Prep Year plan — Australian Curriculum: Geography

Implementation year: School name:

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| Identify curriculum | Phase curriculum focus | | **Exploring local and more distant places at the local scale**  Young students are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the curriculum explores the geography of their lives and their own places. Students think about aspects of place, space and environment. Learning about their own place, and building a connection with it, also contributes to their sense of identity and belonging, and an understanding that places should be cared for. While the local place should be the initial focus for learning, young students are also aware of and interested in more distant places and the curriculum provides opportunities to build on this curiosity. Students are introduced to the concept of interconnections when learning how they are connected to places throughout the world.  Students’ spatial thinking starts by learning about direction and distance and how familiar things can be arranged in space for different purposes. They become aware of the distances between places and how distance constrains their activities. They begin to develop a mental map of the world and of where they are located in relation to other places. Students are introduced to the concept of the environment through the exploration of the environment of their own and other places and by recognising how places vary in terms of their natural features. They become aware of why the environment needs to be cared for and are prompted to consider how they can contribute to this, laying foundations for active citizenship.  Specific geographical skills introduced throughout the early years include observing and describing the features of places, drawing a map, using directional language, understanding distance and interviewing relatives. | | | |
| Geographical scale and spatial context | | Children develop a mental map of the world and of where they are located in relation to other places. The emphasis in Prep is on the places in which children live, but they also start to investigate other places of similar size that are familiar to them or that they are curious about. | | | |
| Fieldwork | | Possible data collection techniques include: observing, field sketching, taking photographs or drawing story maps. | | | |
| Year level description | | **People live in places**  *People live in places* focuses on developing students’ understanding of [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place). Students explore the [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) they live in and belong to, and learn to observe and describe its [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features). Learning about their own [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) and building a connection with it contributes to their sense of identity and belonging and an understanding of why and how they should look after places. They start to explore their feelings about places by talking about their own special places, and what makes them special. The idea of location (a part of the concept of [space](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Space)) is introduced through drawing story-maps and creating models to show where places and [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) are located, and by learning about the globe as a [representation](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Representation) of the Earth on which places can be located. The emphasis in Foundation is on the places in which students live, but they also start to investigate other places of similar size that are familiar to them or that they are curious about.  The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific [local](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Local) contexts. The order and detail in which they are taught are programming decisions. | | | |
| Key inquiry questions | | A framework for developing children’s geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use of photographs and other representations of geographical data and the drawing of simple maps.  Key inquiry questions for Foundation year are:   * What are places like? * What makes a place special? * How can we look after the places we live in? | | | |
| Geographical concepts | | The concepts to develop geographical understanding in this Year level are place, space and scale. | | | |
| Achievement standard | | By the end Foundation Year, students describe the features of familiar places and [recognise](http://www.australiancurriculum.edu.au/Glossary?a=&t=Recognise) why some places are special to people. They [recognise](http://www.australiancurriculum.edu.au/Glossary?a=&t=Recognise) that places can be represented on maps and a globe and why places are important to people.  Students observe the familiar features of places and [represent](http://www.australiancurriculum.edu.au/Glossary?a=&t=Represent) these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a [familiar](http://www.australiancurriculum.edu.au/Glossary?a=&t=Familiar) place. | | | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v5.0: Geography for Foundation–10*, [www.australiancurriculum.edu.au/Geography/Curriculum/F-10](http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10) | | | |
| Teaching and learning | Unit overview  In Prep Year Geography:   * 18–20 hours per year * 9–10 hours per unit | | Unit 1 | | Unit 2 | |
| Exploring Places  The inquiry question for this unit is:   * What are places like?   The unit develops children’s understanding of representations of the location of places and their features on maps and a globe. It considers the places people live in and belong to, their familiar features and why they are important to people.  Children explore the places they live in, and are connected to, in their local area and will:   * create story-maps or models representing location of places and features from observations made of a journey to school or fieldwork related to an exploration of the school locality. * use geographic tools such as a globe or digital representations of the world to locate Australia and other places of significance to children * identify the places they live in and belong to, e.g. a neighbourhood, suburb, town or rural locality using photo walls, maps or spatial applications such as Google Earth. * describe the features of their own place, and places they are familiar with or are aware of, e.g. places they have visited, places family members have come from, imaginary places in stories, or places featured on television * contribute to discussions by reflecting on learning and drawing on observations of how places provide people with their basic needs, e.g. water, food and shelter. * communicate information about direction and locations using everyday language. | | Exemplar unit: Caring for special places  The inquiry questions for this unit are:   * What makes a place special? * How can we look after the places we live in?   The unit develops children’s understanding of the reasons why some places are special to people, and how they can be looked after. They develop an understanding of the Countries/Places that Aboriginal peoples and Torres Strait Islander peoples belong to in the local area and why they are important to them.  