-play</i> you are visiting your neighbourhood and present various obstacles: a stop sign, a yellow light, someone crossing the street, a bus, a sign indicating that you must turn right, etc. Ask students what you must do at each obstacle. |
| <p>Which familiar features do we know in our neighbourhood?</p> | <p>Try/Transfer</p> <ul style="list-style-type: none"> • <i>Review</i> with students the features and buildings of the neighbourhood by showing images. • Use art and craft materials to <i>create</i> a picture or model of two or three places from the neighbourhood. Students orally (audio recordings/teacher scribe) <i>explain</i> why these places are important to them. (Places could be chosen or given to students who are not able to identify their own). • <i>Write, tell or record</i> a story about your house or a place in your neighbourhood. Are there any places worthy of a class visit? | <p>Resources</p> <ul style="list-style-type: none"> • Art and craft materials • Images of neighbourhood features <p>Learning opportunities</p> <ul style="list-style-type: none"> • Use art and craft materials to <i>create</i> a picture or model of two or three places from the neighbourhood. Students orally <i>explain</i> why these places are important to them. • <i>Write, tell or record</i> a story about your house or a place in your neighbourhood. Are there any places worthy of a class visit? |
| <p>What are the special natural places in our neighbourhood? How are these natural places / features similar to other parts of the neighbourhood? How are these natural places / features</p> | <p>Apply</p> <ul style="list-style-type: none"> • Go outside into nature (preferably bushland areas at school if possible, otherwise play areas will suffice). • Students <i>use</i> one sense at a time (e.g. hear, see and so on) to <i>notice</i> what is in their natural neighbourhood. How is this different to what they <i>hear/see/smell</i> in the classroom? • <i>Scaffold</i> to <i>identify</i> the ways in which it provides basic needs such as food, shelter, water and clean air, and the different uses for areas such as forest and bushland | <p>Resources</p> <ul style="list-style-type: none"> • Camera • Class Journal <p>Learning opportunities</p> <ul style="list-style-type: none"> • <i>Use</i> senses to hear/see/smell/touch natural areas of the neighbourhood. How is this different to an indoor area of the neighbourhood? • Go on a scavenger hunt around the outdoor area. Students check off different features/areas that they need to find. |

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| <p>different to other parts of the neighbourhood?</p> | <ul style="list-style-type: none"> • <i>Record</i> experiences and observations in class journal. | <ul style="list-style-type: none"> • <i>Build</i> cubbies in the outdoor areas for exploring the concepts of connecting to a space and making a personal connection. • <i>Design</i> some expectations for behaviour in the outdoor special place. How do we care for it? |
| <p>What are some special places in our neighbourhood that are significant to Aboriginal and Torres Strait Islander Peoples? What is a language map and why does the Indigenous language map exist?</p> | <ul style="list-style-type: none"> • <i>Identify</i> ways in which we can each care for natural areas. • <i>Show</i> images of Aboriginal/Torres Strait Islander showing traditional use of natural areas. Complete a See, Think, Wonder as a class about the images. • <i>Discuss/discover</i> how Indigenous people used and cared for the forest before European settlement. • <i>Identify</i> how/why the words Country/Place are used by Aboriginal and Torres Strait Islander Peoples. Look at the Indigenous language map. Identify and use the name of the local Aboriginal/Torres Strait Islander group. • If possible, <i>invite</i> an Aboriginal/Torres Strait Islander visitor to teach about local areas of significance. (If not possible, find local areas of significance on a map, using google maps and discuss reasons for significance). | <p>Resources</p> <ul style="list-style-type: none"> • Picture stimulus images of Aboriginal/Torres Strait Islander people showing traditional use of neighbourhood areas • See think wonder: http://pz.harvard.edu/resources/see-think-wonder • http://education.abc.net.au/home#!/media/1539163/Indigenous-language-map • Incursion – Indigenous visitor. <p>Learning opportunities</p> <ul style="list-style-type: none"> • Encourage <i>curiosity</i> in <i>engaging</i> with images which depict how Aboriginal/Torres Strait Islander people traditionally used bushland areas. • <i>Engage</i> with an Indigenous language map. Identify and use the name of the local Aboriginal/Torres Strait Islander group and local areas of significance. • <i>Identify</i> that areas of significance belong to different groups of people. <i>Learn</i> some local areas of significance for the local Aboriginal/Torres Strait Islander group. |
| <p>What place is special to you and why? Why is this a special place? Does everyone have the same special place? What makes your place special for you?</p> | <p>Review</p> <ul style="list-style-type: none"> • Ask the question: What place is special to you and why? • Students <i>draw</i> or <i>paint</i> a picture of their special place. They may annotate the drawing. • Teacher <i>interviews</i> individual students on the following questions: Why is this a special place? Does everyone have the same special place? What makes your place special for you? What would happen if you didn't look after your special place? | <p>Resources</p> <ul style="list-style-type: none"> • Materials to create with: various card/ material/ paper/ permanent markers/paint/crayons • Technology for recording interviews <p>Learning opportunities</p> <ul style="list-style-type: none"> • Students <i>draw</i> or <i>paint</i> a picture of their special place. They may <i>annotate</i> the drawing. • Opportunity to <i>explain</i> their special place to teacher. |

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| What would happen if you didn't look after your special place? | | |
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What kind of evidence should have been collected by this time?

