

# What are places like?

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Assessment description	Category
Children will observe and describe the features of a familiar place that are important to people, represent these features on a model and a pictorial map, and communicate the location and direction of these features using everyday language.	Spoken/signed and multimodal
	<b>Technique</b> Collection of work
<b>Context for assessment</b>	<b>Alignment</b>
Children represent observable features of a familiar place on a model and pictorial map. Children develop geographical skills of inquiry that include: <ul style="list-style-type: none"> <li>observe features of the familiar place using photographs, labelled diagrams or other records of evidence gathered through fieldwork</li> <li>describe the features of the familiar place that are important to people</li> <li>recognise that features of places can be represented on a map or a globe</li> <li>represent these features of a familiar place on a model and pictorial map</li> <li>share observations and a description of the features of a familiar place and use everyday language to describe the direction and location of these features.</li> </ul>	<i>Australian Curriculum v7.1</i> , Prep Year Geography Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a> Year Prep Year Geography standard elaborations <a href="http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_prep_se.pdf">www.qcaa.qld.edu.au/downloads/p_10/ac_geog_prep_se.pdf</a>
	<b>Connections</b>
	This assessment can be used with the QCAA Australian Curriculum resource titled <i>Prep Year Geography plan — Unit 1 (Exploring Places)</i> available at: <a href="http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_prep_plan.docx">www.qcaa.qld.edu.au/downloads/p_10/ac_geog_prep_plan.docx</a>
	<b>Definitions</b>
	<p><b>Directional language:</b> language to describe how to locate features of a place, e.g. left, right, up, down, straight ahead, north, south. It is used with locational language to identify position on a map.</p> <p><b>Locational language:</b> language to describe the relative position of a feature or place, e.g. beside, near, in front of, next to.</p> <p><b>Birds-eye view:</b> An elevated view of an object from above.</p> <p><b>Pictorial map:</b> A map that uses pictures or symbols to represent location and features of places.</p> <p><b>Representation:</b> Representing geographical information in a visual form, e.g. a graph, map, image, field-sketch or a multilayered map.</p> <p><b>Features:</b> the visible elements of a place or landscape, classified as managed, natural and constructed.</p> <p><b>Data:</b> Information that is directly recorded; it can be quantitative or qualitative. In Prep, data could be a record of the number of rubbish bins in the school grounds.</p>

**In this assessment**

Teacher guidelines

Task-specific standards — continua

Task-specific standards — matrix

Assessment resource: Sample response — model and pictorial maps

Assessment resource: Observation record











Assessment resource: Recording device to gather evidence

Assessment resource: Sample photographs

Student booklet

# Teacher guidelines

## Identify curriculum

Content descriptions to be taught	
Geographical Knowledge and Understanding	Geographical Inquiry and Skills
<ul style="list-style-type: none"> <li>The representation of the location of places and their features on maps and a globe (ACHGK001)</li> <li>The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)</li> </ul>	<p><b>Observing, questioning and planning</b></p> <ul style="list-style-type: none"> <li>Make observations about familiar places and pose questions about them (ACHGS001)</li> </ul> <p><b>Collecting, recording, evaluating and representing</b></p> <ul style="list-style-type: none"> <li>Record geographical data and information collected by observation (ACHGS002)</li> <li>Represent the location of features of a familiar place on pictorial maps and models (ACHGS003)</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Present information using everyday language to describe location and direction (ACHGS005)</li> </ul>
<p><b>General capabilities (GCs) and cross-curriculum priorities (CCPs)</b></p> <p>This assessment may provide opportunities to engage with the following GCs and CCPs. Refer also to the Resources tab on the P–10 Geography curriculum and assessment page: <a href="http://www.qcaa.qld.edu.au/prep-geography-curriculum.html">www.qcaa.qld.edu.au/prep-geography-curriculum.html</a></p>	
<ul style="list-style-type: none"> <li> Literacy</li> <li> Numeracy</li> <li> ICT capability</li> <li> Critical and creative thinking</li> <li> Personal and social capability</li> <li> Ethical understanding</li> <li> Intercultural understanding</li> </ul>	<ul style="list-style-type: none"> <li> Aboriginal and Torres Strait Islander histories and cultures</li> <li> Asia and Australia's engagement with Asia</li> <li> Sustainability</li> </ul>
<p><b>Achievement standard</b></p> <p>This assessment provides opportunities for students to demonstrate the following highlighted aspects.</p> <p>By the end Foundation Year, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.</p> <p>Students observe the familiar features of places and 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 place.</p>	
<p>Source: ACARA, The Australian Curriculum v7.1, <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a></p>	

# Sequence learning

## Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QCAA's Prep Year Geography year level plan. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:

- See Prep Year Geography year plan exemplar:  
[www.qcaa.qld.edu.au/downloads/p\\_10/ac\\_geog\\_prep\\_plan.doc](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_prep_plan.doc)

## Adjustments for needs of learners

The Australian Curriculum, in keeping with Melbourne Declaration on Educational Goals for Young Australians (2008), establishes the expectations of a curriculum appropriate to all Australian students. All students across all education settings and contexts are supported in their diverse learning needs through the three-dimensions of the Australian Curriculum: the learning area content, the general capabilities and the cross-curriculum priorities. The relationship between and the flexibility to emphasis one or more of the dimensions allows teachers to personalise learning programs.

