

Humanities and Social Science Unit Planner

TOPIC

From Foundation to Year Two, the Humanities and Social Sciences (HaSS) curriculum introduces students to two sub-strands, these are identified as History and Geography (Australian Curriculum, Assessment and Reporting Authority [ACARA] 2016). The sub-strand chosen for this HaSS unit planner is Geography and has been developed to teach students in their Foundation Year. The exciting topic of learning covered throughout this unit of work is titled 'Mapping my world'.

RATIONALE

'Geography is all about the living breathing essence of the world we live in. It explains the past, illuminates the present and prepares us for the future. What could be more important than that?' (Palin, cited in Royal Geographical Society 2007, p. 3). Australia's multicultural landscape is more diverse than ever before (ABS 2012), confirming Australian classrooms are filled with students that come from a multitude of culturally diverse backgrounds. Teaching Geography is a pathway to embrace, recognise and value this diversity and equip students to be global citizens in an increasingly globalised world (Costello 2010).

Children in their Foundation Year, develop Geographic knowledge and skills through 'My Personal World' and learning is themed around exploring places students live and is central to the self (ACARA 2016d; Gilbert & Hoepper 2017, p. 253). This type of learning largely contributes to developing students' sense of identity and belonging (ACARA 2016b). By acknowledging children's cultural and social identity, their social and emotional wellbeing develops and then influences their willingness to engage in learning to support them in becoming active contributors to their world (DEEWR 2009, p. 30).

Geography learning places a major emphasis on the relationships that people have with their environment (Butler 2014, p. 45). This awareness creates meaningful pathways to support young children in understanding the significance of Aboriginal and Torres Strait Islander Peoples connection to Country (ACARA 2016f; Butler 2014) and enriches the relationships that our future generation of children sustain with their mother earth.

Geography is an extremely important subject in the Australian curriculum that engages children's learning through real-life context (Costello 2010). Geography is not just about reading maps and learning about capital cities but 'represents a holistic way of perceiving, viewing, describing, actively studying, analysing, representing and interacting with the world' (Gilbert & Hoepper, p. 275).

LEARNING FOCUS

Geography learning is achieved by integrating two distinctive strands, these are: 'Geographical knowledge and understandings' and 'Geographical inquiry and skills' (ACARA 2016b; Gilbert & Hoepper 2017; Sorenson 2009). The knowledge and understanding driving the learning throughout this unit is:

'The representation of the location of places and their features on simple maps and models ACHASSK014',

- ⦿ 'Creating models to represent the location of the places and features in their school'
- ⦿ 'Identifying the ways Aboriginal and Torres Strait Islander Peoples represent the location of Country/Place and their features (for example, by inscriptions on stone, stories, sand drawings, paintings, song, music and dance)'
- ⦿ 'Describing how the globe is a representation of the world and locating Australia and other places on a globe' (ACARA 2016a).

Children's Geographic learning is guided through five stages of inquiry and aims to unlock students' geographical thinking through a series of progressions (Gilbert & Hoepper 2017, p. 276). The five phases of inquiry that require explicit teaching include: Questioning; Researching; Analysing; Evaluating and Reflecting; and Communicating (ACARA 2016g). These phases are then guided through questions that relate to: What are places like? What makes places special? How can we look after the places we live in? (ACARA 2016b).

All five inquiry skills have been developed into this unit of work with the aim of fostering children's natural curiosity and thinking skills (Butler 2014, p. 40). **Questioning** about what places are like will be established through posing open-ended questions relating to various familiar places (ACARA 2016, ACHASS1001) whilst exploring a story book and photographs. Children will **research** what places are like by gathering and recording information (ACARA 2016, ACHASS1003) using secondary sources such as maps and completing fieldwork in the school.

Children will then represent their discoveries onto maps. **Analysing** what places are like will occur through interpreting the data displayed on a map of the globe (ACARA 2016, ACHASS1007), and children will identify the relevance of location and features represented on an old Aboriginal map. **Evaluating and reflecting** what makes places special, will transpire when children reflect on learning to propose how to care for places (ACARA 2016, ACHASS1008). Children will also appreciate why Australia is a place of significance to Aboriginal and Torres Strait Islander People and describe and reflect on why their school is a special place. Lastly children will use **communication** to present a recipe of their special place using descriptive language (ACARA 2016, ACHASS1010) to the school community during an assembly.

