

Describing features of places

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Assessment description	Category
Children construct a pictorial map to show the location and direction of a range of features (natural, managed and constructed). They identify seasonal changes in the features of places and how places can be cared for.	Written and multimodal
	Technique
	Collection of work
Context for assessment	Alignment
<p>Children further develop geographical understanding and skills by:</p> <ul style="list-style-type: none"> observing and recording natural, managed and constructed features of places in the school grounds sorting and describing natural, managed and constructed features of places in photographs representing and annotating features of places on a pictorial map using geographical language to describe the location and direction of places reflecting on how features change and how they can be cared for. 	<p><i>Australian Curriculum 7.1</i>, Year 1 Geography Australian Curriculum content and achievement standard ACARA — Australian Curriculum, Assessment and Reporting Authority www.australiancurriculum.edu.au</p> <p>Year 1 Geography standard elaborations www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr1_se.pdf</p>
	Connections
	<p>This assessment can be used with the QCAA Australian Curriculum resource titled <i>Year 1 unit overview : Geography exemplar — Features of places</i> available at: www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr1_unit_overview.docx</p> <p>This assessment builds on the Preparatory Year sample assessment, 'What are places like?' and works towards the Year 2 sample assessment, 'My connection to places'.</p>
	Definitions
	<p>Natural features: Are those dominated by natural features such as landforms and vegetation. This includes the earth's soil, water, air, sunlight and all living things. These are often referred to as the natural environment.</p> <p>Managed features: Include those human-altered landscapes dominated by elements of the natural environment. Examples include crop and grazing lands, planted gardens, maintained sporting fields.</p> <p>Constructed features: Features of constructed environments include buildings and transport infrastructure (e.g. roads, railways and airports). Constructed environments are sometimes referred to as 'built' environments.</p>

In this assessment

Teacher guidelines

Task-specific standards — continua

Task-specific standards — matrix

Assessment resource: Recording device — communicating












Assessment resource: Developing geographical skills

Assessment resource: Sample field trip photos

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"> The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005) The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006) 	<p>Observing, questioning and planning</p> <ul style="list-style-type: none"> Pose questions about familiar and unfamiliar places (ACHGS007) <p>Collecting, recording, evaluating and representing</p> <ul style="list-style-type: none"> Content description 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 (ACHGS008) Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS009) <p>Interpreting, analysing and concluding</p> <ul style="list-style-type: none"> Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010) <p>Communicating</p> <ul style="list-style-type: none"> 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) <p>Reflecting and responding</p> <ul style="list-style-type: none"> Reflect on their learning and suggest responses to their findings (ACHGS012)
<p>General capabilities (GCs) and cross-curriculum priorities (CCPs)</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: www.qcaa.qld.edu.au/yr1-geography-overview.html</p>	
<ul style="list-style-type: none">  Literacy  Numeracy  ICT capability  Critical and creative thinking  Personal and social capability  Ethical understanding  Intercultural understanding 	<ul style="list-style-type: none">   Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability
<p>Achievement standard</p> <p>This assessment provides opportunities for children to demonstrate the following highlighted aspects.</p>	

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: ACARA, The Australian Curriculum v7.0, www.australiancurriculum.edu.au

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 1 Geography unit overview. The knowledge, understanding and skills developed in the exemplar unit will prepare children to engage in this assessment:

- See unit overview: Year 1 Geography exemplar — Features of places
www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr1_unit_overview.docx

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 children. All children 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 children 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 children with diverse learning needs, see:

- Queensland Curriculum and Assessment Authority materials for supporting children with diverse learning needs www.qcaa.qld.edu.au/10188.html
- Australian Curriculum Student Diversity 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
- The *Disability Standards for Education* www.ag.gov.au.

Resources

Print

- Catling, S, Willy T & Butler, J 2012, *Teaching Primary Geography for Australian Schools*, Hawker Brownlow, Melbourne.
- Godwin, J & Walker, A 2010, *All Through the Year*, Penguin, Sydney.
- Lester, A 2004, *Are we there yet?* Penguin, Camberwell.
- Lester, A 2006, *Ernie Dances to the Didgeridoo*, Hatchette, Sydney.
- Lucas, D and Searle, K 2005, *Walking with the Seasons*, Allen & Unwin, Sydney.

