



SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES – GEOGRAPHY

YEAR 3

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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 12 weeks

Geography key concepts embedded

- Place
- Space
- Environment
- Interconnection

Prior knowledge

In Year 2 Geography students explored the links with people and places, both locally and globally focusing on the concepts of place, space and interconnection. Students were introduced to the concept of scale and they further developed a mental map of the world and of where they are located in relation to other places.

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 Civics and Citizenship, Geography and History:

- Questioning and Researching (**Q&R**)
- Analysing (**A**)
- Evaluating (**E**)
- Communicating and Reflecting (**C&R**).

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

Places are both similar and different

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
1–4	<p>The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia’s major natural features (e.g. rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef)</p> <p>Concepts: place, space</p>	<p>The names and location of the states and territories in Australia.</p> <p>How is the continent of Australia divided up into different areas?</p> <p>Are all the areas the same?</p> <p>Are all the cities located near the ocean?</p> <p>Are the regional centres evenly spread across Western Australia?</p> <p>What are natural features and where do we find these in Australia?</p> <p>Are the major natural features all located in one area?</p>	<p>Q&R> identify current understandings on a topic/locate and collect sources/identify information from sources/use a method to record (table)</p> <p>A> interpret information collected (identify cause and effect)/translate collected information into different formats/</p> <p>C&R> present findings in written, oral, visual, tabular form/use relevant terms</p>	<p>Teaching</p> <ul style="list-style-type: none"> Brainstorm: using a large map of Australia review what students know about the political divisions, major cities and geographical features of Australia and where these are found. Introduce the idea of regional centres in Western Australia. What do we expect to find in a major city/centre outside Perth? Name some regional centres of Western Australia. Discuss natural features in Australia and their attributes. Create overlay maps, using baking paper, to include natural features, states and territories, cities and regional centres <p>LA1 Working individually, students use a blank map of Australia showing the States and territories. They copy the following onto their map (using a large map as their reference);</p> <ul style="list-style-type: none"> the 6 states and the 2 mainland territories the capital cities in each of these states and territories particular regional centres in Western Australia <p>Useful website: <i>Documenting a democracy: Places</i>. The boundaries within the Commonwealth: https://www.foundingdocs.gov.au/places.html</p> <p>LA2 Show students various photographs and/or satellite images starting with their local area and/or Perth and then going to different areas in Western Australia and Australia. Have them identify and discuss the various natural features that are evident. Can particular attributes be identified? These would include: rivers, mountains, oceans, deserts, reefs.</p> <p>LA3 Use aspects of GeogSpace <i>Making your own atlas</i> http://www.geogspace.edu.au/core-units/f-4/exemplars/year-3/f4-exemplars-y3-illus1.html</p>

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Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
		<p>Would we expect each type of natural feature to be exactly the same?</p> <p>Describe the identifiable characteristics (attributes) of these natural features?</p>		<p>LA4 The following learning activity should be completed in groups: Allocate a particular natural feature found in Australia to each group. These include: rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef.</p> <p>Ask students (with teacher assistance where necessary) to identify the attributes of their natural feature; and for rivers, lakes, desert and rainforests, identify two or more examples so that comparisons can be made in terms of various attributes such as the differences between two rivers or two lakes. Attributes could include: size, height, length, soil, vegetation.</p> <p>LA5 In groups, using photographs, satellite images and particular information regarding the various attributes of the natural feature make a model/draw the natural feature/make a comparison with a similar natural feature. Provide a key and annotations where necessary.</p> <p>LA6 Discussion: Consider the various natural features within Australia. Should the state boundaries be different?</p> <p>Reflection Natural features are many and varied in Australia. Name some of these and be able to locate these on a map.</p>
1-4	Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the	<p>When looking at a map of Australia, how is Australia divided up?</p> <p>Why do we have these divisions?</p>	<p>Q&R> identify current understanding of a topic</p> <p>E> draw conclusions and give explanations, based on information/use</p>	<p>Teaching How and why Australia is divided differently pre and post European settlement.</p> <p>LA6 Show the short film '38 Clans' to introduce the idea of language and the division of lands.</p>