Children explore the places they live in and are connected to in their local area and will:   * identify places they consider to be “special”, e.g. their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance, and explain why the place is special to them * engage in fieldwork to describe the features of a special place based on what they see, hear, smell and feel * record information from observations using geographic tools, such as maps and tables, and ask questions about what they observe in the local area * use guided discussions related to observations to answer questions and discuss different ways they could contribute to caring for their special places * identify and use the name of the local Aboriginal/Torres Strait Islander Language Group * identify how and why the words Country/Place are used by Aboriginal peoples and Torres Strait Islander peoples for the places to which they belong * use photographs, film, painting, dance or stories about a place to stimulate questions about what the place is like and draw some conclusions from the discussion * draw pictures of, and describe, the ways they care for places * suggest ways they could take care of important places in the school or local area, and outline why this might be required. | |
| Links to other learning areas | | History   * Explore a point of view [(ACHHS020)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS020) * Use a range of communication forms (oral, graphic, written, role play) and digital technologies [(ACHHS022)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS022)   English   * Construct [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) using software including word processing programs [(ACELY1654)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1654)   Mathematics   * Answer yes/no questions to collect information [(ACMSP011)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP011)   Science   * Explore and make observations by using the [senses](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Senses) [(ACSIS011)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS011) * Engage in discussions about observations and use methods such as drawing to represent ideas [(ACSIS233)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS233) * Share observations and ideas [(ACSIS012)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS012) | | | |
| Aboriginal and Torres Strait Islander perspectives | | Geography provides opportunities for children to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning * Indigenous contexts in which Aboriginal peoples and Torres Strait Islander peoples live * Aboriginal peoples’ and Torres Strait Islander peoples’ contributions to Australian society and cultures.   The Australian Curriculum: Geography emphasises the relationships people have with place and their interconnections with the environments in which they live. The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority provides the opportunity for children to develop a deeper understanding of these concepts by investigating the thousands of years of Aboriginal peoples’ and Torres Strait Islander peoples’ connection to land, water and sky and the knowledge and practices that developed as a result of these experiences. Children will examine the effects of European colonisation on people and environments. The study of the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority also contributes to an understanding of spatial inequalities in human welfare, sustainable development and human rights. | | | |
|  | General capabilities and cross‑curriculum priorities | | Description: Description: Description: Description: gc_literacy Description: Description: Description: Description: gc_numeracy Description: Description: Description: Description: gc_ict Description: Description: Description: Description: gc_critical Description: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asiaDescription: Description: Description: cc_sust | | Description: Description: Description: Description: gc_literacy Description: Description: Description: Description: gc_numeracy Description: Description: Description: Description: gc_ict Description: Description: Description: Description: gc_critical Description: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asiaDescription: Description: Description: cc_sust | |
| Key to general capabilities and cross-curriculum priorities | | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: Description: gc_ethical Ethical understanding  Description: Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability | | | |
| Develop assessment | Assessment  For advice and guidelines on assessment, making judgments and using feedback, see: [www.qsa.qld.edu.au/26025.html](http://www.qsa.qld.edu.au/26025.html) > choose the Year level > select the Assessment tab. | The following assessment will provide a range and balance of evidence of learning across different assessment techniques and instruments. This evidence will be collected in a folio to make an overall on-balance judgment about achievement and progress at appropriate points, and to inform the reporting process. | | | | |
| Unit 1 | | | Unit 2 | |
| Assessment | | | Assessment | |
| Collection of work  The purpose of this assessment is to make judgments about children’s responses to a series of focused tasks within a specified context and based on the process of Geographical Inquiry and Skills. Teachers and children collaborate on tasks which are conducted in class and in children’s own time.  The focus of the collection of work is describing the features of familiar places, recognising that places can be represented on maps and a globe and considering why places are important to people. The collection of work will also focus on making records and sharing observations and describing direction and location. Examples may include:   * labelled outline maps of local places * labelled diagrams * journal entries * annotated visual records * records of evidence gathered through fieldwork. | | Valued features[[1]](#footnote-1) | Guided research  The purpose of this assessment is to make judgments about children’s ability to observe, collect, record and represent geographical data and draw conclusions about a place special to the child/children and make suggestions on how they can care for it. Research in a P–2 context is guided and involves children and teachers collaborating to gather and record information. They follow an inquiry approach that aligns to the Geographical Inquiry and Skills strand for the Prep Year level.  Examples may include:   * responses based on a field trip,  e.g. a local community site study * picture diaries * categorising drawings or photos * simple tables and picture graphs * simple maps or models * story books using photographs * fieldwork observations using photographs and drawings * responses to inquiry questions. | Valued features |
| * Geographical knowledge and understanding * Questioning and researching * Interpreting and analysing * Communicating | * Geographical knowledge and understanding * Questioning and researching * Interpreting and analysing * Communicating, |
| Make judgments  and use feedback | Consistency of  teacher judgments | | Identify opportunities to moderate samples of children’s work at a school or cluster level to reach consensus and consistency. | | | |