Online

- Geogspace, Australian Geography Teachers of Australia, 'Investigating the weather' www.geogspace.edu.au/core-units/f-4/exemplars/year-1/f4-exemplars-y1-illus2.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
- Queensland Curriculum and Assessment Authority, G20 for schools, 'Interactive G20 Map' <http://g20.qcaa.qld.edu.au>
- Queensland Curriculum and Assessment Authority, *Year 1 Geography: Australian Curriculum in Queensland, January 2014* www.qcaa.qld.edu.au/downloads/p_10/ac_geography_yr1.pdf
- Teaching and learning in South Australia, Government of South Australia, 'Geography: What is it for?' www.youtube.com/watch?v=sgGb8BM2TBk
- Spatial technologies, such as:
 - Google Earth www.google.com/earth
 - Google Maps www.google.com.au/maps

Objects

- Outline maps of the school
- Digital camera, digital photographs and images of features of places
- Paper, pencils, clipboards for field work and drawings

Develop assessment

Preparing for the assessment

Reviewing thinking geographically

Use *Assessment resource: Developing geographical skills* to review the process of thinking like a geographer with the children. Brainstorm activities to develop geographical skills with the children.

Reviewing features of places

- Discuss the places explored in picture books such as *Ernie Dances to the Didgeridoo*. Identify places on a globe or map. Discuss the natural, managed and constructed features of places, the concept of change explored through the narratives.
- View QCAA's 'Primary virtual field trip using Google Earth and Queensland Globe: Photo gallery' to identify features of place: www.qcaa.qld.edu.au/30938.html.

Exploring spaces

- Explore the school grounds on Google Earth:
- Review the concept of birds-eye view and identify features — natural and construct that are visible.
- Use the historical link to show how the school has changed over time.
- Ask children to compare the aerial images to identify new buildings and other changes.
- Explore the 'Primary virtual field trip using Google Earth and Queensland Globe' to explore direction and features of identified places in the South Brisbane area: www.qcaa.qld.edu.au/virtual-field-trips.html.

Developing word knowledge of geographical terms and concepts

- Collaborate to create a word wall of geographical words 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 exploring outside.
- Practise posing geographical questions using the key inquiry questions as a starting point. Use question starters of 'What, where, how, and why?'.
- What are the different features of places?
- How can we care for places?

Describe features of places using the five senses and descriptive language.

Exploring texts in geography

- Review some features of pictorial maps in story books.
- Practise 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.

Collecting photographs of features in the school grounds

- Undertake a field trip to take photographs of observable features in an identified area of the school ground. Ensure there is a range of natural, managed and constructed features.

Implementing

Section 1. Sorting and describing features of places

Child role

Children use photographs collected to:

- sort them into categories — natural, managed and constructed features of places
- describe the features of places using the prompts in the table and word walls on display.

Teacher role

- Select a range of photos for children to sort. Find a suitable mode for communicating this activity. The *Student booklet* can be used electronically by children to insert photos.
- Provide guidance to assist children to annotate or describe features of places.
- Use sensory prompts to assist children to build descriptions.
- Use *Assessment resource: Sample field trip photos* to support Section 1.

Section 2. Representing and communicating

Child role

Children use the exemplar provided to:

- draw and label a pictorial map
- show directions of how to go between two places in the school grounds.

Teacher role

- Use the *Assessment resource: Recording device — communicating* to interview children.
- Use the responses to questions to gather evidence of use of geographic terms, including positional and directional language.

Section 3. Reflecting on features of places

Child role

Children respond to questions and sources to reflect on:

- how features in the school ground change with the seasons
- how to care for places
- why caring for places is important.

Teacher role

- Show children the video 'Geography: What is it for?' www.youtube.com/watch?v=sgGb8BM2TBk
- Use responses by the children to generate discussion about:
 - what they have learned
 - what geographers do
 - why caring for places is important.

Make judgments

When making judgments about the evidence in children'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. See www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr1_se.pdf.

The Queensland standard elaborations for Geography

The Queensland Year 1 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* children 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 children's responses
- a tool to help provide feedback to children.

