



Geography Term 1

Geography | Andrew Ferrari

Rationale

People are connected to many places further develops students' understanding of place, as they learn that places may be defined differently by diverse groups of people.

Students are introduced to the concept of scale as they learn about the hierarchy of scale by which places are defined - from smaller rural villages and towns to larger cities.

Students' mental map of the world and their understanding of place are further developed through learning the major geographical divisions on Earth and where they are located in relation to Australia.

The concept of space is developed through an investigation of the influence of distance and accessibility on the frequency of visits to places. What does it mean to be remote?

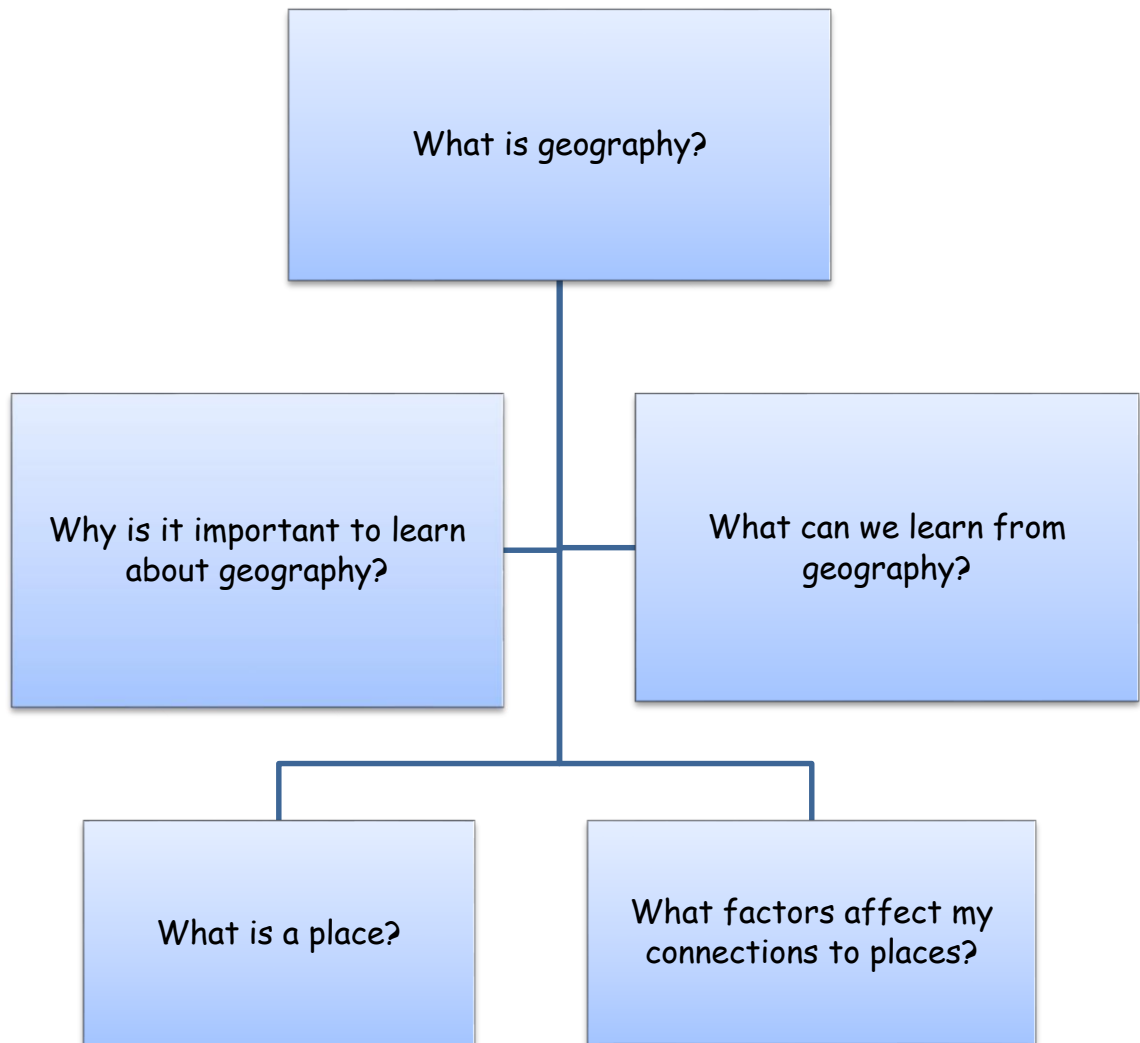
Learning in Geography follows the 5E's model outlined below:



Key Inquiry Questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions to be covered throughout Term 1 for Year 2 are articulated below:



These inquiry questions should be printed out and placed around the school-room. As students complete activities, have ideas or learn vocabulary related to these questions, artefacts can be added to help 'immerse' them in the theme.