To make adjustments, teachers refer to learning area content aligned to the child's chronological age, personalise learning by emphasising alternate levels of content, general capabilities or cross-curriculum priorities in relation to the chronological age learning area content. The emphasis placed on each area is informed by the child's current level of learning and their strengths, goals and interests. Advice on the process of curriculum adjustment for all students and in particular for those with disability, gifted and talented or for whom English is an additional language or dialect are addressed in Australian Curriculum — Student Diversity materials. For information to support students with diverse learning needs, see:

- Queensland Curriculum and Assessment Authority materials for supporting students with diverse learning needs [www.qcaa.qld.edu.au/10188.html](http://www.qcaa.qld.edu.au/10188.html)
- Australian Curriculum Student Diversity [www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice](http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice)
- The *Melbourne Declaration on Educational Goals for Young Australians* [www.curriculum.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)
- The *Disability Standards for Education* [www.ag.gov.au](http://www.ag.gov.au).

## Resources

### Print

- Catling, S, Willy, T & Butler, J 2012, *Teaching Primary Geography for Australian Schools*, Hawker Brownlow, Melbourne.
- Hutchins, P 1968, *Rosie's Walk*, Aladdin, New York, NY.

### Online

- Geogspace, Australian Geography Teachers of Australia, *Making a model of a place like mine*, [www.geogspace.edu.au/core-units/f-4/exemplars/year-f/f4-exemplars-yf-illus.1.html](http://www.geogspace.edu.au/core-units/f-4/exemplars/year-f/f4-exemplars-yf-illus.1.html).
- Geogspace, Australian Geography Teachers of Australia, *Mental maps*, [www.geogspace.edu.au/core-units/f-4/exemplars/year-f/f4-exemplars-yf-illus.2.html](http://www.geogspace.edu.au/core-units/f-4/exemplars/year-f/f4-exemplars-yf-illus.2.html).
- Queensland Curriculum and Assessment Authority, G20 for schools, *Primary virtual field trip using Google Earth and Queensland Globe*, [www.qcaa.qld.edu.au/virtual-field-trips.html](http://www.qcaa.qld.edu.au/virtual-field-trips.html)
- Queensland Curriculum and Assessment Authority, *Prep Year Geography: Australian Curriculum in Queensland*, 2014 [www.qcaa.qld.edu.au/downloads/p\\_10/ac\\_geography\\_prep.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geography_prep.pdf).
- Spatial technologies such as Google Earth <https://earth.google.com> and Google Maps <https://maps.google.com>.

### Objects

- Range of texts related to special places and how to care for places
- Paper, pencils, clipboards for field drawings; cards, paperclips, magnets; crayons and paint materials
- Range of games and puzzles
- Digital photographs and images of places
- Building blocks and construction materials

# Develop assessment

## Preparing for the assessment

### Talking about special places

- Reflect with the children about what geography is about:
  - What are some special places?
  - What makes places special?
  - What are the features of the special place?

### Exploring spaces

- Explore the school grounds on Google Earth. Review the concept of birds-eye view using spatial technology to show an aerial view of familiar features.
- Explore places in the G20 virtual field trip at [www.qcaa.qld.edu.au/virtual-field-trips.html](http://www.qcaa.qld.edu.au/virtual-field-trips.html) or another application. Describe features of places using directional and locational language.
- Locate familiar places using Google Maps, for example, to locate home, school, shopping centres on maps and draw the route taken to travel between these places.

### Developing word knowledge in geography

- Collaborate to create a word wall of geographical words that can be added to as the children encounter them. Use simple geographical locational and directional terms including far, near, above, close by. This can be done during story time, mathematics lessons and outside obstacle courses.
- Practise posing questions about places using question starters such as 'Who', 'What', 'Why', 'When' and 'How'.
- Describe features of places using the five senses and descriptive language such as big and small.

### Exploring texts in geography

- Review some features of pictorial maps in story books.
- Practice building models of places using everyday construction materials. Children can 'rearrange' features on their models which is a building block to using maps.
- Explore the conventions of using and creating maps that include pictures or symbols to represent features and places, directions and a title.
- Take and use photographs to record observations, pose questions and draw geographical conclusions.
- Read and create graphs and tables to represent data. This links with Year 2 Australian Curriculum: Mathematics that requires students to collect data to create lists, tables and picture graphs ([ACMSP050](#)).