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 children's 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 children 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 children 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, children and parents/carers about the quality of children's 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 children 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 Year 1 Geography	Describing features of places Unit 1: Features of places	Teacher guidelines
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Australian Curriculum achievement standard dimensions	Australian Curriculum achievement standard	Queensland standard elaborations valued features	Task-specific valued features
Understanding and Skills	Geographical Knowledge and Understanding	Knowledge and understanding	Identifies and describes: <ul style="list-style-type: none"> • features of places (natural, managed, constructed) and where they are located • how seasonal weather change places • how to care for places
	Geographical Inquiry and Skills	Questioning and researching	Collects, records and sorts information by observing and from sources such as photographs and maps
		Analysing and Interpreting	Draws conclusion based on the interpretation of photographs sorted into categories
		Communicating	Presents findings that: <ul style="list-style-type: none"> • use everyday language to describe direction and location • represent location of different places and their features on pictorial maps and in annotated photographs

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 children's 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 children have the opportunity to demonstrate for each selected valued feature

Australian Curriculum Year 1 Geography	Describing features of places Unit 1: Features of places	Teacher guidelines
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- 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 children'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 children'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

Feedback to children	<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">• prompts children to observe, identify and describe a range of features of places in field work• encourages children to record their observations using picture, words or photographs• prompts children to check sufficient detail is provided in their oral and written responses• develop language to describe location, direction and features of places• review representation of places using pictorial maps, photographs, satellite images, Google maps. <p>Provide feedback to parents and teachers using:</p> <ul style="list-style-type: none">• the task-specific standards for this assessment• pictorial maps and model• <i>Assessment resource: Recording device — communicating.</i>
Resources	<p>For guidance on providing feedback, see the professional development packages titled:</p> <ul style="list-style-type: none">• <i>About feedback</i> www.qcaa.qld.edu.au/downloads/p_10/as_feedback_about.docx• <i>Seeking and providing feedback</i> www.qcaa.qld.edu.au/downloads/p_10/as_feedback_provide.docx

Describing features of places

Name

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Purpose of assessment: Construct a pictorial map to show the location and direction of a range of features (natural, managed and constructed). Describe features of a place at a local scale, how they change and how they can be cared for

Understanding and Skills			
Geographical Knowledge and Understanding	Geographical Inquiry and Skills		
Understanding and skills	Questioning and researching	Analysing and interpreting	Communicating
Identifies and describes natural, managed and constructed features of a local place Identifies how seasonal weather changes places Describes how to care for a local place Sections 1 & 3	Collects, records and sorts information by observing and from sources such as photographs and maps Section 1	Suggests ways that a local place can be cared for Section 3	Presents findings that use everyday language to describe direction and location Represents the location of different places and their features on a pictorial map and in annotated photographs Section 2
<ul style="list-style-type: none"> Identifies and clearly describes in an informed way the natural, managed and constructed features of a local place Identifies and clearly describes how seasonal weather changes places Identifies and describes the natural, managed and constructed features of a local place Identifies how seasonal weather changes places Identifies and describes the features of a local place with direction Identifies the changes of seasonal weather with direction 	<ul style="list-style-type: none"> Collects, records and sorts relevant information with consideration by observing and from sources such as photographs and maps Collects, records and sorts information by observing and from sources such as photographs and maps Collects, records and sorts information with direction by observing and from sources such as photographs and maps 	<ul style="list-style-type: none"> Makes reasoned suggestions of ways that a local place can be cared for Suggests ways that a local place can be cared for Suggests ways with direction that a local place can be cared for 	<ul style="list-style-type: none"> Clearly and effectively presents findings that use simple geographical terms to describe direction and location Accurately represents in detail the location of places and their features on a pictorial map and in annotated photographs Presents findings that use everyday language to describe direction and location Represents the location of places and their features on a pictorial map and in annotated photographs Presents findings with direction that use everyday language to identify direction and location Represents the location of familiar places and their features on a pictorial map and in annotated photographs with direction
			<div>A</div> <div>P</div> <div>M</div> <div>C</div> <div>W</div> <div>W</div> <div>E</div> <div>X</div> <div>B</div> <div>A</div>