Geography learning in the Foundation Year provides significant ways of developing students' understanding of **place, space** and **environment** (ACARA 2016b). The concept of **place** is woven into children's learning by exploring, observing, feeling and describing the features of places they live and belong to (ACARA 2016b). The concept of **space** is fostered through creating and making models that represent the location and features of familiar places (ACARA 2016b) and the concept of **environment** is formed when children understand why places are special and how they can care for them (ACARA 2016b).


Geography is a unique subject that can powerfully contribute to the content of cross-curriculum activities, priorities and general capabilities (Butler 2014, p.45). This unit of work lends itself to other curriculum areas such as: English; Maths; The Arts; Health and PE; and Design and Technologies. The two cross-curriculum priorities connecting to this unit are: Aboriginal and Torres Strait Islander Histories and Cultures, and Sustainability. The various general capabilities linking to this unit planner include: Literacy; Numeracy; ICT; Critical and Creative Thinking; Personal and social capability; and Ethical behaviour.




VALUES



Values are deep beliefs about what is considered right or wrong and are fundamental to human behaviour (Marsh & Hart 2011, p. 156). Children's learning in Geography connects with a range of social and emotional core values, such as sustainability, peace, democracy and social justice (Gilbert & Hoepper 2017, p. 17). Geography is a fundamental subject for all children's learning as it has the ability to instil sustainability into the curriculum and create active interactions between nature and society (Marsh & Hart 2011, p. 248). A strong focus on sustainability will underpin this unit planner, so children can reflect on their learning to suggest


ways to care for familiar places (ACARA 2016b) and to support them in understanding that their own human actions can impact the environment.

THE TEACHING SEQUENCE

<u>Teacher Focus</u> <u>(Stage of Inquiry)</u>	<u>Learner Activity</u>	<u>Learner organisation</u> <u>& resources</u>	<u>Cross</u> <u>curriculum</u> <u>links</u>
<p>Inquiry phase: Questioning. What are places?</p> <p>Pose questions about past and present places (ACHASSI001)</p> <p>Posing questions about places having explored sources relating to their own life (for example, sources such as stories)</p> <p>Asking questions about places, after being encouraged to observe it using different senses.</p>	<p>Geographical concept: place Lesson 1.1: Generate children's prior knowledge about places and create an understanding of places and their features.</p> <p>Read picture book: Imagine, by Alison Lester to create a discussion about different places. Activate children's thinking through asking a range of questions about place. (See appendix A)</p> <p>Look at picture cards through smart board (see Appendix B) Play yes/no question game, using pictures of places. Ask children to move from one side of the room when a question is answered. YES/NO answers E.g. If you know what this place is, move to the side of the mat... Summarise learning and ask children to observe different places they go to and notice the sounds they hear, how it makes them feel. (ready for next lesson)</p> <p>Lesson 1.2: Children will create a piece of work that conveys the features of places through using their senses and asking a range of questions about their place.</p> <p>Activate prior learning and develop children's understanding that places can be represented on maps.</p> <p>Use interactive map on smart board. Children will find a space to lie down and relax on the floor and close their eyes and listen to the different sounds that they hear on the interactive map. Imagine where they may be. Discuss the different noises, who, why, when, how?</p> <p>Group children into groups of 2-3. Each child has their own template (Appendix B). One picture card per table and each child has a magnifying glass. Ask children to imagine that they are at the place reflected on their picture card. Teacher will pose questions to the class during activity to scaffold children's learning. Question</p>	<p>Book: Imagine, by Alison Lester</p>  <p>Questions (see Appendix A)</p> <p>Smart board</p> <p>Primary sources: Place images (appendix B)</p> <p>Smart board</p> <p>Questions (see Appendix A)</p> <p>Neighbourhood look and listen interactive map ://www.urbangrowth.nsw.gov.au/mini-sites/my_neighbourhood/look_listen/site.htm</p> <p>Primary sources, picture cards (see Appendix B)</p> <p>Template for Feels like, sounds like, looks like. A3 size (See Appendix C)</p>	<p>Literacy</p> <p>Numeracy</p> <p>English</p> <p>Critical and Creative thinking</p> <p>Formative assessment task</p> <p>English</p> <p>Critical and creative thinking</p> <p>Literacy</p> <p>Personal and social capability</p>