### Representing data

- Observe, record and describe the features of places that children locate the position of places on pictorial maps.
- Relate stories to place characteristics. Include fairy tales such as *Three Little Pigs*, *Little Red Riding Hood* and *Three Billy Goats Gruff* which can be used as the basis of drawing maps to visualise the story. Oral stories told by Aboriginal peoples and Torres Strait Islander Peoples can also be useful.

## Implementing

### Section 1. Observing and collecting data

#### Developing questions:

Children:

- pose geographical questions to assist them to make observations and collect data and information about familiar places. When taking children into the school grounds or local area, geographical questions may include:
  - What can you see?
  - What can you hear?
  - What do people do in this place?
  - How can we look after this place?
  - What is different between two of these places?
  - What is similar between two of these places?

#### Collecting data:

Children:

- use the *Assessment resource: Observation record* to record their observations in a field trip in the school grounds or local area. (The *Assessment resource: Sample photographs* provides examples of photographs of observations recorded in the school grounds)
- record observations by:
  - taking photographs
  - drawing diagrams or a sketch of the features observed
  - writing annotations
- use their senses (what you can see, what you can feel, what you can hear) to help them describe what they see
- describe the location and direction of features of the places observed in the field.

### Section 2. Representing data

Children:

- discuss observations made in the field using photographs, annotations and diagrams. Identify why these features are important to people
- make a model to represent the spatial arrangement of the places observed in the field and translate mental ideas into concrete objects and onto paper using a pictorial map. (The *Assessment resource: Sample response — model and pictorial maps* provides an example of children's work.
- use verbal communication skills to describe location and features to check their work

### Section 3. Communicating

Children:

- communicate using everyday language to describe location and direction of features on their pictorial map
- respond to questions in an interview using *Assessment Resource: Recording device*,

## Make judgments

When making judgments about the evidence in student's responses to this assessment, teachers are advised to use the task-specific standards provided. The development of these task-specific standards has been informed by the Queensland Geography standard elaborations.

[www.qcaa.qld.edu.au/prep-geography-resources.html](http://www.qcaa.qld.edu.au/prep-geography-resources.html).

## The Queensland standard elaborations for Geography

The Queensland Prep Year standard elaborations for Geography are a resource to assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments. They should be used in conjunction with the Australian Curriculum achievement standard and content descriptions for the relevant year level.

The Queensland Geography standard elaborations provide a basis for judging *how well* students have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard.

The Australian Curriculum achievement standards dimensions of Understanding and Skills are used to organise the Queensland Geography standard elaborations.

The valued features of Geography, drawn from the achievement standard and the content descriptions are organised as:

- Knowledge and understanding
- Questioning and researching
- Interpreting and analysing
- Communicating

### Task-specific standards

Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the response to the standards
- a focal point for discussing students' responses
- a tool to help provide feedback to students.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular *targeted aspects* of the curriculum content and achievement standard
- aligns the valued feature, task-specific descriptor and assessment
- allows teachers to make consistent and comparable on-balance judgments about a child's work by matching the qualities of students' responses with the descriptors
- clarifies the curriculum expectations for learning at each of the five grades (A–E or the Early Years equivalent)
- shows the connections between what students are expected to know and do, and how their responses will be judged and the qualities that will inform the overall judgment
- supports evidence-based discussions to help students gain a better understanding of how they can critique their own responses and achievements, and identify the qualities needed to improve
- encourages and provides the basis for conversations among teachers, students and parents/carers about the quality of students' work and curriculum expectations and related standards.

## Task-specific valued features

Task-specific valued features are the discrete aspects of the valued features of Geography targeted in a particular assessment and incorporated into the task-specific standards for that assessment. They are selected from the Queensland Geography standard elaborations valued features drawn from the Australian Curriculum achievement standard and content descriptions.

### Task-specific valued features for this assessment

The following table identifies the valued features for this assessment and makes explicit the understandings and skills that students will have the opportunity to demonstrate. This ensures that the alignment between what is taught, what is assessed and what is reported is clear.

Australian Curriculum achievement standard dimensions	Australian Curriculum achievement standard	Queensland standard elaborations valued features	Task-specific valued features
<b>Understanding and Skills</b>	<b>Geographical Knowledge and Understanding</b>	<b>Knowledge and understanding</b>	Describes features of familiar places that are important to people  Recognises that places can be represented on maps and a globe
	<b>Geographical Inquiry and Skills</b>	<b>Questioning and researching</b>	Observes the familiar features of places
<b>Communicating</b>		Communicates observations and use everyday language  Represents familiar features and their location on pictorial maps and models	

The task-specific standards for this assessment are provided in two models using the same task-specific valued features:

- a matrix
- a continua.

### Matrix and continua

Task-specific standards can be prepared as a matrix or continua. Both the continua and the matrix:

- use the Queensland standard elaborations to develop task-specific descriptors to convey expected qualities in students' work — A to E (or the Early Years equivalent)
- highlight the same valued features from the Queensland standard elaborations that are being targeted in the assessment and the qualities that will inform the overall judgment
- incorporate the same task-specific valued features, i.e. make explicit the particular understanding/skills that students have the opportunity to demonstrate for each selected valued feature



- provide a tool for directly matching the evidence of learning in the child's response to the standards to make an on-balance judgment about achievement
- assist teachers to make consistent and comparable evidence-based A to E (or the Early Years equivalent) judgments.

