



# SAMPLE TEACHING AND LEARNING OUTLINE

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**HUMANITIES AND SOCIAL SCIENCES – GEOGRAPHY**

**YEAR 1**

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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**

Year 1 students

### **Curriculum links to Humanities and Social Sciences**

#### **Geography Knowledge and Understanding:**

##### **Places have distinctive features**

- 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
- How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them
- The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features

##### **Key concepts**

- Place – Students understanding of place is developed through investigating maps as a visual representation of Earth, as they begin to locate geographical divisions.

#### **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**

Pre-primary Geography Knowledge and Understanding:

- 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
- Previously explored and experienced the Humanities and Social Sciences skills of; Questioning and researching, Analysing, Evaluating and Communicating and Reflecting

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 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 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: How does our Earth work?

<b>Week</b> 1–4	<b>Geography Knowledge and Understanding</b> Places have distinctive features – The location of the equator and the northern and southern hemispheres, including the poles <b>Key Concepts</b> Place – Students understanding of place is developed through investigating maps as a visual representation of Earth, as they begin to locate geographical divisions.
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### Humanities and Social Science Skills

#### **Questioning and researching:**

- Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)
- Pose questions about the familiar and unfamiliar
- Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)
- Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)

#### **Analysing:** Identify relevant information

- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)
- Explore points of view (e.g. understand that stories can be told from different perspectives)
- Represent collected information and/or data in to different formats (e.g. tables, maps, plans)

#### **Evaluating:**

- Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)

#### **Communicating and Reflecting:**

- Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)
- Develop texts, including narratives, that describes an event or place
- Reflect on learning and respond to findings (e.g. discussing what they have learned)

Focus questions	Intentional teaching opportunities	Learning opportunities & resources
What do we know about how the Earth works? What are the poles? What are the hemispheres?	<b>Inspire / inform</b> <ul style="list-style-type: none"> <li>• Use a <i>KWL</i> strategy as a class to <i>explore</i> what prior knowledge about the Earth and how it works.</li> <li>• Watch Youtube clip and <i>investigate</i> Australia in relation to the other continents.</li> </ul>	<ul style="list-style-type: none"> <li>• After the KWL, Youtube: Kids Songs – Seven Continents Song for Children</li> </ul>

	<p><b>Show</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate</i> the North and South of Earth and ask the students to imagine an invisible line running around Earth.</li> <li>• <i>Immerse</i> the students in the concept of North and South. Google an online compass.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Explore</i> using a compass on an Interactive Whiteboard or devices.</li> <li>• <i>Explore</i> North and South in the classroom. Label the room.</li> <li>• Run a banner across the middle of the room and set up two separate spaces to represent the Northern and Southern Hemisphere. <i>Practise</i> learning the different names by jumping from one side of the banner to the other.</li> <li>• Students <i>identify</i> which continents are above and below the equator, represent and label them effectively creating the world in their class.</li> <li>• <i>Students describe</i> what they know about hemispheres and show understanding by using the construction materials available.</li> </ul>
<p>What do the poles do?          What would the Earth be like without the poles?          Where is the equator located?          What is the equator?</p>	<p><b>Try/transfer</b></p> <ul style="list-style-type: none"> <li>• The Poles – a magnetic field. <i>Select</i> a video or book that <i>explains</i> how magnets work such as, Magnetism – The Dr Binocs Show. Supply some magnets and different types of materials to <i>explore</i> what is magnetic and what is not.</li> <li>• Place a visual representation of the Poles at the north and south of your classroom.</li> <li>• Teach students about what the equator is. Students <i>investigate</i> where the ‘equator’ would be in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Magnetism – The Dr Binocs Show – Educational Videos for kids.  <a href="http://www.bing.com/videos/search?q=books+that+explain+the+earths+magnetic+field+to+small+children&amp;&amp;view=detail&amp;mid=AD2F1B697FDC20E9E26CAD2F1B697FDC20E9E26C&amp;FORM=VRDGAR">http://www.bing.com/videos/search?q=books+that+explain+the+earths+magnetic+field+to+small+children&amp;&amp;view=detail&amp;mid=AD2F1B697FDC20E9E26CAD2F1B697FDC20E9E26C&amp;FORM=VRDGAR</a></li> <li>• <i>Investigate</i> how magnets work.</li> <li>• Use natural materials to <i>create</i> own model of the world, with the hemispheres /poles/ equator.</li> </ul>
<p>What does the equator do?          What are some of the differences between the two hemispheres?</p>	<p><b>Apply</b></p> <ul style="list-style-type: none"> <li>• What is different? <i>Play</i> a game of ‘Match the hemisphere’. Make cards that give clues or pose questions about a continent or country. The students <i>decide</i> on which hemisphere it belongs to and places them there. <i>Discuss</i> any confusions after the game.</li> <li>• <i>Play</i> ‘Too close to the line’ a physical game to be played outside. The ‘line’ is the equator which is represented by students who are the taggers. The taggers are the hot spot. The object of the game is for the Northerners and</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Play</i> ‘Match the hemisphere’ and ‘Too close to the line’ games</li> <li>• <i>Draw</i> up a hopscotch panel on the pavement with chalk. At the bottom indicate the South Pole and at the top indicate the North Pole. In the middle is a red section labelled the Equator. Students <i>explore</i> by jumping on each space saying ‘South Pole, Southern Hemisphere, Southern Hemisphere, Equator, Northern Hemisphere,</li> </ul>