Formative: Diagnostic observations, oral discussions, video/audio recordings of student understandings of the places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs) and the reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance.

Sample summative tasks: *Differentiated through the 'try/transfer' task:* student understandings of the places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs) *and through the 'review' task:* the reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance.

HASS Pre-primary Geography – Where do we live and why is it special? (Sample Play and Learning Opportunity Web)

| | Identity | Connecting & Contributing | Wellbeing | Learning & Thinking | Communicating |
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| Spatial | Ask the students to set up the outdoor areas with special places in mind. Encourage respect and care of others when working together as a team | Use boxes and other materials to inspire constructions/visual representations of local areas or rooms. | Create a dance or movement piece that depicts a celebration of a special place at school | Design and play a game that demonstrates belonging to a space such as 'Which nest do I belong'. (Beanbags and hoops) | As a class, move about the classroom, role playing different features of the neighbourhood such as a stop sign, a yellow light, someone crossing the street, a bus etc. Students communicate these to each other. |
| Bodily Kinaesthetic | Use different senses to explore the local neighbourhood. What does it smell, sound, look and feel like? Are all parts of the neighbourhood the same? | Excursion to the local neighbourhood to explore local features and connect with the community. | Act out different activities that can be done in the local neighbourhood to relax or have fun. This could begin with the teacher calling out activities, and then the students' contributing their ideas. | Go on a scavenger hunt around the outdoor area. Students check off different features/areas and then compare/contrast to individual areas. | Role-play homes and habitats of animal species. Encourage discussions of similarities and differences |
| Musical | Play some music that evokes images of different types of environments. Ask the students to listen first and then respond by moving according to how the music makes them feel | Perform a piece of music or song to someone/a group of people in the neighbourhood. This could be recorded and sent or performed live. | Sit in a place in the local environment. Ask students: What can you hear? Move to a different place. Listen. Are the sounds the same or different? How? Why? | Source musical/action rhymes to dramatize about the features in the neighbourhood or world. | Use musical instruments in groups, to demonstrate the sounds we hear in the places we live. |
| Linguistic | Students describe what they know about the world. | Think-Pair-Share – discuss, question and share why we live in these places and what make it special. | Source a book about responsibility such as '10 ways to help my world'. Discuss sustainability and | View an Indigenous language map. Identify and use the name of the local Aboriginal/Torres Strait | Write, tell or record a story about a special place, such as their house or a place in the neighbourhood. |

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| | | | create a class project to a chosen space. | Islander group and local areas of significance. | |
| Logical Mathematical | Create maps made out of loose parts (transient art). Draw maps with chalk on pavements | Use real-life images to inspire constructions, using a range of materials. | Planning boundaries with children in relation to the activity, e.g. safe online behaviours using google maps. | What is a bird's eye view? Build a small world that demonstrates a view of your class or outdoor playing space. Students can draw what they see. | Communicate locations of different places in the world using a map/globe. Use directional language if possible to share where the places are on the globe. |
| Interpersonal | Students investigate and pose questions in a world discovery/explorer centre. They can role play, take items to investigate and pose questions using the centre. | Identify, plan and hold a celebration in a special place at school. | Listen to a special visitor share their ideas about a topic they are the expert on. Ask them some questions about this topic. | Construct a model of a neighbourhood with roads, cards, buildings in groups, take turns using and sharing the neighbourhood that has been built. | Create a class book of personal stories about where they live, an identified special place and why it is important to them. Students illustrate their page in the book. |
| Intrapersonal | Draw picture or create a design of their own special place in the neighbourhood. | Use playdough to design a special place. Incorporate nature such as leaves, sticks, nuts and grass. | Complete a mindfulness wellbeing activity in the natural neighbourhood, such as walking through the natural area and 'noticing' counting all the green things that could be seen outside. | Images that evoke thinking and feeling about living in an imaginary place. Students explore using their imaginations to create fanciful stories full of awe and wonder. | Create a map of the neighbourhood, the school or their own house. |
| Naturalistic | Explore the spaces around your school and decide on a space that represents a 'special' spot for the class, e.g. an outdoor bush classroom. | Create outdoor dramatic play spaces that connect the children to community (e.g. shops, doctors, police station). | Build cubbies in the outdoor areas for exploring the concepts of connecting to a space and making a personal connection. | Design some expectations for behaviour in the outdoor special place. How do we care for it? | Students demonstrate their understandings about what has been learnt by drawing, gluing pictures and natural materials. |

Teaching and learning resources

World maps

Globes

Google Earth

Non-fiction books about the world

Fiction stories

Large scrapbook or spiral-bound book with blank pages for recording learning and ideas in a class journal

Street directories

Atlases

Local maps

School maps

Pictorial maps (e.g. zoo)

Photographs of places in the local area

Set up construction and small world play areas for students to create neighbourhoods.

iPads or cameras

Clipboards, paper

Drawing implements

Map mats

Materials to create with: various card/material/paper/playdough/rollers/permanent markers/paint/food dye/crayons

Blocks

Toy cars

Coloured hats or charts with coloured hats