Year 1 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 | The study of what places are like continues with an investigation of some of the important activities located in them, whiles an examination of where these activities are located, and why, starts students thinking about the concept of space. While the local place should be the initial focus of learning, children are also aware of, and interested in, more distant places. | | | |
| Fieldwork | Possible data collection techniques include: observing, field sketching, taking photographs or interviewing. | | | |
| Year level description | Places have distinctive features  *Places have distinctive*[*features*](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) develops the concept of [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) through studies of what places are like and how their [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) have changed. Students learn that places can have natural, managed and constructed environmental [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features), and range from those that have largely natural [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) to those with largely managed or constructed [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features). This year continues to develop the idea of active citizenship as students are prompted to further consider how places can be cared for. The concept of [environment](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Environment) is introduced, as students study the daily and seasonal weather patterns and natural [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) of their [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) and of other places, including how seasonal [change](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Change) is perceived by different cultures. The study of what places are like continues with an investigation of some of the important activities located in them. While an examination of where these activities are located, and why, starts students thinking about the concept of [space](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Space). The idea that people can organise [space](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Space) is introduced by investigating how [space](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Space) within a familiar [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place), for example, the school or a classroom, can be arranged differently for different purposes.  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 and interpretation of maps, photographs and other representations of geographical data.  The key inquiry questions for Year 1 are:   * What are the different features of places? * How can we care for places? * How can spaces within a place be rearranged to suit different purposes? | | | |
| Geographical concepts | The concepts to develop geographical understanding in this Year level are place, space, scale and environment. | | | |
| Achievement standard | By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.  Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for. | | | |
| 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 Year 1 Geography:   * 18–20 hours per year * 9–10 hours per unit | Unit 1 | | Unit 2 | |
| Exemplar unit: Features of places  The inquiry question for this unit is:   * What are the different features of places?   The unit develops children’s understanding of the natural, managed and constructed features of places, their location, and how they change. Included in these understandings of natural features are the weather and seasons of places, and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them.  Children will:   * use observations to identify and describe the natural features (e.g. hills, rivers, native vegetation), managed features (e.g. farms, parks, gardens, plantation forests) and constructed features (e.g. roads, buildings) of the local place, and locate them on a map * use drawings or images to categorise features of places into tables showing natural, managed or constructed places * interpret the geographical information in guided discussions * use a range of forms to describe natural features including stories, text, painting photographs and maps * recount Aboriginal Dreaming stories and/or Legends of the Torres Strait stories that identify the natural features of a place * use observations and/or photographs or digital images from sources such as Google Earth to identify changes in natural, managed and constructed features in their place, (e.g. recent erosion, revegetated areas, planted crops or new buildings) * use observations and/or photographs or digital sources, such as the Bureau of Meteorology, to describe the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind, and compare it with the weather of other places that they know or are aware of * compare the Aboriginal peoples’ or Torres Strait Islander Peoples’ seasonal calendar for the local area, with one children are familiar with, such as the four-seasons calendar derived from Europe. | | People and places  The inquiry questions for this unit are:   * How can we care for places? * How can spaces within a place be rearranged to suit different purposes?   The unit develops children’s understanding of the ways places can be cared for, the ways the activities located in a place create its distinctive features, and the ways that space within places, like the classroom or backyard, can be rearranged to suit different activities or purposes.  Children will:   * describe local features people look after (e.g. a bushland, wetland, park or heritage building) and find out why and how these features need to be cared for, and who provides this care * identify the activities located in their place (e.g. retailing, medical, educational, police, religious, recreational, farming, manufacturing or office activities), locate them on a pictorial map, and suggest why they are located where they are * develop a table to show the significant features or uses of different places * describe how they would rearrange the space within the classroom for specific learning activities like reading, drama, group work or class meetings * pose questions about how and why things are arranged spatially (e.g. the arrangement of a classroom or the school’s buildings and playgrounds or the arrangement of shops around a main road) * locate and label their home on a map, show their daily route to school and describe the features they pass. Children use terms, such as north, south, near, far and opposite, to describe direction and location. | |