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	<p>surveyed boundaries of Australian states and territories</p> <p>Concepts: place, space, environment, interconnection</p>	<p>Before the arrival of Europeans how do you suppose Australia was divided?</p>	<p>decision-making processes (recognise different points of view)</p> <p>C&R> present findings in a range of communication forms /using relevant terms/ reflect on learning</p>	<p>'38 Clans': https://cv.vic.gov.au/stories/aboriginal-culture/our-story/38-clans/</p> <p>LA7 Access the Indigenous language map and ask students to locate their region/town in Western Australia. Discuss their findings. Ask the students to suggest why there are so many different divisions within Western Australia? Use the information under the map to help further the discussion, including the Father Dave Passi quote.</p> <p>AIATSIS map of Indigenous Australia. <i>This is an interactive map:</i> https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia</p> <p>Some useful links for the teacher:</p> <p>Australia: The Land Where Time Began: http://austhrutime.com/australian_aboriginal_tribes.htm</p> <p>Introduction to Indigenous Australia: https://australianmuseum.net.au/indigenous-australia-introduction</p> <p>Reflection</p> <p>When looking at Indigenous land divisions, do natural features play a role in these divisions?</p>
5–6	<p>The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics</p> <p>Concepts: place, space, environment, interconnection</p>	<p>In which direction from Australia do we find our closest neighbours?</p> <p>Are these countries a large land mass like Australia?</p> <p>What do we mean by natural features of a country?</p>	<p>A> develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)/explore different stories on the same topic</p> <p>E> draw conclusions and give explanations, based</p>	<p>Teaching</p> <ul style="list-style-type: none"> Mapping exercise. On a blank map of South East Asia and Australia ask the students to name the neighbouring countries. How different are the countries in terms of their natural features? The human characteristics (anything involving people) of neighbouring countries such as: language(s) spoken, food, culture, religion, schooling, farming, housing, leisure. <p>LA8 Using the knowledge of the students and the diversity of the students in the class, discuss what their perceptions are of Australia's neighbours.</p>

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Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
		Would we expect our neighbouring countries to be similar or different to Australia in terms of the lives of the people?	<p>on information and/or data displayed in texts, tables, graphs and maps/ use decision-making processes</p> <p>C&R > present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms</p>	<p>LA9 Mapping exercise. On a blank map of South East Asia and Australia ask the students to name the neighbouring countries.</p> <p>LA10 Provide students with a range of photographs and/or satellite images of Australia's neighbouring countries to examine. Working in small groups, students list the similarities and differences they observe in the photographs in terms of both human and natural characteristics.</p> <p>LA11 Use the GeogSpace unit: Children in different places - a drama activity http://www.geogspace.edu.au/core-units/f-4/exemplars/year-3/f4-exemplars-y3-illus2.html Students take on the role of a child in a particular neighbouring country.</p> <p>Reflection How different are the countries near Australia?</p> <p>Suggested assessment Prepare an advertisement to encourage people to visit a particular country based on certain natural and human characteristics.</p>
7–9	The difference between climate and weather, the main climatic zones of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the	<p>What is weather? Can weather change quickly? What is climate? Is there a connection between the seasons and weather?</p>	Q&R > identify current understandings on a topic/locate and collect sources/identify information from sources/use a method to record (KWL chart)	<p>Teaching</p> <ul style="list-style-type: none"> • Weather of our community over a day, a week • The different elements of weather • Discuss the '5 causes of Climate' • Climate zones of the world. <p>LA12 Students use a KWL chart as the class discusses both weather and climate. This would be on-going.</p>