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Understanding and Skills			Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)	
Geographical Knowledge and Understanding	Understanding & skills	Identifies and describes natural, managed and constructed features of a local place Section 1	Identifies and <u>clearly describes in an informed way</u> the natural, managed and constructed features of a local place	Identifies and describes <u>in an informed way</u> the natural, managed and constructed features of a local place	Identifies and describes the natural, managed and constructed features of a local place	Identifies and describes the features of a local place <u>with guidance</u>	Identifies and describes the features of a local place <u>with direction</u>	
		Identifies how seasonal weather changes places Section 3	Identifies and <u>clearly describes</u> how seasonal weather changes places	Identifies and <u>describes</u> how seasonal weather changes places	Identifies how seasonal weather changes places	Identifies the changes of seasonal weather <u>with guidance</u>	Identifies the changes of seasonal weather <u>with direction</u>	
		Describes how to care for a local place Section 3	<u>Clearly describes in an informed way</u> how to care for a local place	<u>Describes in an informed way</u> how to care for a local place	Describes how to care for a local place	Describes how to care for a local place <u>with guidance</u>	Describes how to care for a local place <u>with direction</u>	
	Geographical Inquiry and Skills	Questioning & researching	Collects, records and sorts information by observing and from sources such as photographs and maps Section 1	<u>Collects, records and sorts relevant information with consideration</u> by observing and from sources such as photographs and maps	<u>Collects, records and sorts relevant information</u> by observing and from sources such as photographs and maps	<u>Collects, records and sorts information</u> by observing and from sources such as photographs and maps	<u>Collects, records and sorts information with guidance</u> by observing and from sources such as photographs and maps	<u>Collects, records and sorts information with direction</u> by observing and from sources such as photographs and maps
		Analysing & interpreting	Suggests ways that a local place can be cared for Section 3	Makes <u>reasoned suggestions</u> of ways that a local place can be cared for	Makes <u>informed suggestions</u> of ways that a local place can be cared for	Suggests ways that a local place can be cared for	Suggests ways <u>with guidance</u> that a local place can be cared for	Suggests ways <u>with direction</u> that a local place can be cared for

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			Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)	
Understanding and Skills	Geographical Inquiry and Skills	Communicating	Presents findings that use everyday language to describe direction and location Section 2	Clearly and effectively presents findings that use simple geographical terms to describe direction and location	Effectively presents findings that use appropriate everyday language to describe direction and location	Presents findings that use everyday language to describe direction and location	Presents findings with guidance that use everyday language to identify direction and location	Presents findings with direction that use everyday language to identify direction and location
			Represents the location of different places and their features on a pictorial map and in annotated photographs Section 2	Accurately represents in detail the location of different places and their features on a pictorial map and in annotated photographs	Represents in detail the location of different places and their features on a pictorial map and in annotated photographs	Represents the location of different places and their features on a pictorial map and in annotated photographs	Represents the location of familiar places and their features on a pictorial map and in annotated photographs with guidance	Represents the location of familiar places and their features on a pictorial map and in annotated photographs with direction

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Recording device — communicating

Use this recording device to gather evidence of use of geographical terms to describe direction and location (Section 2)