### Continua

The continua model of task-specific standards uses the dimensions of the Australian Curriculum achievement standard to organise task-specific valued features and standards as a number of reference points represented progressively along an A to E (or Early Years equivalent) continuum. The task-specific valued features at each point are described holistically. The task-specific descriptors of the standard use the relevant degrees of quality described in the Queensland standard elaborations.

Teachers determine a position along each continuum that best matches the evidence in the student's responses to make an on-balance judgment about achievement on the task.

The continua model is a tool for making an overall on-balance judgment about the assessment and for providing feedback on task-specific valued features.

### Matrix

The matrix model of task-specific standards uses the structure of the Queensland standard elaborations to organise the task-specific valued features and standards A to E (or the Early Years equivalent). The task-specific descriptors of the standard described in the matrix model use the same degrees of quality described in the Queensland standard elaborations.

Teachers make a judgment about the task-specific descriptor in the A to E (or the Early Years equivalent) cell of the matrix that best matches the evidence in the student's responses in order to make an on-balance judgment about how well the pattern of evidence meets the standard.

The matrix is a tool for making both overall on-balance judgments and analytic judgments about the assessment. Achievement in each valued feature of the Queensland standard elaboration targeted in the assessment can be recorded and feedback can be provided on the task-specific valued features.

# Use feedback

<b>Feedback</b>	<p>Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the child's personal progress and the next steps in the learning journey.</p> <p>Offer feedback that:</p> <ul style="list-style-type: none"><li>· prompts children to observe familiar features of a place in the field work</li><li>· encourages children to record their observations using pictures, words or photographs</li><li>· checks understanding of the features of places recorded from observations</li><li>· develops language to describe features and identify location and direction</li><li>· review representations of places – pictorial maps, photographs, satellite images, Google maps</li></ul> <p>Provide feedback to parents and teachers using:</p> <ul style="list-style-type: none"><li>· the task-specific standards for this assessment</li><li>· pictorial maps and model</li><li>· <i>Assessment resource: Recording device</i></li></ul>
<b>Resources</b>	<p>For guidance on providing feedback, see the professional development packages titled:</p> <ul style="list-style-type: none"><li>· <i>About feedback</i> <a href="http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx">www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx</a></li><li>· <i>Seeking and providing feedback</i> <a href="http://www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx">www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx</a></li></ul>

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**Purpose of assessment:** To represent features of a familiar place on a model and a pictorial map.

Understanding and Skills			
Geographical Knowledge and Understanding	Geographical Inquiry and Skills		
Knowledge and understanding	Questioning and researching	Communicating	
Describes features of a familiar place in the school grounds Identifies places represented on a pictorial map <b>Section 3</b>	Observes the familiar features of a place <b>Section 1</b>	Shares observations using everyday language to describe direction and location Represents familiar features and their location on a pictorial map and a model <b>Sections 2 and 3</b>	
<ul style="list-style-type: none"> <li>◀ Clearly and informedly describes features of a familiar place in the school grounds</li> <li>◀ Identifies and clearly describes places represented on a pictorial map</li> </ul>	<ul style="list-style-type: none"> <li>◀ Makes accurate observations of familiar features of a place</li> </ul>	<ul style="list-style-type: none"> <li>◀ Shares observations using simple geographical terminology to clearly describe direction and location</li> <li>◀ Accurately and effectively represents a range of natural and constructed features and their location on a pictorial map and a model</li> </ul>	A P
<ul style="list-style-type: none"> <li>◀ Describes features of a familiar place in the school grounds</li> <li>◀ Identifies places represented on a pictorial map</li> </ul>	<ul style="list-style-type: none"> <li>◀ Observes the familiar features of a place</li> </ul>	<ul style="list-style-type: none"> <li>◀ Shares observations using everyday language to describe direction and location</li> <li>◀ Represents familiar features and their location on a pictorial map and a model</li> </ul>	M C  W W
<ul style="list-style-type: none"> <li>◀ Identifies features of a familiar place in the school grounds with direction</li> <li>◀ Identifies places represented on a pictorial map with direction</li> </ul>	<ul style="list-style-type: none"> <li>◀ Observes the familiar features of a place with direction</li> </ul>	<ul style="list-style-type: none"> <li>◀ Shares observations using everyday language to identify direction and location with direction</li> <li>◀ Represents familiar features and their location on a pictorial map and a model with direction</li> </ul>	E X  B A

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**Purpose of assessment:** To represent features of a familiar place on a model and pictorial map.