	<p>the Southerners to get to the line to collect a beanbag from the equator, without being tagged by the equator, and safely return it to the appropriate Pole. Use coloured sashes to identify who is who. You will only need four equator taggers and the rest of the class are divided equally into North or South. Use a piece of red material to indicate the equator on the ground.</p> <ul style="list-style-type: none"> <li>• <i>Investigate</i> the question: What are some of the differences between the two hemispheres? Read or watch texts which explain this, for example Mocomi's <i>Hemispheres of the Earth</i>.</li> </ul>	<p>Northern Hemisphere, North Pole' (repetition for a purpose).</p> <ul style="list-style-type: none"> <li>• Hemispheres of the Earth <a href="http://mocomi.com/hemispheres-of-the-earth/">http://mocomi.com/hemispheres-of-the-earth/</a></li> </ul>
	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Reflect on prior learning by <i>sharing</i> any L part of the earlier used 'KWL' chart.</li> <li>• Provide a range of circular objects for students to trace around. Students use one of these to <i>create</i> the 'Earth' and then draw/label the Northern and Southern Hemispheres, Poles and equator.</li> <li>• Students may draw, write or orally <i>explain</i> their understandings.</li> </ul>	<ul style="list-style-type: none"> <li>• Visually, orally or in writing, individually <i>explain</i> understandings of the location of the equator and the northern and southern hemispheres, including the poles.</li> </ul> <p><i>Optional activities:</i></p> <ul style="list-style-type: none"> <li>• Earth role-play: Use students in the class to <i>create</i> a people representation of the Earth with hemispheres, equator, poles.</li> <li>• <i>Create</i> a song or rhyme which summarises/ explains learning about the equator and hemispheres</li> </ul>
<p><b>What kinds of evidence should have been collected by this time?</b></p> <p><b>Formative:</b> Diagnostic observations, oral discussions, video/audio recordings – student understandings of the location of the equator and the northern and southern hemispheres, including the poles.</p> <p><b>Sample summative task:</b> <i>Differentiated through the 'review' task:</i> student demonstration of learning of the location of the equator and the northern and southern hemispheres, including the poles.</p>		



## Big Question: How does our Earth work?

<b>Week</b> 5–7	<p><b>Geography Knowledge and Understanding</b></p> <p>Places have distinctive features – How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them. <i>NB: To reflect your context adjust the program according to your local weather patterns, seasons and cultural significance.</i></p> <p><b>Key Concepts</b></p> <p>Place – Students understanding of place is developed through investigating maps as a visual representation of Earth, as they begin to locate geographical divisions.</p>
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### Humanities and Social Science Skills

#### **Questioning and researching:**

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#### **Analysing:** Identify relevant information