	<p>ideas (see Appendix A)</p> <p>Children are encouraged to draw or write their answers.</p> <p>Teacher will scribe answers for children that need support.</p>	<p>Magnifying glasses</p> <p>Various drawing materials</p>	
<p>Researching:</p> <p>What are places like?</p> <p>Sort and record information and data, in tables (ACHASSI003)</p> <p>Contributing information to shared records of places (adding details to mind map)</p> <p>Creating representations to show the location of features of familiar places, by making a map using objects to</p>	<p>Geographic concept: Place</p> <p>Lesson 2.1: Children will collect and identify information contained on various maps, then create a mind map (illustrated/written).</p> <p>Create a small discussion to activate children's thinking, before reading book 'what is a map?'</p> <p>Discuss the interactive map on previous lesson was a bird's eye view of different places.</p> <p>Question ideas (see Appendix A)</p> <p>Divide children into groups of (4-5 per group). Use timer to rotate the maps on each desk. Children create a mind map of the different features contained on each map e.g. compass, keys, colours, landmarks etc. (teacher will scribe information where needed)</p> <p>Answers will be collaborated and data discovered will be recorded into a large mind map, visually displayed for all to see.</p> <p>Homework: research some places that you may have used a map.</p> <p>Geographic concept: Place and Space</p> <p>Lesson 2.2: Children will become Geographers and conduct fieldwork at their school. Children will create a pictorial map of the various findings.</p> <p>Read 'Follow that Map' to spark the imagination of the children.</p> <p>Talk about the key concepts in the book that children will want to discover at school.</p> <p>Talk about colours, trees, paths, special places of importance, symbols. Notice things big and small, imagine they are looking from a bird's eye view.</p> <p>Discuss the language of direction and location</p> <p>Children will be Geographers in the school.</p> <p>Collaborate children's photos and discoveries into existing mind maps.</p> <p>Lesson 2.3: Children will create a map representing the location and features of familiar places in the school ground. E.g. playground, toilet, canteen, library, office, oval</p> <p>Activate prior learning and highlight the features that children discovered when Geographers in</p>	<p>Book: What is a map? Written by Kerri Shanahan</p>  <p>Timer</p> <p>Laminated copy of maps. (See Appendix D)</p> <p>Mind map (Appendix E)</p> <p>Book: Follow that map, written by Scott Ritchie.</p>  <p>Digital Camera</p> <p>Clip boards Pencils Paper Binoculars</p> <p>Book:</p> 	<p>Literacy</p> <p>English</p> <p>Critical and creative thinking</p> <p>Critical and creative thinking</p> <p>Mathematics</p> <p>Numeracy</p> <p>Literacy</p> <p>ICT Capabilities</p> <p>Will be used for formative assessment. Recording</p> <p>Design and</p>

