People and Places in our Neighbourhood

Geographical Knowledge, Skills and Understanding

Foundation • Year 1 • Year 2

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# Contents

About this book.......................................................................................................................... 1
About geography for Years F–2.............................................................................................. 3
Curriculum links........................................................................................................................ 7
Teacher notes ............................................................................................................................. 11

**Foundation: People live in places** .................................................................................... 13

1. Our local place .................................................................................................................... 14
2. Our special places .............................................................................................................. 22
3. Indigenous people and places ......................................................................................... 27
4. Mapping places .................................................................................................................. 30
5. Weather and seasons ........................................................................................................ 37
6. Reflecting and responding ............................................................................................... 41

**Year 1: Places have distinctive features** ........................................................................ 43

1. Features of places .............................................................................................................. 44
2. How places change ............................................................................................................ 53
3. How weather changes ....................................................................................................... 61
4. Reflecting and responding ............................................................................................... 71

**Year 2: Our connections to places** .................................................................................. 73

1. Connections to places in Australia .................................................................................... 74
2. Connections to places overseas ......................................................................................... 84
3. Connections to heritage places ......................................................................................... 93
4. Indigenous connections to places .................................................................................... 97
5. Connections to places can change ................................................................................... 103
6. Environmental connections ............................................................................................. 108
7. Reflecting and responding ............................................................................................... 112
Curriculum links

Content descriptions

The activities in *People and Places in Our Neighbourhood* have been designed to cover every content description in the Geographical Knowledge and Understanding strand of the Australian Curriculum: Geography for Years F–2. The table below lists these curriculum links for each topic of inquiry covered in the book.

| Foundation | The representation of the location of places and their features on maps and a globe (ACHGK001) | 1, 4 |
| Foundation | The places people live in and belong to, their familiar features and why they are important to people (ACHGK002) | 1, 2 |
| Foundation | The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003) | 3 |
| Foundation | The reasons why some places are special to people and how they can be looked after (ACHGK004) | 2 |

| Year 1 | The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005) | 1, 2, 3 |
| Year 1 | The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006) | 1, 2 |
| Year 1 | The ways the activities located in a place create its distinctive features (ACHGK007) | 3 |
| Year 1 | The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008) | 2 |

| Year 2 | The location of the major geographical divisions of the world in relation to Australia (ACHGK009) | 2 |
| Year 2 | The definition of places as parts of the Earth’s surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010) | 1, 3, 4, 5 |
| Year 2 | The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011) | 4 |
| Year 2 | The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012) | 1, 2, 3, 5 |
| Year 2 | The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013) | 1, 2, 5 |

Our local place

Curriculum links

- The representation of the location of places and their features on maps and a globe (ACHGK001)
- The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)

KWL: Our local place

To introduce students to the topic for Foundation Year, use a KWL to identify children’s prior knowledge about their local place and to prompt questions.

<table>
<thead>
<tr>
<th>K</th>
<th>What do you KNOW about this topic?</th>
<th>W</th>
<th>What do you WANT to know?</th>
<th>L</th>
<th>What have you LEARNT?</th>
</tr>
</thead>
</table>

Draw a KWL chart (see above) on a large sheet of paper and write the heading, Our local place. Explain to students that under the column labelled K, you will list what they already know about their neighbourhood. Brainstorm what children are already familiar with in the local area, eliminating wrong information and noting down the important information relating to the inquiry.
My special place organiser

When I go there I feel ...

I care for it by ...

My special place

One thing I would like to change is ...

It's special because ...

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Recording change over time

Activity: The aim here is that students observe at close hand the changes actually occurring in their local area, such as the construction of new buildings or additions to parks and gardens. To do so, students should be given the opportunity to observe the process firsthand and take digital photos of the different stages of construction. As the change progresses, they can set up an evolving display to add to as the project proceeds. At the end of the process, students give a presentation on the major differences evident in the feature before and after change.