Classroom Theme and Useful Ideas for Semester 1 Geography

You may want to consider enhancing the school room using the following ideas:

- An un-labelled map of the world with coloured pins/post-it notes available to add information as students learn it – ideally A3 or larger (to be provided by ASSOA)
- Photos of 'My Place' in the middle of a board that can have photos of surrounding 'Places' added to it, with coloured string used to show links, for example yellow string could be used to show 'close' and blue string used to show 'far'. Yellow string might link your station/house with Alice Springs, blue string might link your station/house with the Atlantic Ocean (once students have learned where it is)
- Having access to building blocks, lego, 3D shapes etc will be required and helpful when students begin to plan a town – let your teacher know if you do not have access to these things prior to Term 1 in-school to ensure that you can collect materials for use later in Term 1



Term Overview

Week	IDL day and topic	Materials	Follow-up activities	Evidence to be uploaded
1	Welcome to Geography!	<ul style="list-style-type: none"> Geography book, ruler, pencil 	Complete 'Know' and 'Want to know' sections of KWL chart	KWL chart
	Day:			
2	Oceans	<ul style="list-style-type: none"> Geography book, ruler, pencil, colouring in pencils, blank map of the world 	Using 5 different colours, colour in the oceans of the world	Map of the world with oceans labelled and coloured in.
	Day:			
3	Continents	<ul style="list-style-type: none"> Geography book, ruler, pencil, colouring in pencils, blank map of the world 	Using 7 different colours, colour in the continents of the world	Map of the world with oceans labelled and coloured in.
	Day:			
4	Continents and oceans – largest to smallest	<ul style="list-style-type: none"> Coloured map with oceans, coloured map with continents, geography book, pencil 	Ordering the oceans and continents from largest to smallest.	Ordered list and sentences explaining how you checked.
	Day:			
5	Labelling the continents and oceans of the world – What continent are we all from?	<ul style="list-style-type: none"> Blank map of the world, names of continents and oceans cut up, glue, colouring in pencils 	Label the blank map of the world by gluing on the names of the continents and oceans. Use different colours for each continent and ocean.	Labelled and coloured map of the world.
	Day:			
6	In-school: The Year 2 Playground!	All materials provided during in-school		
	Day:			
7	Towns and cities	<ul style="list-style-type: none"> Venn diagram 	Add extra information to Venn diagram. Use information from lesson to explain differences between a town and a city and whether student thinks Alice Springs is a town or a city.	At least 3 sentences explaining the differences between a town and a city, and whether student thinks Alice Springs is a town or a city.

8	<p>Day:</p> <p>Towns</p>	<ul style="list-style-type: none"> • Geography book, pencil 	<p>Rank the features of a town from most to least important.</p>	<p>Your list of the most to least important features of a town.</p>
9	<p>Day:</p> <p>Planning a year 2 town</p>	<ul style="list-style-type: none"> • Blank year 2 town map, pencil, ruler, colouring pencils 	<p>Finish labelling and colouring the year 2 town map. Write down any key features you think are missing from the year 2 town.</p>	<p>Labelled and coloured year 2 town map, sentences with changes student would make.</p>
10	<p>Day:</p> <p>Making my town</p>	<ul style="list-style-type: none"> • Blank 'My Town' map, pencil, ruler, colouring pencils, geography book, step by step list of what to do. 	<p>Complete 'My Town' task by following step by step instructions.</p>	<p>Completed 'My Town' task, answers in geography book, labelled world map with town and oceans.</p>

Day:

WEEK 1



Learning Intent: **We Are Learning To** recall what we know about geography. We are using a **KWL** chart to record what **'We Know'** and what **'We want to know'** about oceans and continents.

Success Criteria: **What I'm Looking For** is to see a **KWL** chart with the **'We know'** and **'We want to know'** columns filled out with any information you already know about **oceans** and **continents**, and any questions you want answered about **oceans** and **continents**.

IDL

Key questions:

1. What is geography?
2. What do you already know about geography?
3. How can I write a question about something I want to know in geography?