create bird's eye view model.	<p>school yard.</p> <p>Construct children's knowledge by re- reading key pages on 'Follow that map' and show the school using Google Earth, highlighting the bird's eye view</p> <p>Promote the language of direction and location</p> <p>Ask children to pretend they are creating a map for a friend that has never been to the school, and need to know how to locate/find different places.</p> <p>Teacher will take photographs of children's creations</p>	<p>Google earth</p> <p>Various collage materials</p>	<p>Technology</p> <p>Numeracy</p> <p>Literacy</p>
<p>Analysing:</p> <p>What are places like?</p> <p>Interpret data and information displayed in pictures and texts and on maps (ACHASSI007)</p>	<p>Geographical concept: place and space</p> <p>Lesson 3.1: Children will study the data displayed on the globe, and recognise it is a representation of the world and will locate Australia and other places on a globe.</p> <p>Introduce a 3D globe of the world to the children. Visually display various maps (Flat, orbs, etc)</p> <p>Display the 'globe map' from 'what is a map', onto smart board. Explain a flat map of the world is a 2D representation of our earth.</p> <p>Discuss what children know about the world.</p> <p>Highlight that Australia is the place that we live.</p> <p>Watch '7 continents of our world' clip</p> <p>Children will play a game with the blow-up globe, by standing in a circle and throwing the ball to each other. Every time a child has the orb they will describe one feature they see. E.g. colours, countries, oceans, lines, compass etc.</p> <p>Children will use data learned to locate the 7 continents' colour page.</p>	<p>Smart board</p> <p>Image from 'what is a map' (appendix</p>  <p>A globe of the world</p> <p>Various flat maps</p> <p>7 continents of our world. YouTube clip</p> <p>https://www.youtube.com/watch?v=nmvw3sTGajs</p> <p>Blow-up globe</p> <p>7 continents worksheet (see Appendix F)</p>	<p>Health and PE</p> <p>Numeracy</p> <p>Critical and Creative thinking</p>
<p>Talking about the relevance of information to a task (how to locate people, animals, places on an Aboriginal map)</p>	<p>Lesson 3.2: Children will create their own Aboriginal map, using Aboriginal symbols (Appendix F) provided in an envelope.</p> <p>Show Aboriginal map from "What is a Map? book. Discuss different symbols show different places, people, animals.</p> <p>Show images of Aboriginal artwork, while talking about Aboriginal culture and discussing the relevance of how Aboriginal people use symbols to create a visual way to communicate meaning, as they did not have a history of writing. They have very strong oral traditions of telling stories through their illustrations and sharing stories using symbols to represent meaning. Aboriginal people have used symbols engraved or painted on rocks for tens of thousands of years.</p>	 <p>Images of Aboriginal Art (Appendix I)</p> <p>Envelopes, enclosed with 5 Aboriginal symbols and an A3 Aboriginal template (Appendix H) per child</p> <p>water paint, pencils black felt tip texta</p> <p>Aboriginal music</p>	<p>Aboriginal and Torres Strait Islander histories and culture</p> <p>Mathematics</p> <p>Numeracy</p> <p>Literacy</p> <p>Critical and creative thinking</p> <p>Intercultural understanding</p>

	<p>Play Aboriginal music while children create their own Aboriginal Map using symbols.</p> <p>When finished children will discuss and share their own story maps with their table groups.</p>	https://www.youtube.com/watch?v=QzMsoz4XlkM	
<p>Evaluating and reflecting</p> <p>What makes places special?</p> <p>Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009)</p>	<p>Geographical concept: Place and Environment</p> <p>Lesson 4.1: Children will reflect on the significance of the Aboriginal and Torres Strait Islander people's relationship with Australia.</p> <p>Show Australian Aboriginal Map. Discuss the different Aboriginal groups and how the lines represent the many different Aboriginal countries/ language groups.</p> <p>Show children where the school is located on the Australian Aboriginal Map, reveal that the original ancestors of this land are Kaurna people.</p> <p>Talk about how Aboriginal communities across Australia have boundaries that are defined by mountain ranges and waterways.</p> <p>Talk about the significance of the Aboriginal and Torres Strait Islander people's unique belief systems and how they are strongly connected with the environment, land, waterways, sky, sea, animals, plants and natural phenomena.</p> <p>Evaluate how sustainable interactions with the environment help to enhance the quality of people's lives and environment and they can each play a part in maintaining it for the future to come.</p> <p>Watch Bob Randal video clip and ask various questions Ask children a range of questions relating to the video. Questioning ideas see (Appendix A)</p>	<p>Aboriginal Australian Map (Appendix G)</p> <p>Bob Randal YouTube video clip https://www.youtube.com/watch?v=IZmcRp6XbkA</p> <p>Questions (see Appendix A)</p>	<p>Aboriginal and Torres Strait Islander histories and culture</p> <p>Intercultural understanding</p> <p>Critical and creative thinking</p> <p>Ethical behaviour</p> <p>Sustainability</p>
<p>Describing or drawing special places, telling what they have learnt that makes them special and suggesting how to behave when there</p>	<p>Lesson 4.2: Children will create a graffiti wall describing why their school is a special place and how to behave and care for it.</p> <p>Refresh children's learning from prior lesson about caring for special places</p> <p>Read book Uno's Garden</p> <p>Create a discussion to consider why Uno's garden is special.</p> <p>Consider why places are special to us?</p> <p>In what ways do you treat the places that are special?</p> <p>How do we behave when you are there?</p> <p>Reflect on why school is our special place and how we can care and behave for it.</p>	<p>Book: Uno's Garden written by Graeme Base</p>  <p>coloured texta pens coloured pencils</p>	<p>Literacy</p> <p>Critical and creative thinking</p> <p>Personal and social capability</p> <p>Ethical behaviour</p> <p>Sustainability</p>
<p>Communicating:</p> <p>Present information and findings in oral, graphic and written forms using simple</p>	<p>Geographic concept: Place</p> <p>Lesson 5.1: Children will invent a recipe, containing all the ingredients of their 'imaginary' special place.</p> <p>Children will create and decorate their own bowl to</p>	<p>Papier-Mache materials, newspaper, balloons, glue, paintbrush</p>	<p>Will be used for Summative Assessment</p>