| Links to other learning areas | History   * Explore a point of view [(ACHHS036)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS036) * Use a range of communication forms (oral, graphic, written, role play) and digital technologies [(ACHHS038](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS038))   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   * Represent [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) with objects and drawings where one object or drawing represents one [data](http://www.australiancurriculum.edu.au/Glossary?a=M&t=Data) value. (ACMSP263 Describe the displays [(ACMSP263)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP263)   Science   * Use informal measurements in the collection and recording of observations, with the assistance of [digital technologies](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Digital%20technologies) as appropriate [(ACSIS026)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS026) * Use a range of methods to sort information, including drawings and provided [tables](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Table) [(ACSIS027)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS027) * Compare observations with those of others [(ACSIS213)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS213) . | | | |
| 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_asia | |
| 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 one cohesive investigative context. Teachers and children collaborate on tasks, which are conducted in class and in children’s own time. This differs from a folio of assessment responses used to make a judgment at the end of a term and assessment.  The focus of the collection of work is identifying and describing the changing natural, managed and constructed features of places and how Aboriginal peoples and Torres Strait Islander peoples describe features and places differently. Children also represent and interpret their geographical findings.  A collection of work may include:   * labelled outline maps of local places * labelled diagrams * short written explanations * journal entries * annotated visual records * records of evidence gathered on a field trip * oral, electronic or multimodal presentations. | Valued features[[1]](#footnote-1) | Guided research (Spoken/multimodal)  The purpose of this assessment is to make judgments about children’s ability to observe, collect, record and represent geographical data and findings to demonstrate:   * understanding at a local scale of where features of places are located * how they can be arranged or rearranged to suit purpose * how places can be cared for.   Research in a P–2 context is guided. Guided research 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 Year 1 level.  Research presentation formats may include:   * responses to inquiry questions * informal and guided discussions * responses based on fieldwork,  e.g. a local community site study * picture diaries * multimodal presentations * fieldwork observations using photographs and drawings * categorising drawings or photos * story books using photographs. | 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. | | | |

Year 1 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 natural, managed and constructed [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) of places, their location, how they [change](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Change) and how they can be cared for [(ACHGK005)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK005) | ✓ | ✓ | **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**   * Pose questions about familiar and unfamiliar places [(ACHGS007)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS007) | ✓ | ✓ |
| The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them [(ACHGK006)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK006) | ✓ |  | **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**   * Collect and record geographical [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films [(ACHGS008)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS008) | ✓ | ✓ |
| The ways the activities located in a [place](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Place) create its distinctive [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) [(ACHGK007)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK007) |  | ✓ | **Environment**  The environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and human processes. The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration.  In Years 1 and 2, children are introduced to the concept of the environment through the exploration of their own environment and other places, and by recognising how places vary in terms of their natural features. | ✓ | ✓ |  | * Represent [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and the location of places and their [features](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Features) by constructing tables, plans and labelled maps [(ACHGS009)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS009) | ✓ | ✓ |
| The ways that [space](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Space) within places, such as classroom or backyard, can be rearranged to suit different activities or purposes [(ACHGK008)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGK008) |  | ✓ | **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, for example, a local issue or global issue.  In P–2, children explore place, space and environment in studies at the personal and local scale. | ✓ | ✓ |  | **Interpreting, analysing and concluding**   * Draw conclusions based on the interpretation of geographical information sorted into categories [(ACHGS010)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS010) | ✓ | ✓ |
|  |  |  |  |  |  |  | **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 [(ACHGS011)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS011) | ✓ | ✓ |
|  |  |  |  |  |  |  | **Reflecting and responding**   * Reflect on their learning and suggest responses to their findings [(ACHGS012](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHGS012)) | ✓ | ✓ |

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)