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- Explore points of view (e.g. understand that stories can be told from different perspectives)
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#### **Evaluating:**

- Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)
- Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)

#### **Communicating and Reflecting:**

- Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)
- Develop texts, including narratives, that describes an event or place
- Reflect on learning and respond to findings (e.g. discussing what they have learned)

Focus questions	Intentional teaching opportunities	Learning opportunities/resources/links
What is weather? What is climate?	<p><b>Inspire/inform</b></p> <ul style="list-style-type: none"> <li>• Use an oral sharing strategy such as ‘inside/outside circle’ to share ideas about weather.</li> <li>• View a video song about weather such as <i>Check out the weather!</i> (a weather song for kids)</li> <li>• <i>Class discussion</i> about weather and climate. Are they the same?</li> </ul>	<ul style="list-style-type: none"> <li>• Students <i>participate</i> in an inside/outside circle to discuss their understandings of weather</li> <li>• View a video song about weather such as <i>Check out the weather!</i> (a weather song for kids)  <a href="https://www.youtube.com/watch?v=RmSKsyJ15yg">https://www.youtube.com/watch?v=RmSKsyJ15yg</a> </li> </ul>

	<ul style="list-style-type: none"> <li>• Climate and weather are different – why and how? Weather is the day to day conditions in your particular place. Climate talks about the average weather conditions over a period of time.</li> <li>• <i>Create</i> a weather word wall for the classroom. This can be added to over the unit of work.</li> </ul>	
<p>How do we know what the weather is like? How do we know what the climate is like?</p>	<p><b>Show</b></p> <ul style="list-style-type: none"> <li>• <i>Model</i> how we collect data to <i>predict</i> how the weather or seasons might change.</li> <li>• <i>Watch</i> a Climate and Weather video such as National Geographic. <i>Record</i> language used on the Weather Word Wall.</li> <li>• <i>Create</i> a class chart to collect data about the weather.</li> <li>• <i>Play</i> a ‘vote with feet’ game where students <i>explore</i> and <i>express</i> their points of view about weather by agreeing or disagreeing with statements such as ‘It will rain today’, ‘I hate winter’, ‘It is impossible it will snow today’ and so on.</li> </ul>	<ul style="list-style-type: none"> <li>• Students <i>predict</i> the weather for this day.</li> <li>• <i>Watch</i> a Climate and Weather video such as National Geographic <a href="http://www.bing.com/videos/search?q=Kindergarten+Weather+and+Climate&amp;&amp;view=detail&amp;mid=17DAA0062BF5D98C545517DAA0062BF5D98C5455&amp;FORM=VRDGAR">http://www.bing.com/videos/search?q=Kindergarten+Weather+and+Climate&amp;&amp;view=detail&amp;mid=17DAA0062BF5D98C545517DAA0062BF5D98C5455&amp;FORM=VRDGAR</a></li> <li>• Students <i>explore</i> and <i>express</i> their points of view about weather by agreeing or disagreeing with statements.</li> <li>• Optional: <i>Create</i> a poster which explains the difference between climate and weather.</li> </ul>
<p>How do we know what the weather is like? How do we know what the climate is like?</p>	<p><b>Try/transfer</b></p> <ul style="list-style-type: none"> <li>• <i>Collect</i> the weather for a period of time</li> <li>• <i>Compare</i> the data with initial predictions.</li> <li>• <i>Explore</i> weather by setting up a bureau in the class for the students to monitor the weather during the day. Supply temperature gauges, clipboards, pencils and visual materials to document weather over a period of time. Engage the students in <i>role-play</i> opportunities such as a weather forecaster on TV or a meteorologist. Plan several <i>communicated</i> ‘Weather Updates’ during the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Students <i>investigate</i> the weather and draw and/or write an observation about the weather pattern over a period of time. What does this weather history tell us about our climate at the moment?</li> <li>• Students <i>role-play</i> a TV weather presenter by reporting on the weather during the course of the day e.g. first thing in the morning, just before lunch and just before home time.</li> </ul>
<p>What are seasons? What is the typical weather for each season? What changes do we notice when seasons are changing? How is the weather different around the world?</p>	<p><b>Apply</b></p> <ul style="list-style-type: none"> <li>• <i>View</i> the 4 Seasons song (<i>Autumn version</i>) by Pancake Manor to revise seasons. <i>Discuss</i>: What are seasons? What is the typical weather for each season? What changes do we notice in seasons?</li> <li>• Seasons change and are different according to where you live in the world. Northern Hemisphere and Southern</li> </ul>	<ul style="list-style-type: none"> <li>• Pancake Manor seasons song <a href="https://www.youtube.com/watch?v=ksGiLalx39c">https://www.youtube.com/watch?v=ksGiLalx39c</a></li> <li>• Students to <i>play</i> a bingo game to <i>apply</i> their understanding of weather terms: Gift of Curiosity Weather Bingo <a href="https://www.giftofcuriosity.com/weather-bingo-free-printable/">https://www.giftofcuriosity.com/weather-bingo-free-printable/</a></li> </ul>