terms to describe direction and location (ACHASSI010)	put all the ingredients in. Children will use describing words to communicate what their recipes contain. These answers will be digitally recorded onto video so that children are able to communicate their creations during a school assembly and watch in class. (Teacher to scribe when needed)	Recipe template (see Appendix K)	Design and Technology The Arts English Critical and creative thinking
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ASSESSMENT

'Assessment is an opportunity for students to show what they can do and to help them in their attempts to do better' (Gilbert & Hoepper 2016, p. 124). In this unit of work three assessments have been designed to monitor students' progress, growth and understanding whilst being integrated into everyday classroom practice and to involve the children in 'doing' using the intended outcomes of the HaSS (Gilbert & Hoepper 2016, pp. 105-107).

The first formative assessment (Appendix L) has been designed to assess the concept of place through evaluating each child's ability to describe the features familiar places (ACARA 2016b). Children will construct their knowledge during inquiry questioning to reveal various features using their senses. Children's ideas will be translated onto a y-chart and the teacher will measure students learning through conversing with each child and documenting answers onto a rubric.

The second formative assessment (Appendix M) will be used to assess the concept of place and space by measuring each child's capability to research and observe the familiar features of places and represent these features and their location onto pictorial maps and models (ACARA 2016a). Judgements of knowledge will be made through questioning, listening and recording each child's oral interaction relating to their invented maps representing the location and features of the places in their school (ACARA 2016a).

Lastly, a summative assessment (Appendix N) has been developed at the end of this unit plan to form concluding evidence of each child's geographic knowledge (Gilbert & Hoepper 2016, p. 105). This learning will connect to the knowledge of representing the location of places and their features on simple maps and models (ACHASSK014, ACARA 2016a). Assessment will be made through posing questions to each child using a rubric and then recording the children communicating their answers about their recipe of a special place and ways to behave and care for this place.

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Appendix A

Questioning idea for lesson 1.1

What places did we see in the story?
What are some of the places you have been to/visited?
Where are those places?
How do the places make you feel when you are there?
What places do you like going to?
Are there places that you do not like going to?
What things do you do at these places?
Who do you go to the places with?
What are the unique features of certain places?
What are some of the differences/similarities

Yes/no questions

Have you been to the place on the picture card? Do you like this place?
Does this place make you happy?

Questioning ideas for lesson 1.2

What colours can you see?
What types of things can you see at this place.
What would you feel on your skin
Do you feel hot/ cold/warm?
Do you feel happy/sad/excited?
What would you hear when you are there? Is it loud or quiet?
Who/what is making the noise?

Questioning for lesson 4.1

What message did we get from the video?
When we are caretakers what does that mean?
How can we behave carefully with the environment and special places?
What are some special places to us?
What behaviours reflect what we have learnt about caring for important/special places and significant sites E.g. taking care around school, looking after wildlife, turning off taps and lights, using manners