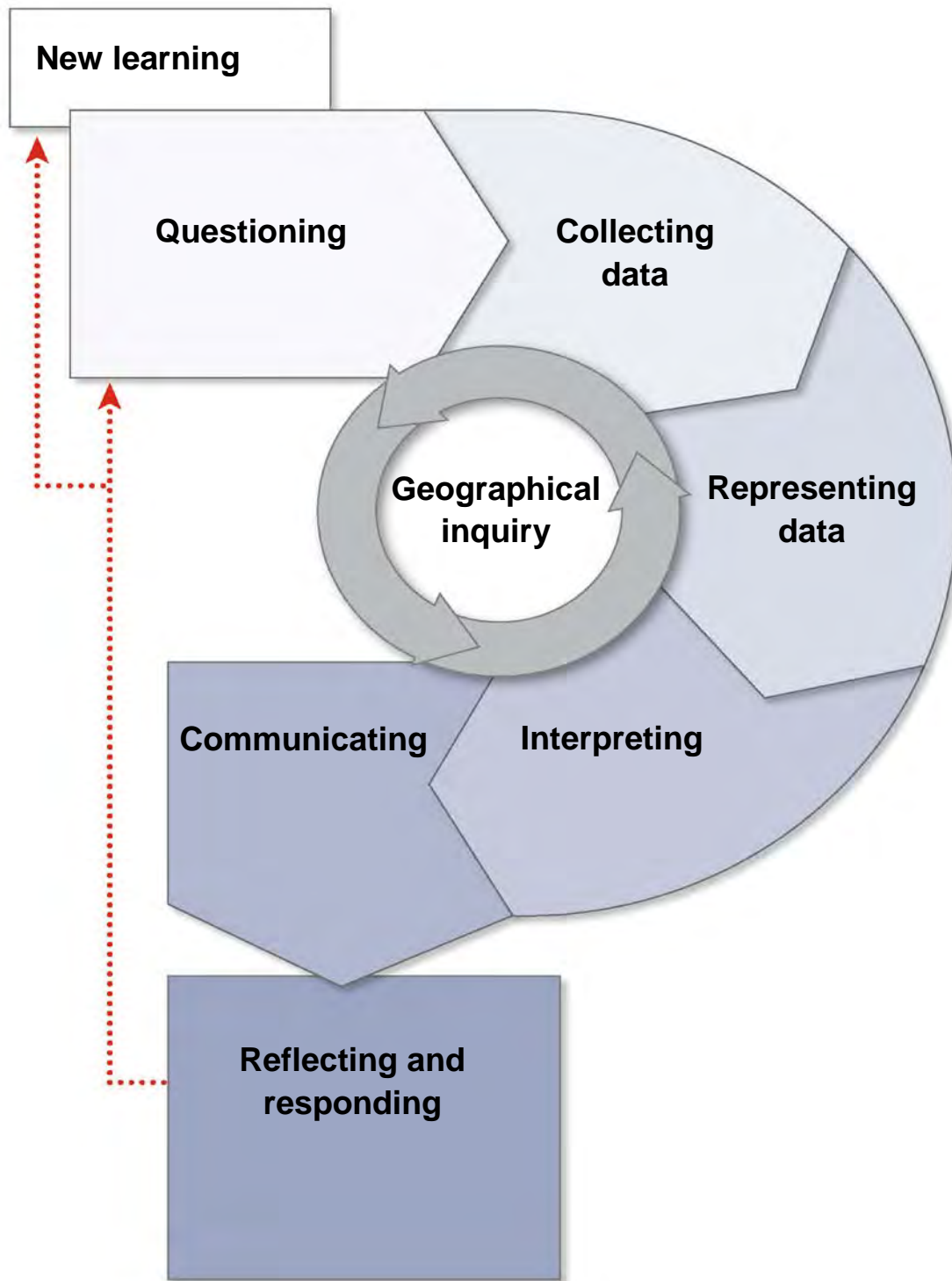
Question prompts	Words to describe features	Words to describe direction and location
<p>'Looking at your map, can you tell me about some of the features that you can see on your map?'</p> <p>(Point to a feature on the map.)</p> <p>'What do you see?'</p> <p>'Which features are natural?'</p> <p>'Which features are managed?'</p> <p>'Which features are constructed?'</p>	<p>For example:</p> <ul style="list-style-type: none"> • school canteen • native trees • native animals • mowed grass • tall weeds • groundskeeper's shed • equipment to play on • rows of trees • bird nest • painted rubbish bins • concrete path • planted by people • built by ... • always there/here • cared for by • not changed 	<p>Examples of words that could be used to describe direction and location</p> <p>Positional and directional Language:</p> <ul style="list-style-type: none"> • left • right • opposite • around the corner • forwards • backwards • beside • near • above • north • next to • south • east • west • start • finish (stop)
<p>Can you describe the direction and location of :</p> <ul style="list-style-type: none"> • natural features? • managed features? • constructed features? 		
<p>'I am a visitor to the school. I want to go from the play equipment down the bottom of the oval and up to the school gate. Describe to me how to get there.'</p> <p>Use words to show direction</p> <p>Use words to show the position of features that you pass on your way to the school gate.</p>		

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Developing geographical skills

List learning experiences to that will work in your classroom context.