<p>What is the difference between weather in the Northern and Southern Hemisphere?</p>	<p>Hemisphere differences in weather and names of seasons. Northern and Southern Hemisphere weather is opposite each other because of the way the planet.</p> <ul style="list-style-type: none"> <li>• <i>Develop</i> understanding of terminology for weather by <i>playing</i> a game of bingo. (See sample resource link from Gift of Curiosity).</li> <li>• <i>Model</i> how to <i>pose a question</i> and <i>research</i> to <i>locate</i> an appropriate <i>source</i> of weather information with the class.</li> <li>• <i>Discuss</i> the weather for individual students' birthdays. <i>Describe</i> the opposite weather. Students <i>act</i> out, <i>write</i> about or <i>draw</i> the weather for their birthday in the Southern and Northern Hemispheres.</li> </ul>	<ul style="list-style-type: none"> <li>• Students <i>pose a question</i> that they would like to reflect upon and express their understanding through a drawing with supported text</li> <li>• Students <i>explore</i> the differences between the weather in the different hemispheres. They <i>act</i> out, <i>write</i> about or <i>draw</i> the weather for their birthday in the Southern and Northern Hemispheres.</li> </ul> <p><i>Optional extension tasks:</i></p> <ul style="list-style-type: none"> <li>• Watch the clip <a href="https://aso.gov.au/titles/documentaries/5-seasons/clip1/">https://aso.gov.au/titles/documentaries/5-seasons/clip1/</a> to <i>investigate</i> the annual five-season cycle identified by the Nunggubuyu people who live on the south-west coast of the Gulf of Carpentaria in the Northern Territory. Each season has a song. How did the music in the clips help to communicate the seasons?</li> <li>• Design and make a weather vane to indicate wind direction and movement. Place jars in various outside spaces to collect rain to measure rainfall.</li> </ul>
<p>How does our Earth work?</p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• <i>Review</i> understandings with a miming game about the seasons. <i>Reflect</i> on answers as a group.</li> <li>• Explain to students they will individually <i>create</i> a poster or video presentation about knowledge of weather, seasons, hemispheres, poles and equator.</li> </ul>	<ul style="list-style-type: none"> <li>• Use mime to <i>communicate</i> what the weather is like in different seasons, the clothes that are worn in the seasons and the activities that may be popular during those seasons. <i>Reflect</i> on answers in groups.</li> <li>• Individual <i>summary</i> of understanding about weather (written or oral weather presentation). Information included could be temperatures, season names, suitable activities and clothing for the weather.</li> </ul>
<p><b>What kind of evidence should have been collected by this time?</b></p> <p><b>Formative:</b> Diagnostic observations, oral discussions, video/audio recordings – student understandings of the location of the equator and the northern and southern hemispheres, including the poles.</p> <p><b>Sample summative task:</b> <i>Differentiated through the 'review' task:</i> Student demonstration of learning of how weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them.</p>		