Materials

- Geography book, ruler, pencil

Follow-up activities

Using the KWL chart ruled up at the end of the lesson, write down anything you already know about oceans and continents in the 'Know' column of the table. Try and come up with at least 2 questions that you want answered about oceans and continents and write them down in the 'Want to know' column.

Home tutor advice:

Your student may need help remembering the difference between a statement and a question. Statements go in the 'Know' column, questions go in the 'Want to know' column. You can discuss the task with your student. When coming up with questions, remind your student that asking questions and letting the teacher know what they do and do not know is very important and they should always do so. Using question starters such as 'What is...' 'What are...' is a good way to assist them.

Evidence to be uploaded

Scan and upload your KWL chart to Google Drive for your teacher to see.

Weekly Checklist: IDL attended Follow up activities completed Uploaded to teacher

WEEK 2



Learning Intent: **We Are Learning To** name and remember the 5 (**five**) oceans of the world

Success Criteria: **What I'm Looking For** is for you to use colouring in pencils to colour the 5 (**five**) different oceans of the world on a map.

IDL

Key questions:

1. What do we want to know about oceans?
2. What is an ocean?
3. What are the 5 (**five**) oceans of the world?

Materials

- Geography book, ruler, pencil, colouring in pencils, blank map of the world

Follow-up activities

During the IDL you will label the 5 different oceans of the world on your map. Use 5 different colouring in pencils to colour in the oceans of the world. Learn the 'five oceans' song.

Home tutor advice:

One of the most confusing things for students to remember is that even though the map of the world is on a piece of paper, the left side joins up with the right side (meaning the Pacific Ocean) is on both the far left of the map and the far right. Encourage them to label one side, then to wrap the sheet of paper around to see how it joins up, and then to colour in the other side the same as well. It is not essential that students in year 2 know where the exact boundaries of the oceans are, just their locations. The 'five oceans' song is sung to the tune of 'Frere Jacques'. If you do not know the tune of this song, ask the teacher to upload a short YouTube video for you to see.

Evidence to be uploaded

Map of the world with oceans labelled and coloured in.

Weekly Checklist: IDL attended Follow up activities completed Uploaded to teacher

WEEK 3



Learning Intent: **We Are Learning To** name and remember the 7 (**seven**) continents of the world

Success Criteria: **What I'm Looking For** is for you to use colouring in pencils to colour the 7 (**seven**) different continents of the world on a map.

IDL

Key questions:

1. What do we want to know about continents?
2. What is a continent?
3. What are the 7 (**seven**) continents of the world?

Materials

- Geography book, ruler, pencil, colouring in pencils, blank map of the world

Follow-up activities

During the IDL you will label the 7 different continents of the world on your map. Use 7 different colouring in pencils to colour in the continents of the world. Keep singing the '5 oceans song' to help you remember them. Watch the '7 continents song' on Google Drive.

Evidence to be uploaded

Map of the world with continents labelled and coloured in.

Weekly Checklist: IDL attended Follow up activities completed Uploaded to teacher

WEEK 4



Learning Intent: **We Are Learning To order** the continents and oceans from **largest** to **smallest**.

Success Criteria: **What I'm Looking For** is for you to use **your map** to order the continents from **largest** to **smallest**. You also need to use **your map** to order the oceans from **largest** to **smallest**.

IDL

Key questions:

1. What does largest mean? What does smallest mean?
2. How can we use our map to help us put the continents in order from largest to smallest?
3. How can we use our map to help us put the oceans in order from largest to smallest?

Materials

- Geography book, pencil, coloured in maps from week 2 and 3

Follow-up activities

Using the skills you learned in the IDL, can you first order the oceans from largest to smallest? Once you have done that, can you use those same skills to help you order the continents from largest to smallest?

Home tutor advice:

Encourage your student to use measuring techniques from the lesson to try and work out the correct order. While it is not essential that the order is completely correct, it is important that they have used the measuring skills correctly to come up with a reasonable order. Once they have come up with their order, ask them what they could do to check their answer? Lead them towards looking at an atlas or using the internet to help, but remind them that it is essential that they come up with their order first (have a go) before checking.

Evidence to be uploaded

Upload your list of oceans and continents from smallest to largest in a Google Drive document. Add a sentence or two explaining how you checked your work.

Weekly Checklist: IDL attended Follow up activities completed Uploaded to teacher

WEEK 5



Learning Intent: **We Are Learning To** label the oceans and continents of the world on one map. We are learning to show on a map what continent students, home tutors and parents from year 2 are from.