		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)	
Understanding and Skills	Geographical Knowledge and Understanding	Describes features of a familiar place in the school grounds  <b>Section 3</b>	Clearly and informedly describes features of a familiar place in the school grounds	Informedly describes features of a familiar place in the school grounds	Describes features of a familiar place in the school grounds	Describes features of a familiar place in the school grounds with guidance	Identifies features of a familiar place in the school grounds with direction
		Identifies places represented on a pictorial map  <b>Section 3</b>	Identifies and clearly describes places represented on a pictorial map	Identifies and describes places represented on a pictorial map	Identifies places represented on a pictorial map	Identifies places represented on a pictorial map with guidance	Identifies places represented on a pictorial map with direction
	Geographical Inquiry and Skills	Observes the familiar features of a place  <b>Section 1</b>	Makes accurate observations of familiar features of a place	Makes relevant observations of familiar features of a place	Observes the familiar features of a place	Observes the familiar features of a place with guidance	Observes the familiar features of a place with direction
	Communicating	Shares observations using everyday language to describe direction and location  <b>Section 3</b>	Shares observations using simple geographical terminology to clearly describe direction and location	Shares observations using simple geographical terminology to describe direction and location	Shares observations using everyday language to describe direction and location	Shares observations using everyday language to identify direction and location with guidance	Shares observations using everyday language to identify direction and location with direction

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**Purpose of assessment:** To represent features of a familiar place on a model and pictorial map.

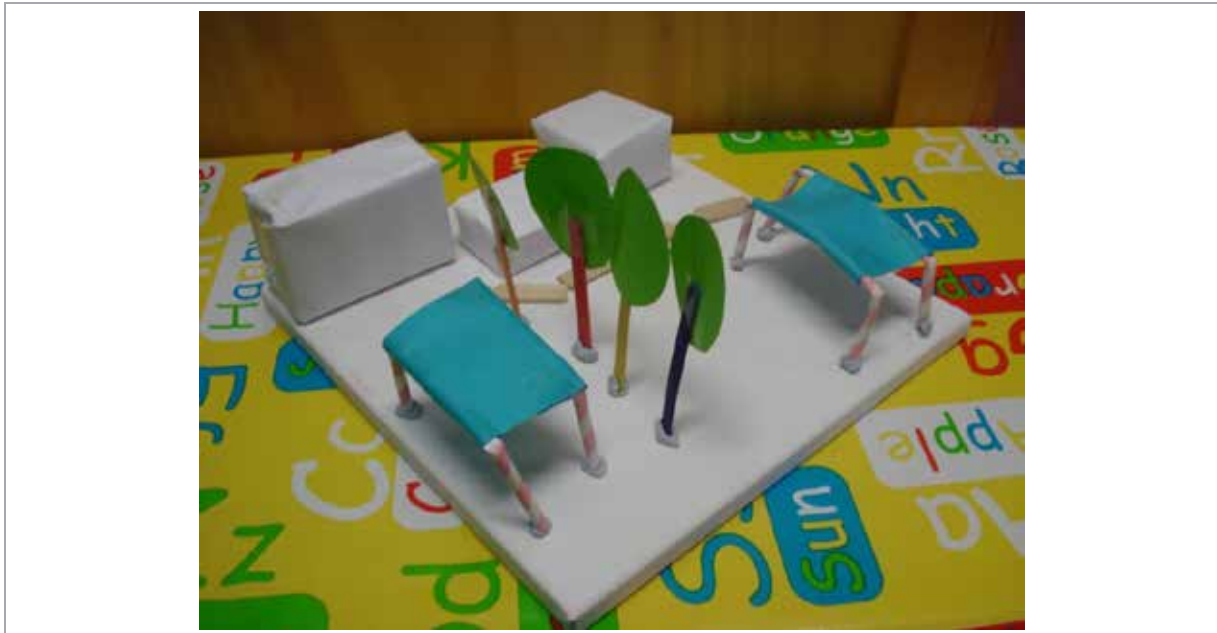
			Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Understanding and Skills	Geographical Inquiry and Skills	Communicating	Represents familiar features and their location on a pictorial map and a model	Accurately and effectively represents a range of natural and constructed features and their location on a pictorial map and a model	Effectively represents familiar features and their location on a pictorial map and a model	Represents familiar features and their location on a pictorial map and a model	Represents familiar features and their location on a pictorial map and a model with guidance
			Section 2				