## Big Question: How does our Earth work?

<b>Week</b> 8–10	<b>Geography Knowledge and Understanding</b> Places have distinctive features – The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features  <b>Key Concepts</b> Place – Students understanding of place is developed through investigating maps as a visual representation of Earth, as they begin to locate geographical divisions.	
<b>Humanities and Social Science Skills</b>		
<b>Questioning and researching:</b> <ul style="list-style-type: none"> <li>• Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)</li> <li>• Pose questions about the familiar and unfamiliar</li> <li>• Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)</li> <li>• Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)</li> </ul>		
<b>Analysing:</b> Identify relevant information <ul style="list-style-type: none"> <li>• Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)</li> <li>• Explore points of view (e.g. understand that stories can be told from different perspectives)</li> <li>• Represent collected information and/or data in to different formats (e.g. tables, maps, plans)</li> </ul>		
<b>Evaluating:</b> <ul style="list-style-type: none"> <li>• Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</li> <li>• Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)</li> </ul>		
<b>Communicating and Reflecting:</b> <ul style="list-style-type: none"> <li>• Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)</li> <li>• Develop texts, including narratives, that describes an event or place</li> <li>• Reflect on learning and respond to findings (e.g. discussing what they have learned)</li> </ul>		
<b>Focus questions</b>	<b>Intentional teaching opportunities</b>	<b>Learning opportunities/resources/links</b>
What is a community? (context alters according to location)	<b>Inspire/inform</b> <ul style="list-style-type: none"> <li>• <i>Engage</i> the students in a discussion about communities, focusing on ‘school’ community.</li> <li>• <i>In groups, brainstorm</i> specific community features of the school (canteen, sports shed/oval, classrooms, library and so on).</li> <li>• <i>Create</i> a class list of shared ideas from the brainstorm.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Oral language</i> opportunity: <i>Brainstorm</i> about school community features</li> <li>• <i>Optional activity:</i> students can represent their understandings by <i>drawing</i> a birds-eye view of their school or write a story about ‘the things you can do at my school’</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Discuss</i> and <i>scaffold</i> the word community and what it means.</li> </ul>	
<p>What are some of the features of your local community? Who is part of our local community?</p>	<p><b>Show</b></p> <ul style="list-style-type: none"> <li>• Our school is a part of our larger community. <i>Pose</i> the question ‘What things/services can you identify as part of our bigger community?’ (Police, shopping centres, doctor surgeries, hospitals and so on).</li> <li>• Give students each a set of individual pictures of different community buildings. Students <i>sort</i> these any way they like. They <i>make predictions</i> about how others have sorted their pictures.</li> <li>• <i>Invite</i> a member of the community to come and speak about their role (doctor, police, fire and rescue).</li> <li>• Community walk. <i>Discover</i> the immediate community by going for a walk around your immediate community recognising different services in your area. Take photos as evidence of what you see.</li> </ul>	<ul style="list-style-type: none"> <li>• Give students each a set of individual pictures of different community buildings. Students <i>sort</i> these any way they like. They <i>make predictions</i> about how others have sorted their pictures.</li> <li>• Students <i>consider</i> for themselves the important parts of our community and how we use services. They then sort their pictures to show their understanding of this. They <i>reflect</i> on one of the services that they have experienced to <i>draw</i> a picture and <i>write</i> a personal story</li> <li>• <i>Present</i> a personal story about visiting one of the services in their community (shopping centre, doctors, police, hospital, reserve and so on)</li> <li>• <i>Use</i> the iPads or cameras to document your community. Take photos to share with your own community or others</li> </ul>
<p>Are all communities the same?</p>	<p><b>Try/transfer</b></p> <ul style="list-style-type: none"> <li>• <i>Read</i> ‘A Year on our Farm’. <i>Revise</i> prior learning about seasons and <i>discuss understandings</i> of the farming community. <i>Discuss</i>: What kinds of tasks are the people on the farm responsible for? What do the children do on the farm? How is this different to your life?</li> <li>• <i>Watch</i> a video that demonstrates the differences between city and country living such as Classic Sesame Street – Life In The Country And The City. Orally <i>explore</i> the differences between the two communities.</li> <li>• Pre-prepare some charade cards that depict city and country situations such as ‘milking a cow’, ‘herding sheep’, ‘feeding chicken’, ‘chopping wood’ and ‘visiting a museum/zoo’, ‘going to the cinema’, ‘shopping to buy milk and vegetables’, ‘dodging traffic on a busy street’ and so on.</li> </ul>	<ul style="list-style-type: none"> <li>• ‘A Year on our Farm’ by Penny Matthews and Andrew McLean</li> <li>• Classic Sesame Street – Life In The Country And The City <a href="https://www.youtube.com/watch?v=A8TQ6lgRHjo">https://www.youtube.com/watch?v=A8TQ6lgRHjo</a></li> <li>• <i>Charades</i>. Students <i>play</i> a game of charades in small groups. They need to <i>decide</i> subject belongs to a city or country category and validates their choice by giving a reason</li> <li>• <i>Read</i> other texts that demonstrate the differences between city and country life such as Home by Jeannie Baker or <i>The City Mouse and the Country Mouse</i>.</li> <li>• Optional activity: <i>Interview</i> a classmate about their community.</li> </ul>