Success Criteria: **What I'm Looking For** is for you to correctly label the 5 oceans and 7 continents on a map. I want you to use different colouring pencils to colour in each ocean and continent.

IDL

Key questions:

1. What continent do I come from?
2. What continent do the people I know come from?
3. How can we use a map to help us show this information?

Materials

- Blank world map for IDL, pencils
- Blank world map, pencil, colouring pencils, labels of oceans and continents, scissors, glue

Follow-up activities

You are to use your scissors to cut out the labels of the different oceans and continents in the world. Then, use your glue to correctly label the oceans and continents on the blank map of the world. Finally, use different colouring in pencils to neatly colour the different oceans and continents until your map is complete!

Home tutor advice:

Remind students to use the 5 oceans song to help them remember the names. Encourage them to challenge themselves and have a go at correctly labelling the world map without looking at their previous maps. Take note of what your student could label correctly (photo, audio or video) then allow them to use earlier lesson materials to complete the task.

Evidence to be uploaded

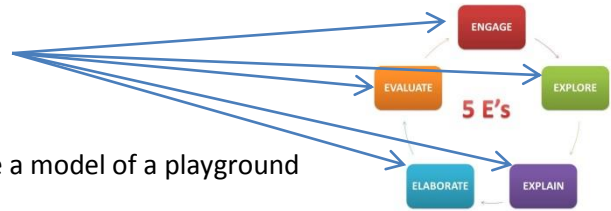
Scan and upload your completed map to Google Drive for your teacher to see.

Weekly Checklist: IDL attended Follow up activities completed Uploaded to teacher



	Above	Expected	Below
Criteria	Student demonstrates thorough understanding of names and places of oceans and continents by being able to correctly label all 5 oceans and all 7 continents correctly without any assistance.	Student demonstrates sound understanding of names and places of oceans and continents by being able to label at least 3 oceans and 4 continents correctly without assistance.	Student demonstrates limited understanding of names and places of the oceans and continents by needing assistance to correctly label a map of the world
Comments:			

WEEK 6



Learning Intent: **We Are Learning To** design and create a model of a playground that has equipment my classmates want in it.

Success Criteria: **What I'm Looking For** is for you to build the ideal year 2 playground using materials I will provide you. I then want you to explain why you chose the equipment for your playground.

In-school Materials

- Clipboards, pencils, paper, colouring in pencils, building blocks/3D shapes/lego/moulding clay (to help students create their playground)

Activities

1. Class discussion
 - a. What is a playground?
 - b. Where might we find a playground?
 - c. Where can we go and look at a playground near here?
2. Visiting a playground at Braitling PS - students are to look for:
 - a. What types of things are found at a playground?
 - b. What size and shape are playgrounds?
 - i. Students make a list of playground equipment, size, shape, colour etc
3. Year 2's ideal playground
 - a. As a class, come up with a list of playground equipment students in the class would want in their ultimate playground, remind them it needs to be realistic and buildable!
 - b. Students create a survey for their classmates to find the most popular playground equipment to the least popular playground equipment
4. Designing their own playground
 - a. As an assessment task, students use building materials (blocks, lego, cardboard, clay etc) to make a model of the ideal Year 2 ASSOA playground - take photographic evidence of this - cross-curricula opportunity with technology as a 'Design Challenge'
 - b. Students are given an opportunity to show off their design to their classmates
 - c. Students will need to explain why they chose certain equipment for their playground

Evidence to be recorded

Photo of completed playground for each student. Student's written explanation of why they chose the equipment for their playground.

Weekly Checklist: IDL attended Follow up activities completed Uploaded to teacher



Teacher notes:

This task can be assessed in a number of different ways. It can be an English oral speaking assessment and Geography assessment as students explain and justify their model playground using appropriate language.

It can be a Technology design challenge (allowing for Technology assessment and Geography assessment).

It can be a Maths chance and data assessment task that assesses their ability to use a table and tally system to survey their class.

The main learning and assessment goals are as follows:

1. Student demonstrates ability to conduct a simple survey to find out information.
2. Student is able to use this data to design and create a playground that suits the needs of the class.
3. Student is able to articulate (orally or written) why they chose specific equipment for their playground by referring to data.

Exemplar (Above grade level) response:

My playground has a large slide, two swings and monkey bars. I chose this equipment because most of the year 2 students wanted this equipment in their playground. My playground does not have a see-saw because only one student wanted it. The swings are opposite the slide so that children can come down the slide and then go on the swings. The monkey bars are near to the slide because this is how you get to the top of the slide.