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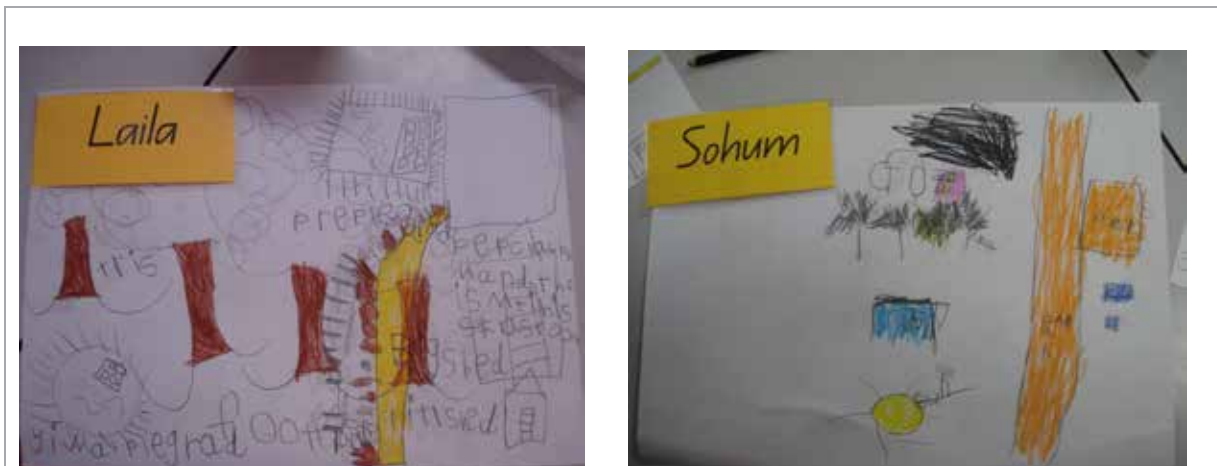
## Sample response — model and pictorial maps

Example of features of the familiar place (depicted in the photographs) represented on a model



Source: Holland Park State School, 2014

Examples of labelled pictorial maps developed from models




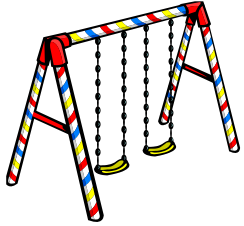


Source: Holland Park State School, 2014

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## Observation record

			
trees	buildings	shed	playground

Draw some other features you can see. Write about your features using describing words.

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## Recording device to gather evidence

Questions about features and direction and location	Describing words	Words to describe direction and location
<p>'Looking at your map, can you tell me about some of the features that you can see on your map?'</p> <p>(Point to a feature on the map)</p> <p>'What do you see?'</p> <hr/> <p>Describe the direction and location of features using positional words.</p> <p>'I am a visitor to the school. I want to go from the play equipment down at the bottom of the oval and up to the Prep building. Describe to me how to get there.'</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>· big building</li> <li>· tall trees</li> <li>· muddy grass</li> <li>· groundskeeper's shed</li> <li>· equipment to play on</li> <li>· rows of trees</li> <li>· painted rubbish bins</li> <li>· long path</li> </ul>	<p>Examples of words that could be used to describe direction and location</p> <p><b>Positional and directional language:</b></p> <ul style="list-style-type: none"> <li>· left</li> <li>· right</li> <li>· opposite</li> <li>· around the corner</li> <li>· forwards</li> <li>· backwards</li> <li>· beside</li> <li>· near</li> <li>· above</li> <li>· north</li> <li>· next to</li> </ul> <p><b>Everyday language:</b></p> <ul style="list-style-type: none"> <li>· near</li> <li>· above</li> <li>· below</li> <li>· far</li> <li>· down</li> <li>· over</li> <li>· under</li> <li>· after</li> <li>· inside</li> <li>· outside</li> <li>· up</li> <li>· far</li> </ul>



# What are places like?

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## Sample photographs

Sample photographs taken during observation of features a familiar place — Prep area



Source: Holland Park State School, 2014

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Image source: Queensland Curriculum and Assessment Authority