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Sample field trip photos

Natural features of our school



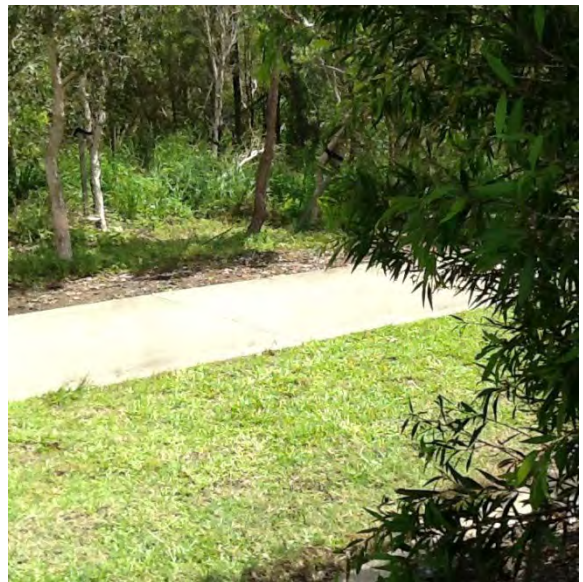
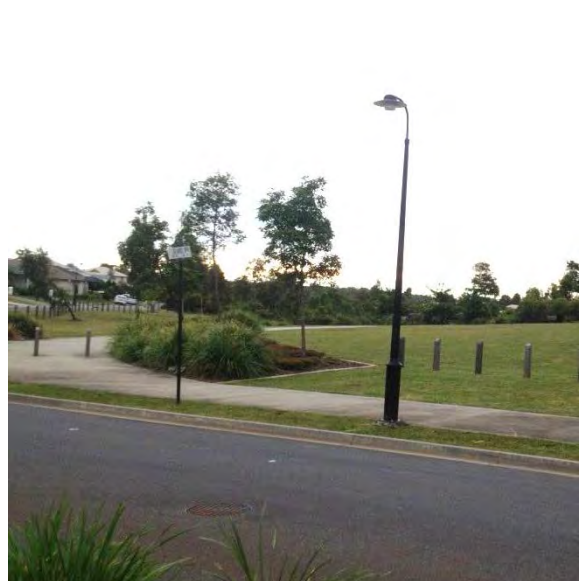
Source: Bounty Boulevard State School

Managed features of our school



Source: Bounty Boulevard State School

Constructed features of our school



Source: Bounty Boulevard State School

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Source: Bounty Boulevard State School

Construct a pictorial map to show the location and direction of a range of features in the school grounds (natural, managed and constructed). Describe and compare features of places observed and recorded in photos.

You will:

- observe and record natural, managed and constructed features of places in the school grounds
- sort and describe natural, managed and constructed features of places in photographs
- represent and annotate features of places on a pictorial map
- use geographical language to describe the location and direction of places
- reflect on how features change and how they can be cared for.






Section 1. Sorting and describing features of places

What are the features of places?






Use the photographs collected of natural, managed and constructed features of places in your school grounds to:

- sort them into the tables below — Natural features, Managed features, and Constructed features
- describe the features observed.






Natural features

Photo	Identify What do you see? 	Describe What does it look like? What can you hear? What does it feel like? What is it used for? How has it changed?    

Managed features

Photo	Identify What do you see? 	Describe What does it look like? What can you hear? What does it feel like? What is it used for? How has it changed?    