Depending on how you choose to assess the task, an appropriate rubric will need to be created. No matter what cross-curricula assessment you choose to do with this task, it needs to assess the following Geography Skills for year 2:

Year 2 Content Descriptions

Geographical Inquiry and Skills

Collecting, recording, evaluating and representing

Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHGS014)

Communicating

Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS017)

Weekly Checklist: IDL attended Follow up activities completed Uploaded to teacher

WEEK 7



Learning Intent: **We Are Learning To** compare towns and cities using a **Venn diagram**.

Success Criteria: **What I'm Looking For** is for you to complete your **Venn diagram**. I then want you to write at least 3 sentences about the differences between a town and a city and whether you think Alice Springs is a town or city.

IDL

Key questions:

1. What is a town?
2. What is a city?
3. How are they similar? How are they different?
4. Is Alice Springs a town or city?

Materials

- Geography book, pencil, blank Venn diagram

Follow-up activities

I want you to look at the Venn diagram from the lesson and add any more similarities or differences you and your home tutor can come up with. Then, I want you to write about the differences between a town and a city. After you have done this, think about Alice Springs, do you think it is a town or a city? Use information from your Venn diagram to help you come up with your answer. Write at least 2 sentences about whether you think Alice Springs is a town or city and why.

Home tutor advice:

When your student is coming up with their response, encourage them to refer to the information on the Venn diagram from the IDL discussion, as well as any information they added after the lesson. The main skill being developed here is for the student to use existing information to help them come up with a response.

Evidence to be uploaded

Sentences explaining differences between a town and a city and whether student thinks Alice Springs is a town or a city.

Weekly Checklist: IDL attended Follow up activities completed Uploaded to teacher

WEEK 8



Learning Intent: **We Are Learning To** identify the features of a town.

Success Criteria: **What I'm Looking For** is for year 2 to make a list of all the things a town will need to function.

IDL

Key questions:

1. What is a town?
2. What are the key features of a town?
3. Does it matter where things are built in a town? Why?

Materials

- Geography book, pencil

Follow-up activities

I want you to look at the list we made in the IDL of the key features of a town and rank them from most important to least important. Explain why you chose this order.

Home tutor advice:

Like many of these tasks, you can negotiate with the teacher as to how much writing your student has to do. While it is important they practice writing daily, your student might benefit from using audacity or a video to complete parts of these geography tasks.

Evidence to be uploaded

List of key features of a town ordered from most important to least important.
Explanation of order.

WEEK 9



Learning Intent: **We Are Learning To** plan a town on a map.

Success Criteria: **What I'm Looking For** is for year 2 to come up with a town that has all the key features needed to be a great town!

IDL

Key questions:

1. What is a town?
2. What are the most important features of a town?
3. Where should we place key features in a town to make the best town possible?

Materials

- Blank year 2 town map, pencil, ruler, colouring pencils

Follow-up activities

Are there any features of a town that you think should be there that we did not add during the lesson? Don't add them to this town, but write them down because next week you will be designing your very own town!

Add colour and labels to the year 2 town to make it obvious what features are where.

If you could change anything about the year 2 town, what would it be? Explain why you would make those changes. Remember, you can then use this to help you plan your very own town next week!

Evidence to be uploaded

Labelled and coloured year 2 town map. Sentences with changes student would make.

WEEK 10



Learning Intent: **We Are Learning To** plan and design our own town.

Success Criteria: **What I'm Looking For** is for you to design and plan your own town. I then want you to **explain** what features are in your town and why you put them where you did.

IDL

Key questions:

1. What do I need to know to succeed in this task?
2. What do I need to do to complete this task?

Materials

- Blank 'my town' map, pencil, ruler, colouring pencils

Follow-up activities

Follow the step by step process explained by your teacher in the IDL to complete this task. It can also be found at the end of this booklet.

Evidence to be uploaded

Your completed 'My Town' map, your answer to the questions in your geography book and a labelled world map showing where your town is on the continent of Australia and the three nearest oceans.



Reflection

Three things I learnt in Geography this term:

1. _____

2. _____

3. _____

Two things I loved about Geography this term:

1. _____

2. _____

Colour in the smiley face that shows how you feel about these things:

Using a map to show the continents and oceans of the world



I feel this way because:

Building the ideal year 2 playground



I feel this way because:

Explaining why I made decisions like how important a key feature in a town is



I feel this way because:

Planning my own town on a map



I feel this way because:



Home tutor Feedback:

What did your student enjoy about *Geography* this term?