Prep Year Geography: review for balance and coverage of content descriptions, including emphasis on geographical understandings

| Geographical Knowledge and Understanding | | | | | |  | Geographical Inquiry and Skills | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Geographical Knowledge** | **1** | **2** | **Concepts for developing geographical understandings[[2]](#footnote-2)** | **1** | **2** |  | Geographical Inquiry and Skills | 1 | 2 |
| The [representation](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Representation) of the location of places and their [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) on maps and a globe [(ACHGK001)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK001) | ✓ |  | **Place**  Places are parts of the Earth’s surface and can be described by location, shape, boundaries, features and environmental and human characteristics. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room to a major world region. For Aboriginal peoples and Torres Strait Islander peoples, Country/Place is important for its significance to culture, identity and spirituality.  In P–2, children explore the places they live in and belong to, and learn to observe and describe features of places. Children also become aware of, and interested in, more distant places. The idea of active citizenship is developed as children consider how places can be cared for. | ✓ | ✓ |  | Observing, questioning and planning   * Make observations about familiar places and pose questions about them [(ACHGS001)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS001) | ✓ | ✓ |
| The places people live in and belong to, their familiar [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) and why they are important to people [(ACHGK002)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK002) | ✓ | ✓ | **Space**  Spaces are defined by the location of environmental and human features, geographical phenomena and activities across the Earth’s surface that form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales.  In P–2, children’s spatial thinking starts by learning about direction and distance and how familiar things, such as the classroom or school grounds, are organised for different purposes. By Year 2, children become aware of the distances between places and how distance constrains their activities. | ✓ | ✓ |  | Collecting, recording, evaluating and representing   * Record geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information collected by observation [(ACHGS002](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS002)) | ✓ | ✓ |
| The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the [local](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Local) area and why they are important to them [(ACHGK003)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK003) | ✓ | ✓ | **Scale**  Scale refers to the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to local, regional, national, world regional and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, e.g. a local issue or global issue.  In P–2, children explore place, space and environment in studies at the personal and local scale. | ✓ | ✓ |  | * Represent the location of [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) of a familiar [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) on pictorial maps and models [(ACHGS003)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS003) | ✓ | ✓ |
| The reasons why some places are special to people, and how they can be looked after [(ACHGK004)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK004) |  | ✓ |  |  |  |  | Communicating   * Present information using everyday language to describe location and direction [(ACHGS005)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS005) | ✓ | ✓ |
|  |  |  |  |  |  |  | Reflecting and responding   * Reflect on their learning to suggest ways that they can look after a familiar [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) [(ACHGS006)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS006) | ✓ | ✓ |

1. **Valued features**: Those aspects of the content descriptions and achievement standard that are targeted in the assessment. The valued features for Geography are: Geographical knowledge and understanding, Questioning and researching, Interpreting and analysing, and Communicating. [↑](#footnote-ref-1)
2. Geographical understandings are derived from the content descriptions and achievement standards and are supported by Geographical Inquiry and Skills. The Year level description provides information about the development of Geographical Understanding through the concepts. The definitions of geographical understandings are based on the glossary terms published in *Australian Curriculum v5.0: Geography for Foundation–10*, [www.australiancurriculum.edu.au/Geography/Curriculum/F-10](http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10). [↑](#footnote-ref-2)