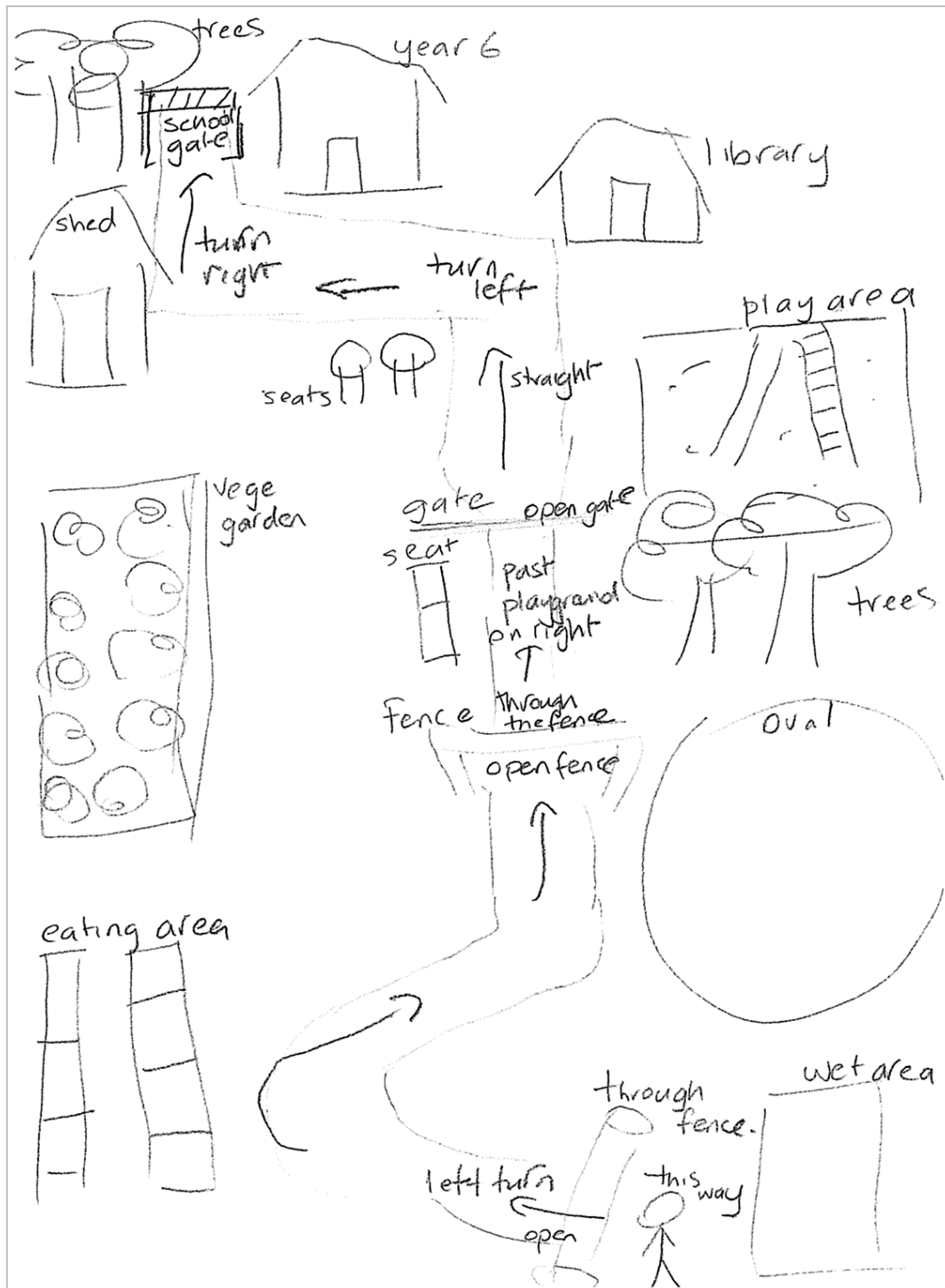
Constructed features

Photo	Identify What do you see? 	Describe What does it look like? What can you hear? What does it feel like? What is it used for? How has it changed?    