Appendix B



Fiona Porter, student at UniSA



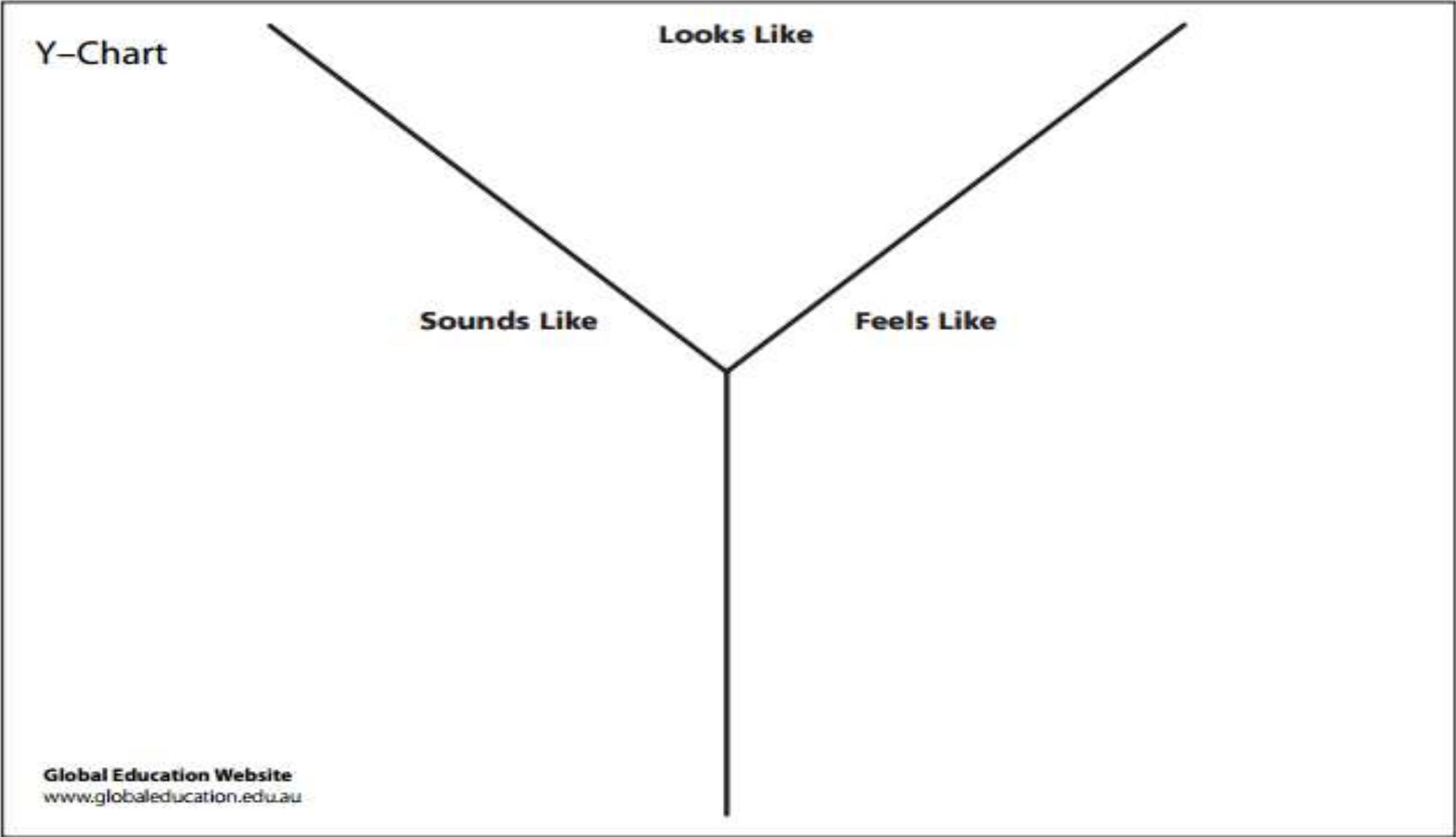
Fiona Porter, student at UniSA



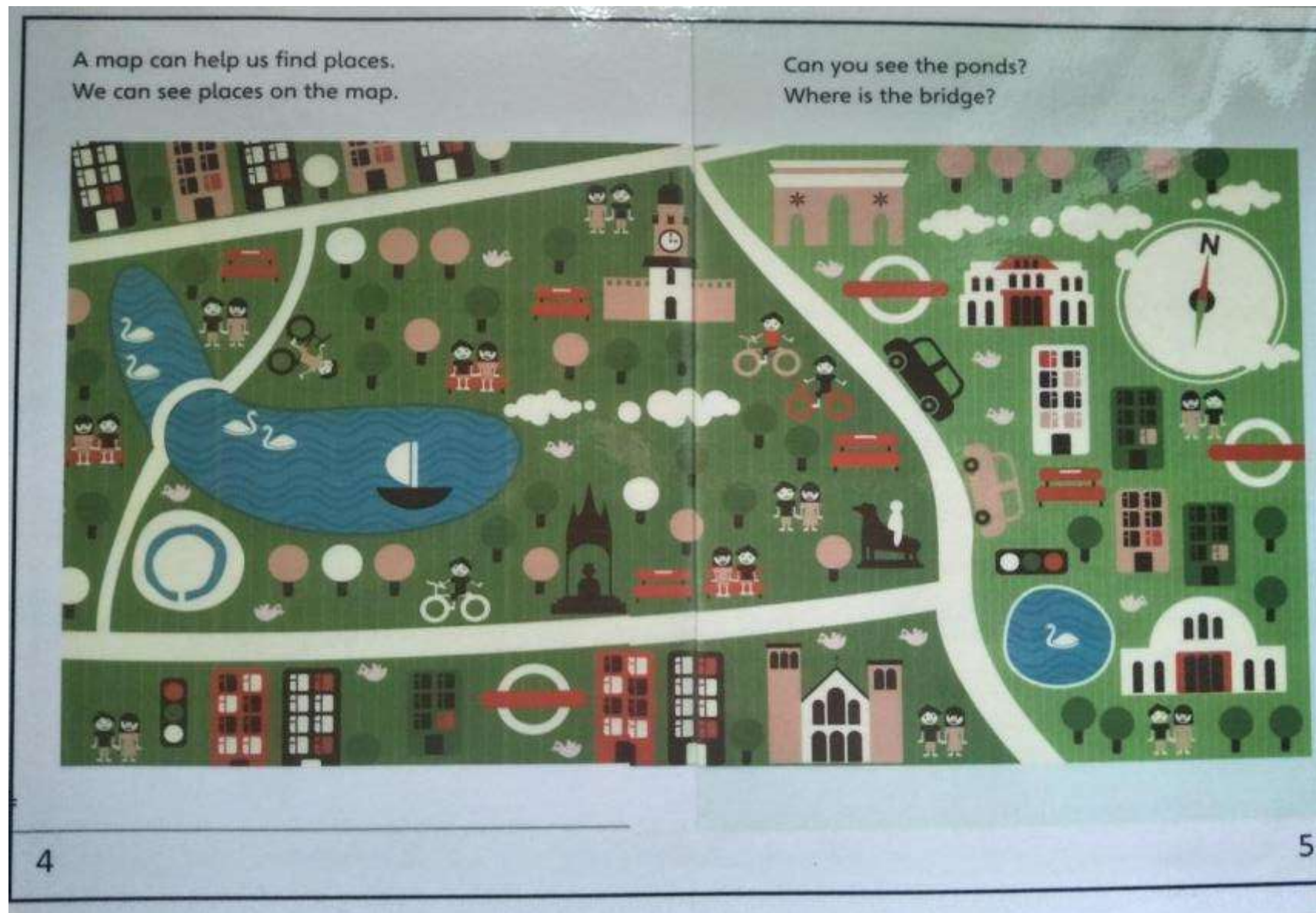