<p>How do communities interconnect? What are the unique features of a place in my community?</p>	<p><b>Apply</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of a Venn diagram to students, by <i>comparing and contrasting</i> two community roles (such as police person vs fire fighter).</li> <li>• Students work in pairs to <i>compare and contrast</i> two communities using their own Venn diagram.</li> <li>• Go on a walk to a local community feature, such as a park or shopping centre. Students <i>use</i> technology to record what they see by taking photos of the features of the part of the community they visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work in pairs to <i>compare and contrast</i> two communities using their own Venn diagram (Pictures and written text).</li> <li>• Students <i>record</i> learning by taking photos of the features of the place in the community they visit.</li> </ul>
<p>What are the unique features of a place in my community? What activities take place in a community to create its distinctive features?</p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• <i>Review</i> the pictures from the community walk.</li> <li>• Provide copies of the pictures to the students. They <i>explain</i> the unique features of this part of the community.</li> <li>• <i>Explore</i> community celebrations within your immediate area (fairs, exhibitions, competition and so on).</li> <li>• <i>Discuss</i> with your students why celebrating our community is important and how history determines how a community is built upon.</li> </ul> <p>Optional extension:</p> <ul style="list-style-type: none"> <li>• As a class, join a community event and <i>collaborate</i> to complete this community project.</li> </ul>	<ul style="list-style-type: none"> <li>• Students individually <i>explain</i> the unique features of part of a community through drawings, oral recount or written work.</li> </ul> <p>Optional activities:</p> <ul style="list-style-type: none"> <li>• <i>Use</i> technology to create a text which describes special features of your school community</li> <li>• As a class, join a community event and <i>collaborate</i> to complete this community project.</li> <li>• Celebrating our community. Class or individual project. Students <i>decide</i> on a reason to celebrate their community and <i>design</i> an appropriate way to demonstrate it (a poster, a fair, an art exhibition, letters of thanks and so on).</li> </ul>
<p><b>What kind of evidence should have been collected by this time?</b></p> <p><b>Formative:</b> Diagnostic observations, oral discussions, video/audio recordings of student understandings of the activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features.</p> <p><b>Sample summative tasks:</b> <i>Collection of Venn diagrams from the ‘apply’ task, and then differentiated through the ‘review’ task:</i> Student demonstration of the activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features.</p>		