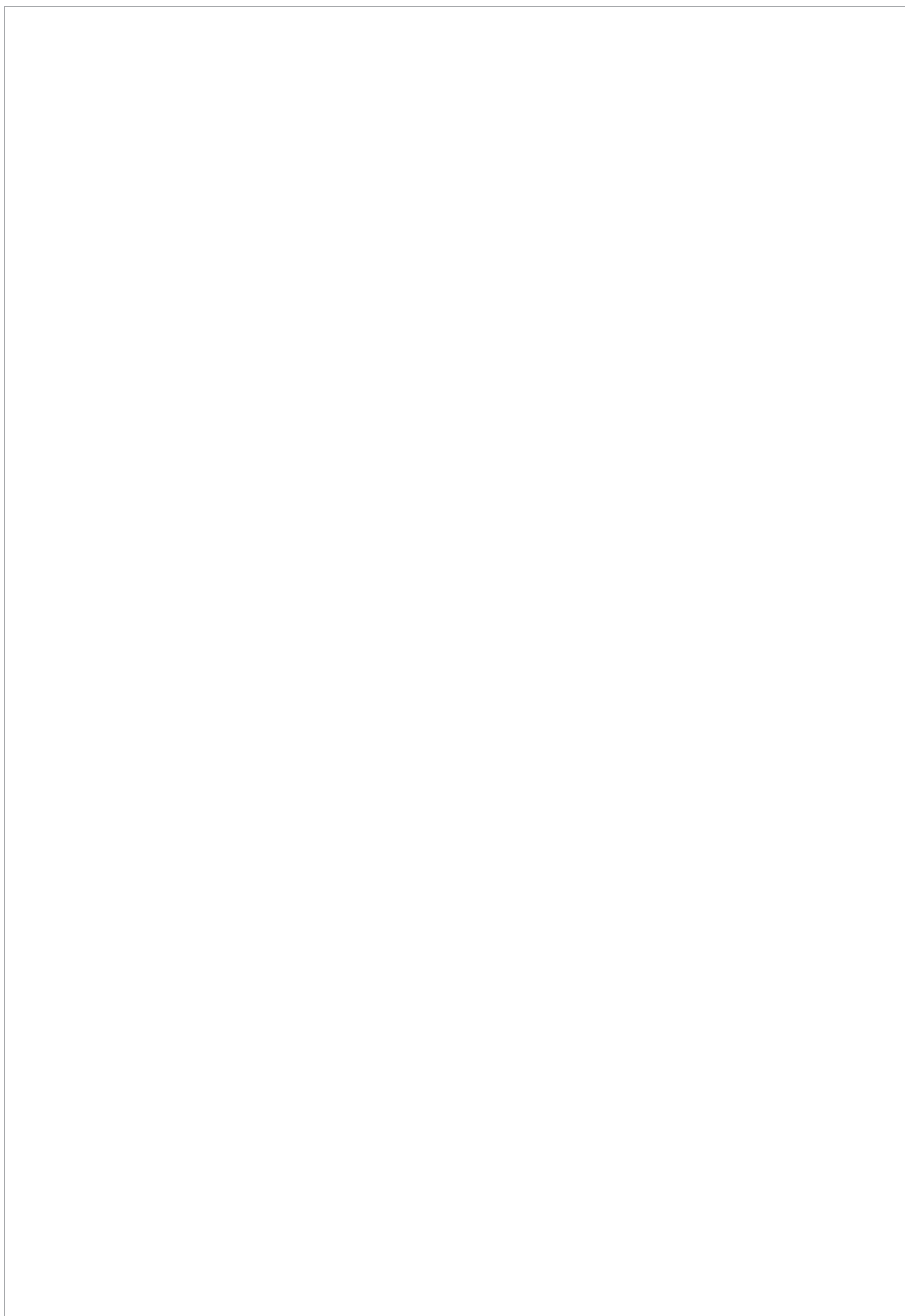
Section 2. Representing and communicating

How are spaces arranged in the school grounds?

Below is an example of a pictorial map. It shows where places are and shows a visitor how to go from the classroom to the school gate.



Draw and label a pictorial map to show the location and direction of features observed in your school grounds.

A large, empty rectangular box with a thin black border, intended for a student to draw a pictorial map of their school grounds. The box is oriented vertically and occupies most of the page below the instruction.

Section 3. Reflecting on features of places

How do features change with the seasons?

You have read the story, *Ernie Dances to the Didgeridoo* that shows how the features of places change in Arnhem Land in the Northern Territory.

Talk, draw or write about the features in your school grounds that change with the seasons. Use photos and your map to help you.

Features of places Which feature changes? (Look at your photos and map)	Describe Which season brings the change? (spring, summer, autumn, winter) What do you see? What do people do? 	Describe How does the feature change? 

How can we care for our school?

Your teacher will show you a video about what geographers do.



Image: *The world through a lens Project 365(2) Day 356*, Keith Williamson, Creative Commons Attribution 2.0, <https://flic.kr/p/9cZ7ya>

Discuss with your class. What do geographers do?

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Who looks after the places in your school grounds? What do they do?

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How can you care for the places in your school ground? Give examples.

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