## Represent observable features of a familiar place on a model and pictorial map.

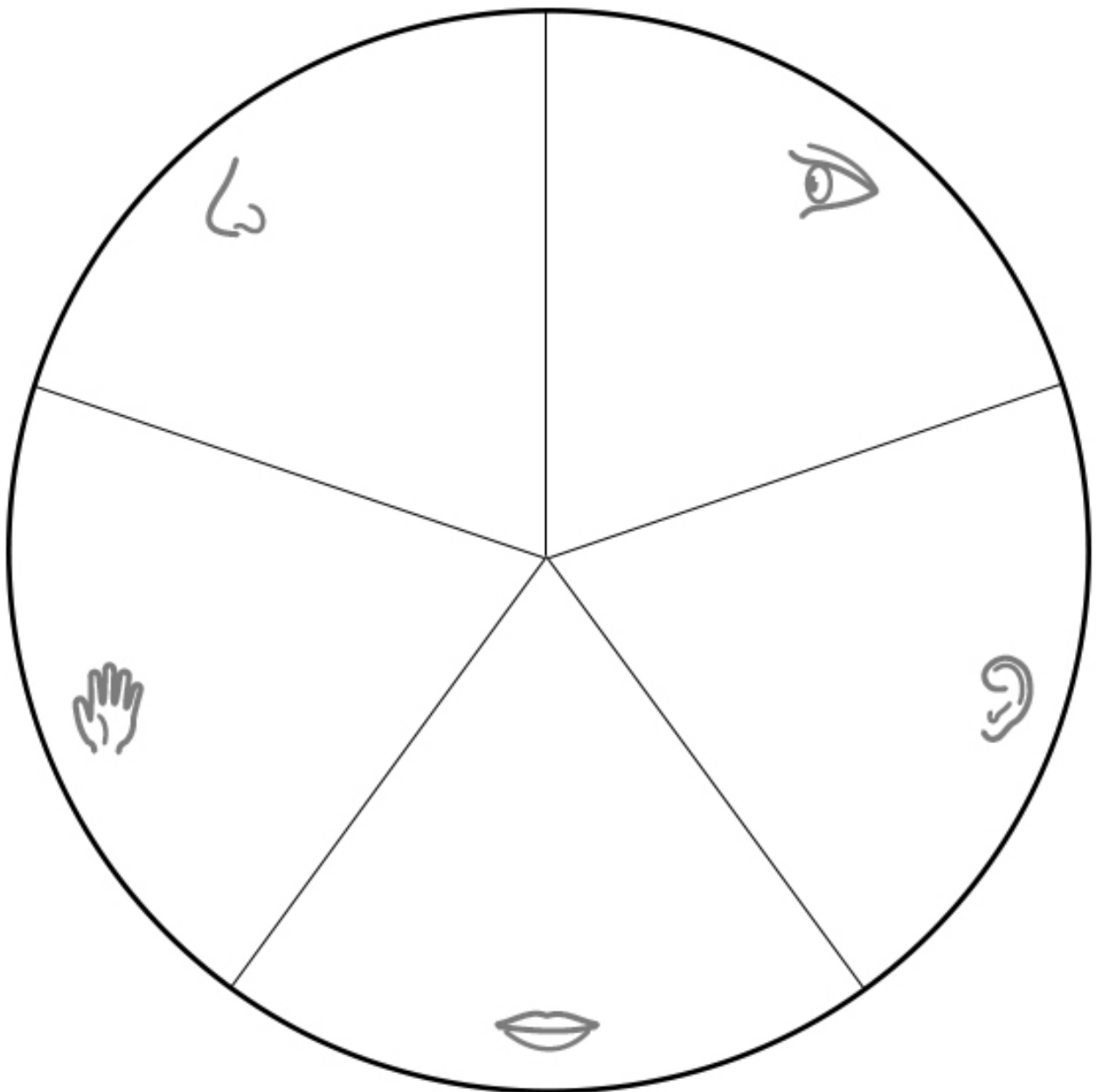
Children will:

- observe features of the familiar place using photographs, labelled diagrams or other records of evidence gathered through fieldwork
- describe the features of the familiar place that are important to people
- recognise that features of places can be represented on a map or a globe
- represent these features of a familiar place on a model and pictorial map
- share observations and a description of the features of these places in a range of texts and use everyday language to describe the direction and location of these features.

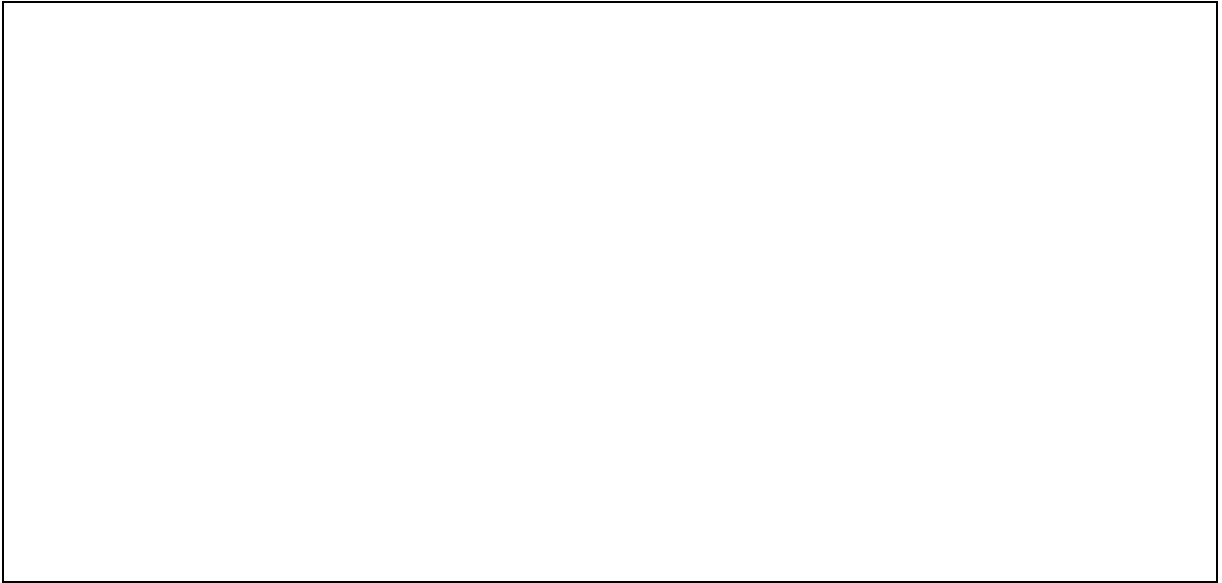
## Section 1. Observing and collecting data