## HASS Yr 1 Geography – How does our Earth Work? (Sample Play and Learning Opportunity Web)

	Questioning & Research	Analysing	Evaluating	Communicating & Reflecting
Spatial	<p>Set up the Hemispheres in the classroom, represent the equator and label appropriately.</p> <p>Use pictures to categorise relevant information in the hemispheres, e.g. sun hat/woolly hat, night/day, opposite seasons and so on.</p>	<p>Describe what you know about hemispheres and show your understanding by using the construction materials available.</p>	<p>Students play a game of charades. The class decides if the subject belongs to a city or country category and validates their choice by giving a reason.</p>	<p>Earth role-play: Use students in the class to create a people representation of the Earth with hemispheres, equator, poles.</p>
Bodily Kinaesthetic	<p>Play games that represent concepts.</p> <p>‘Too close to the line’ a physical game to be played outside. The ‘line’ is the equator which is represented by students who are the taggers and a red piece of material. The taggers are the hot spot. The object of the game is for the Northerners and the Southerners to get to the line to collect a beanbag from the equator, without being tagged by the equator, and safely return it to the appropriate Pole. Use coloured sashes in order to identify who is who. You will only need four equator taggers and the rest of the class are divided equally into North or South.</p>	<p>Play a ‘vote with feet’ game where students explore and express their points of view about weather by agreeing or disagreeing with statements such as ‘It will rain today’, ‘I hate winter’, ‘It is impossible it will snow today’ and so on.</p>	<p>Play musical chairs. The chairs on either side of the hemisphere are different colours and the equator is a chalk line across the middle. Have two labelled poles at either end. Students move around on the music and when the music stops they sit on the closest seat available. Discuss which hemisphere they might be in when they are seated. Remove a seat until there is only one left. Discuss simple concept of sustainability, e.g. how it is important that we look after our Earth, global warming, deforestation and so on (only if appropriate)</p>	<p>Use mime to communicate what the weather is like in different seasons, the clothes that are worn in the seasons and the activities that may be popular during those seasons. Reflect on answers in groups.</p>
Musical	<p>View the 4 Seasons song (Autumn version) by Pancake Manor to revise seasons.</p>	<p>Search, sing and analyse the lyrics of ‘It’s a Small World’ or similar.</p>	<p>Watch the clip <a href="https://aso.gov.au/titles/documentaries/5-seasons/clip1/">https://aso.gov.au/titles/documentaries/5-seasons/clip1/</a> to investigate the annual five-season cycle identified by the Nunggubuyu</p>	<p>Create a song or rhyme which summarises / explains learning about the equator and hemispheres.</p>

			people who live on the south-west coast of the Gulf of Carpentaria in the Northern Territory. Each season has a song. How did the music in the clips help to communicate the seasons?	
Linguistic	Students to play a bingo game to apply their understanding of weather terms	Set up a Weather Bureau in the classroom and report regular updates throughout the day to the rest of the class	Compare and contrast two communities using a graphic organiser such as a Venn diagram. Answer with pictures and written text.	Individual summary of understanding about weather (written or oral weather presentation). Information included could be temperatures, season names, suitable activities and clothing for the weather.
Logical Mathematical	Students predict the weather for this day. They then locate the weather for the day and draw and/or write an observation about the weather.	Visual representation of the weather on a calendar	Design and make a weather vane to indicate wind direction and movement. Place jars in various outside spaces to collect rain to measure rainfall	Using your data from your weather investigations, draw and/or write an observation about the weather pattern over a period of time. What does this weather history tell us about our climate at the moment?
Interpersonal	Meet a member of the community and learn about their role in the community. (E.g. Doctor, police, fire and rescue).	Role-play a weather presenter on TV or a meteorologist. Oral presentation of current daily weather patterns.	Interview a classmate about their community. Ask them questions such as 'What do you think is important in a community?' and 'What are some places that are special in your community?'	Explain understandings of the location of the equator and the northern and southern hemispheres, including the poles.
Intrapersonal	Read books to locate information. Access given websites and select appropriate information	Explore the differences between the two hemispheres. They write about or draw the weather for their birthday in the Southern and Northern Hemispheres.	Create a poster which explains the difference between climate and weather.	Pose a question to answer. Draw and write what you know. Reflect on what you have learned and demonstrate understanding



Naturalistic	Use natural materials to create own model of the world, with the hemispheres/poles/equator.	Go on a walk to a local community feature, such as a park or shopping centre. Students use technology to take photos of the features of the part of the community they visit.	Build cubbies in the outside areas that demonstrate north and south poles. Students create imaginary games that role-play life in these areas and use appropriate vocabulary e.g. The north pole is known as the Arctic circle, the south pole is known as Antarctica.	Use technology to create a text which describes special features of your school community.
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