What did your student find difficult this term?

Do you feel that your student now has a better understanding of how they, and others, are connected to 'many places' for different reasons? Why, why not?

Remember, your feedback is used to help us improve our units!

Appendix







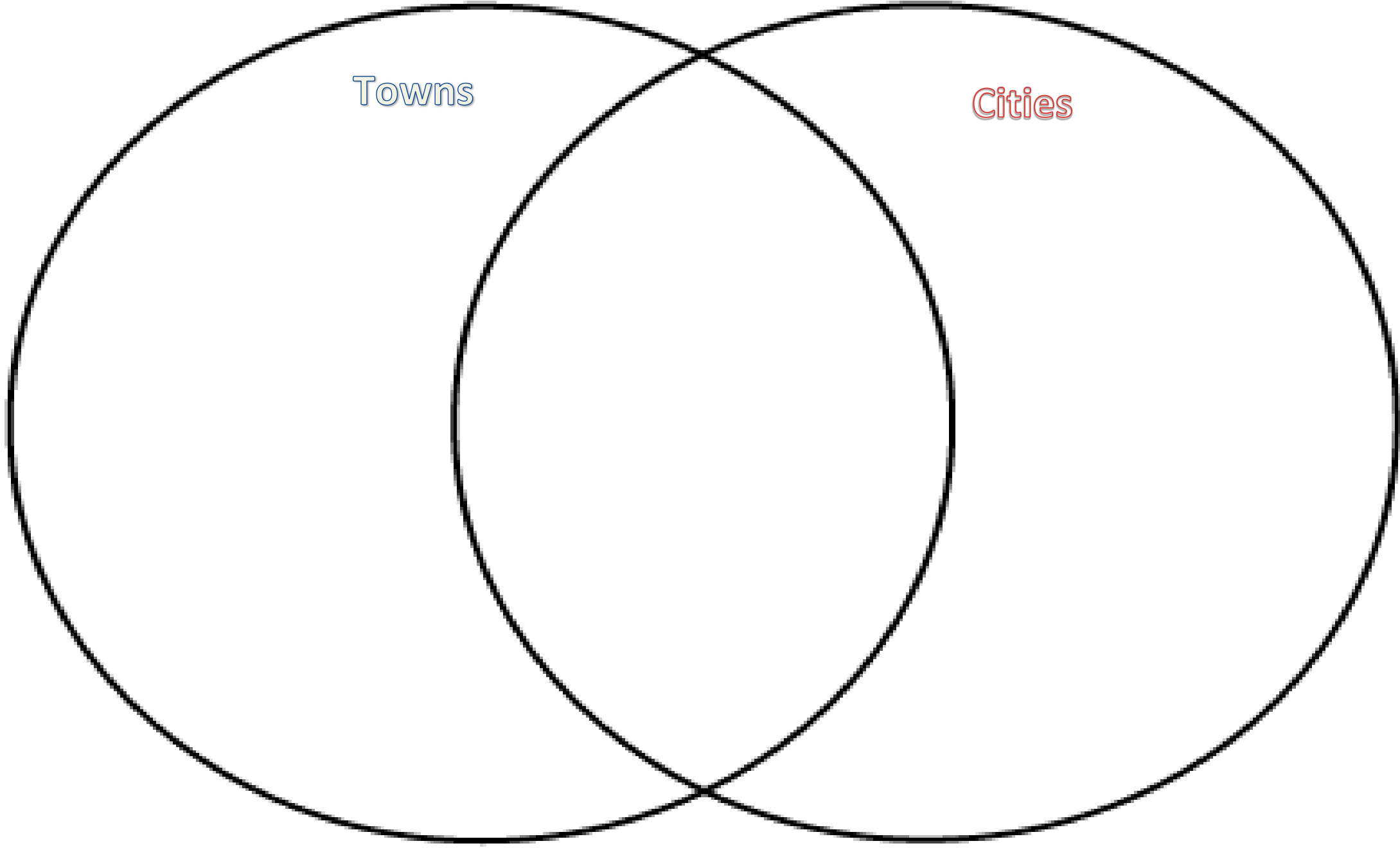
Labels for Week 5 assessment task:

Indian Ocean	Australia	Asia
North America	Atlantic Ocean	Arctic Ocean
Antarctica	Africa	South America
Southern Ocean	Europe	Pacific Ocean