1. Choose a familiar place. For example, a place at home, school, or somewhere that you visit
2. My familiar place is \_\_\_\_\_
3. Go on a field study and observe the features of your familiar place. Record your observations by:
  - a. taking photographs
  - b. drawing diagrams or a sketch of the features you observed
  - c. writing annotations

Use your senses (what you can see, what you can feel, what you can hear) to help you. While on your field study, think about the location and direction of features of your place.

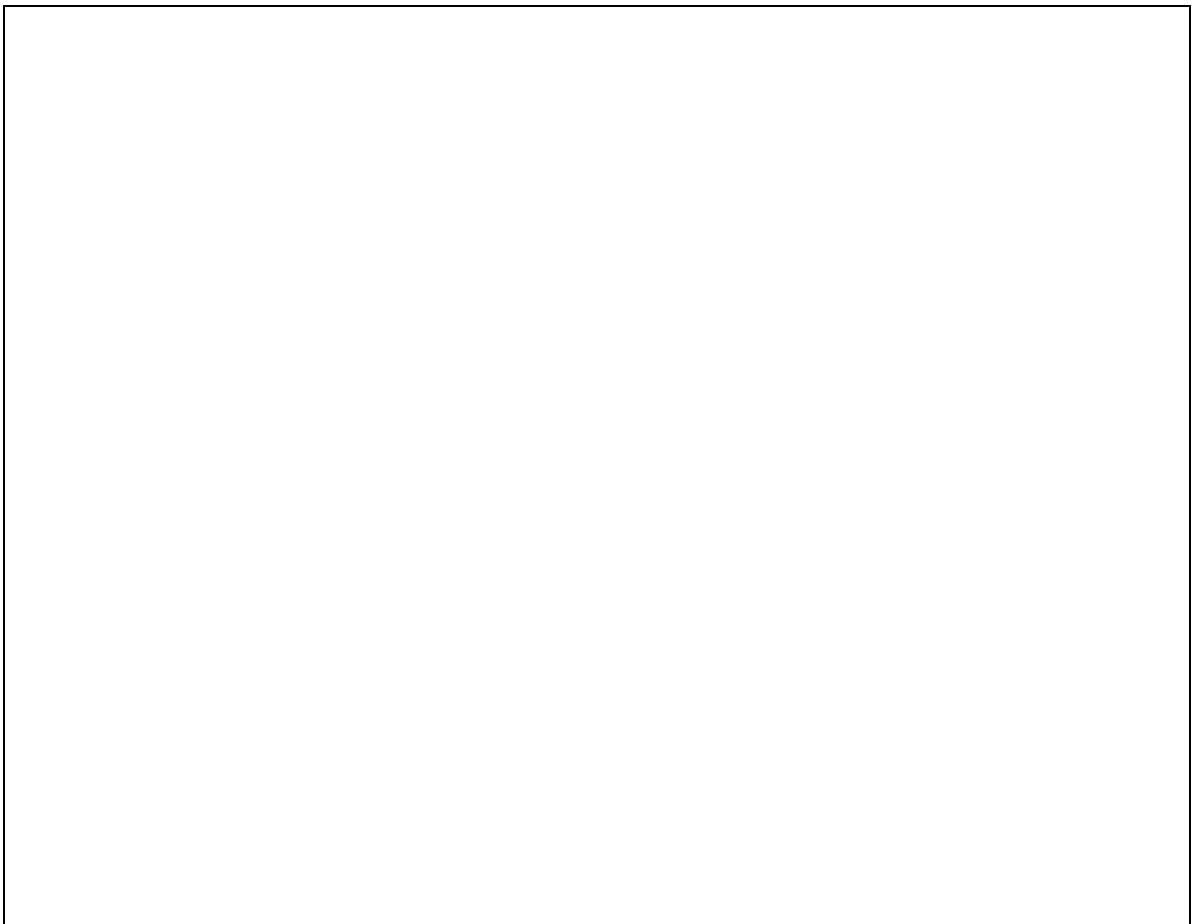


4. Write or ask an adult to scribe a **list and description of the features you observed.**



## Section 2. Representing data

5. Use blocks or construction materials to **make a model** to show the features ('the what') and the location ('the where') of the features of your place.
6. Use the model you have made to **draw a pictorial map** of your place to show the features and where the features are located.



## Section 3. Communicating

7. **Share your description of the features you observed** with your teacher, your class or a small group of students.

Use your model and your map to:

- a. describe the features
- b. use positional and directional language to describe the direction and location of features of your place
- c. show where your familiar place is located using a globe
- d. describe how the features of your place are represented on the globe and map.