Fiona Porter, student at UniSA



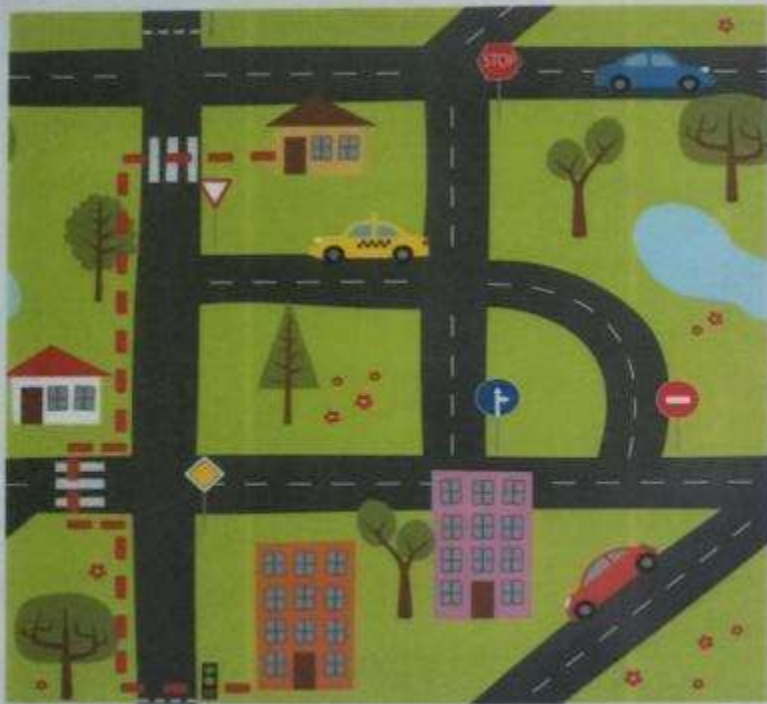
Appendix C



Appendix D



This map shows us how to walk to school.
We can follow the red line.