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Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
	<p>climates of different places</p> <p>Concepts: environment</p>	<p>What are the various climate types in the world?</p> <p>Does climate vary within Australia?</p> <p>Why is it warmer in the north than in the south in the month of June?</p>	<p>A> develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)/interpret information/translate collected information and/or data into different formats</p> <p>E> draw conclusions and give explanations, based on information and/or data displayed in texts, tables, graphs and maps/ use decision-making processes</p> <p>C&R> present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms/reflect on learning, identify new understandings and act on findings in different</p>	<p>LA13 Using the following website, or similar, to discuss the relevant elements of weather. Students add to their KWL chart. Weather for kids: http://weatherforkids.org/</p> <p>Relate the various elements of weather to their own district. Discuss how it varies between regions in Western Australia even on the same day. Introduce students to climate zones by comparing the weather in northern and southern Australia at particular times, such as June and January.</p> <p>LA14 Students view the YouTube video: ‘Climate zones of the world for kids’ and ‘Affecting Factors’ as an introduction to climate zones. https://www.youtube.com/watch?v=C1cUEXmDXgc</p> <p>Use this as well as ‘Climate Types for Kids’: https://sites.google.com/site/climatetypes/</p> <p>Students label climates on a whole-class map.</p> <p>LA15 Group work. Each group is responsible for researching:</p> <ul style="list-style-type: none"> the definition of each of the 12 types of climates found on earth <p>Develop a word wall to show definitions of each climatic type</p> <ul style="list-style-type: none"> details of two different climates types, focusing on a particular region. The key features of the climate zone to clearly show the difference between them. <p>Present the findings in a form of a poster. The poster can include pictures and text. Each group explains why each place has different climatic conditions.</p> <p>The above activity could serve as an assessment.</p>

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Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
10–12	<p>The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places</p> <p>Concepts: place, space, environment, interconnection</p>	<p>When we look at pictures of Perth and those of farms in Western Australia would life be the same in both places?</p> <p>Would the social and economic activities of people be more similar or more different in these different types of settlements?</p> <p>Would schools be very different in the various types of settlements?</p> <p>Would those living in each place see their lifestyle in a similar or different way?</p>	<p>ways (e.g. complete a KWL chart)</p> <p>Q&R> Identify current understandings on a topic/develop arrange of focus questions/locate and collect sources/identify information from sources/ use a method to record information and/or data</p> <p>A> develop criteria for selecting relevant information(e.g. accuracy, reliability, usefulness)/explore different stories on the same topic/translate collected information and/or data into different formats</p> <p>E> use decision-making processes (e.g. share views, recognise different points of view)</p>	<p>Teaching</p> <ul style="list-style-type: none"> City compared to town, compared to country, compared to remote community compared to a cattle station as a place to live in Australia How the lives of people (children and adults) differ because of where they live How we feel about the place we live <p>LA16 Ask the students to discuss their idea of what life is like in a different part of Australia</p> <ul style="list-style-type: none"> type of settlement the diversity of the people living in their community why some people like living in country towns/different places their feelings and perceptions of their community <p>LA17 Ask the students to interview their parents/ family friends concerning the same issues and record the information. Compare their answers with those of people outside the classroom.</p> <p>Why would the responses to ‘their feelings and perceptions of the community’ perhaps be different? (Evaluating: recognise different points of view.)</p> <p>Ask the students to record the information.</p> <p>LA18 Invite a guest speaker to present to the class, who lives/has lived in a different part of Western Australia/Australia. Ask the students to contribute to a list of questions that the speaker should address.</p>

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			<p>C&R> present findings and conclusions in a range of communication forms</p>	<p>LA19 With the students, examine another place that is quite different from their local community in Western Australia/Australia. Using photographs, films and people's opinions examine the same three points. Have the students record the information and/or data (e.g. use graphic organisers, develop note-taking strategies).</p> <p>Reflection A debate: That place (X) is better than that place (Y).</p> <p>Suggested assessment Ask the students, using their notes, to complete a Venn diagram highlighting what is different and what is similar between the two places. They should include specific information in the diagram.</p>