As an example, students could observe planting and growth in the school vegetable garden, taking digital photos of the garden and creating a class PowerPoint presentation documenting the changes over time. What is happening to the plants and soil? Does the original land area look different now? Are the plants taking up more or less space?

Planning change

Activity 1: After considering an existing local place that has changed, students may like to brainstorm potential changes of their own, adding words and drawings to the organiser in Worksheet 1.4 (p. 58) in order to explain their vision. You could make a class display of the finished worksheets, or staple them into a class book to be placed in the library for all to read. Questions for the children to consider are:

- What places or features would you change in our local area or school?
- Why would you change them?
- What would be the advantages and disadvantages of changing these places or features?
How weather changes

Curriculum links

- The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006)
- The ways the activities located in a place create its distinctive features (ACHGK007)

Different places have different weather

Weather and the seasons are different in different places. Tune your students in by discussing the elements that make up our weather, which include the terms sunshine, rainfall, wind, temperature and visibility.

Activity 1: Brainstorm a list of words to describe the weather, such as hot, cold, windy, wet, freezing, rainy, foggy, frosty and boiling. List these as headings on a large sheet of paper or on the IWB. Choose one of the headings – for instance, rain – and ask the children to tell you how they feel when it is a rainy day. Repeat this a few times with some of the other words the children have suggested.

Some students in the class may have already experienced travelling to different parts of their own country or to another country. During their travels, they may have noticed similarities or differences in the weather compared to their own locality. Children may also be aware of climatic weather events – such as floods, earthquakes, fires and extremes in temperatures – in other parts of their country or in the wider world through the reporting of these events in the media.
The teacher brings the class back together and records the children’s information on a large sheet of paper pinned to the wall or on the IWB. Students discuss the information that they have discovered about their classmates, using questions like the following:

- What countries have been the most visited?
- What are some common reasons that classmates have visited these countries?
- How often have people in our class travelled overseas compared with interstate?

Postcards

Children generally like to write letters, and they particularly like to receive letters themselves. Perhaps your students have already written letters – invitations to a party, correspondences with their relatives or letters to Santa Claus or the Tooth Fairy. This exercise asks them to view and create postcards as a gateway into geographical inquiry.

**Activity:** Source a number of postcards from as many different places as possible (try asking friends, staff members and relatives). Additionally, ask the children to bring along any postcards that they have themselves. Using a world map and a map of Australia, pin the postcards to the state or country from which they came. If any of the children have relatives in another state or overseas, they might like to ask them to send them a postcard and bring that school.

Next, discuss what the pictures on the postcards show. Is it a beach scene, a snowy mountain, animals of the rainforest or the jungle? The children begin to recognise that the pictures on the cards can be an indication of such information as the environment of that place, the animals found in it and other interesting facts.
Here in Australia, there are 41 sites that have been placed on the World Heritage List. Australia also has places of national importance listed on a National Heritage List, and there is a Commonwealth Heritage List of sites that are owned and controlled by the Australian government. The range of heritage sites on these lists is diverse and includes rivers, parks, caves, shipwrecks, buildings, islands, rainforests and reefs.

**Activity:** Have students cut out the heritage places shown in Worksheet 2.8 (pp. 95–96) and place these in the correct state or territory on the blank map of Australia provided (enlarged to A3 if possible). They can then choose one of the heritage pictures and use the back of the worksheet to write its name and why it is listed as an important site.

**Care of heritage sites**

It is very important to care for heritage sites because if left uncared for and unprotected, they could be damaged and lost to us forever. We must protect these sites so that they will be there for future generations to experience and value.

**Activity:** To get students thinking about care and management of heritage sites, ask them to select a heritage site either here in Australia or overseas. They are to collect information about their choice from various resources, such as books, the Internet and relevant experts. Each child must draw or make a model of the chosen site, then imagine that they are in charge of this site and explain how they would manage and care for it.

This work could be presented as a short essay, poster, diorama or the child’s choice of presentation. Students show their finished work to a small group or to the whole class. It can then be displayed around the room. You might find it helpful to take digital photos of the work for assessment purposes.