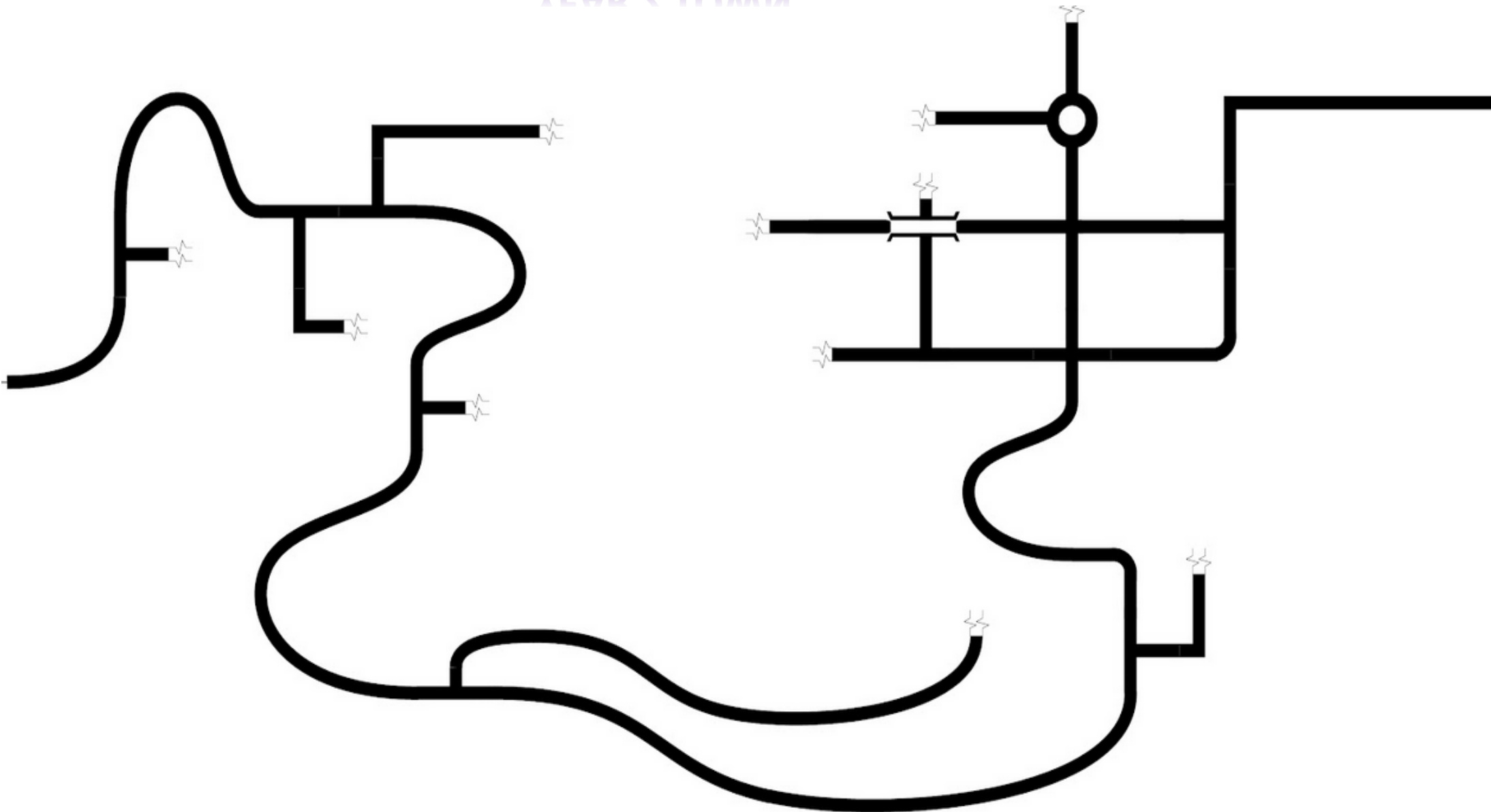


Towns

Cities



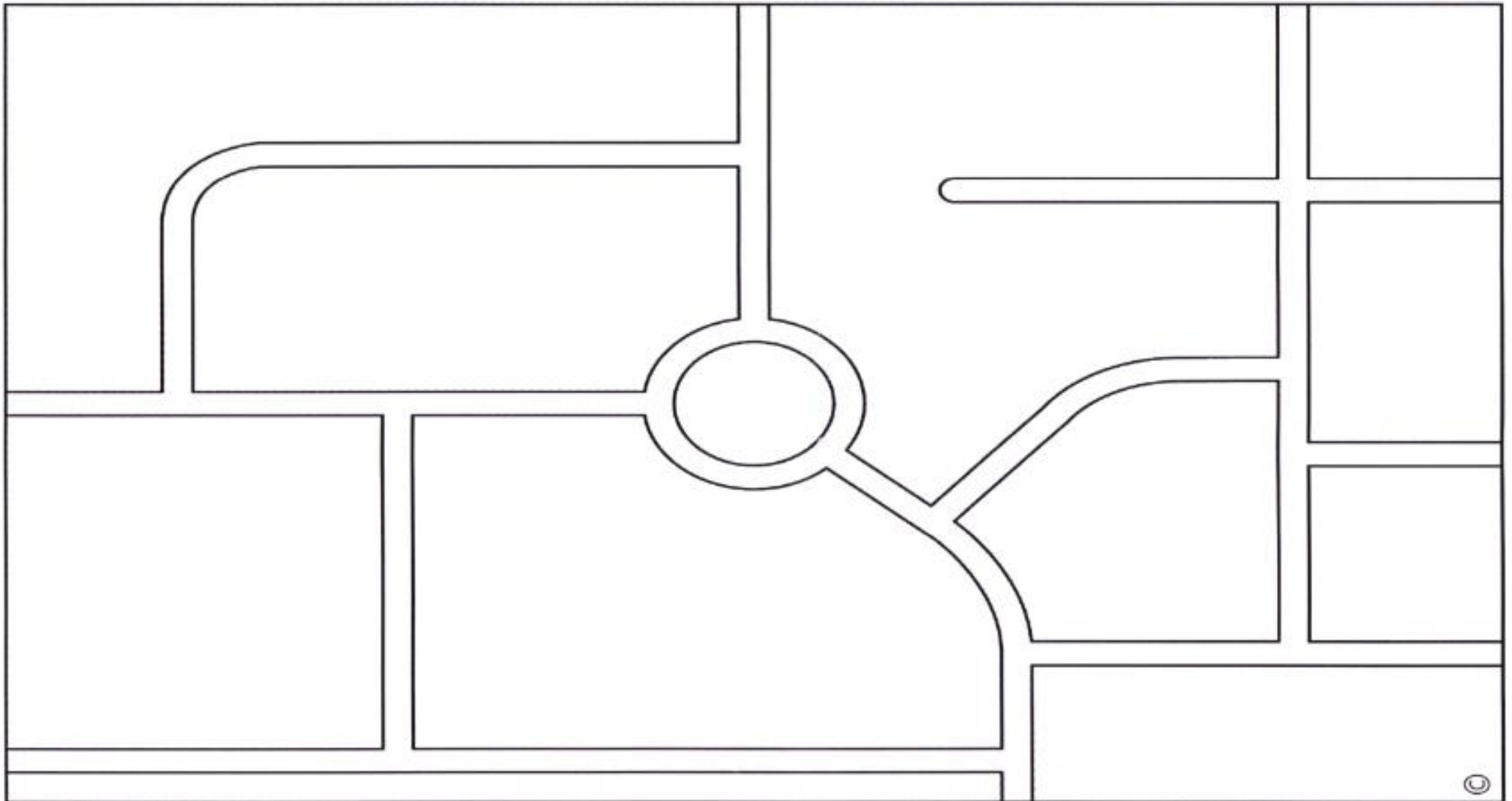
YEAR 2 TOWN





Town plan

My town is called: _____





Step	Task	Completed ✓
1.	<p>Plan a new town on the sheet provided.</p> <p>Represent key features of the town by drawing them on your 'My Town' map. Make sure you label your key features so that your teacher knows exactly what they are. Remember to think about where you are placing things in your town, do not just put everything you can in your town anywhere!</p>	
2.	<p>Give the town a name on the sheet provided.</p>	
3.	<p>Describe the town and the importance of the key features in your geography book.</p> <p>First, list the key features. Then explain why you picked those key features to be in your town.</p> <p>Next, what is one of the most important key features in your town? Why is it important for your town?</p>	
4.	<p>Once you have scanned and uploaded the plan of your town to your teacher, answer the question you are asked about why you put certain key features in certain places.</p>	
5.	<p>Show where your town is located on the continent of Australia using a blank world map. Label the three nearest oceans to your town.</p>	