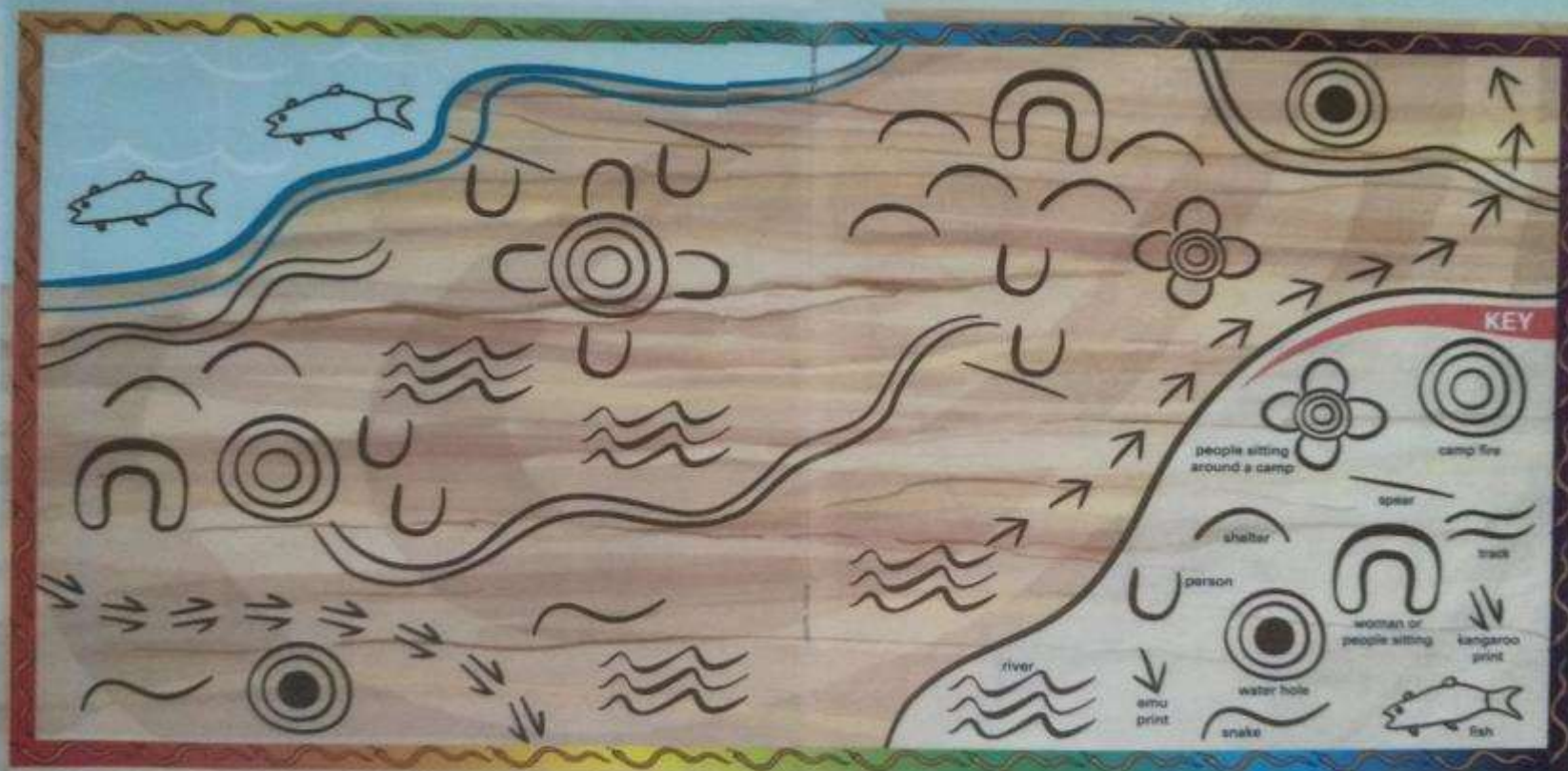


Some maps have pictures.
The pictures help us find things.



This is an Aboriginal map.
It is old.

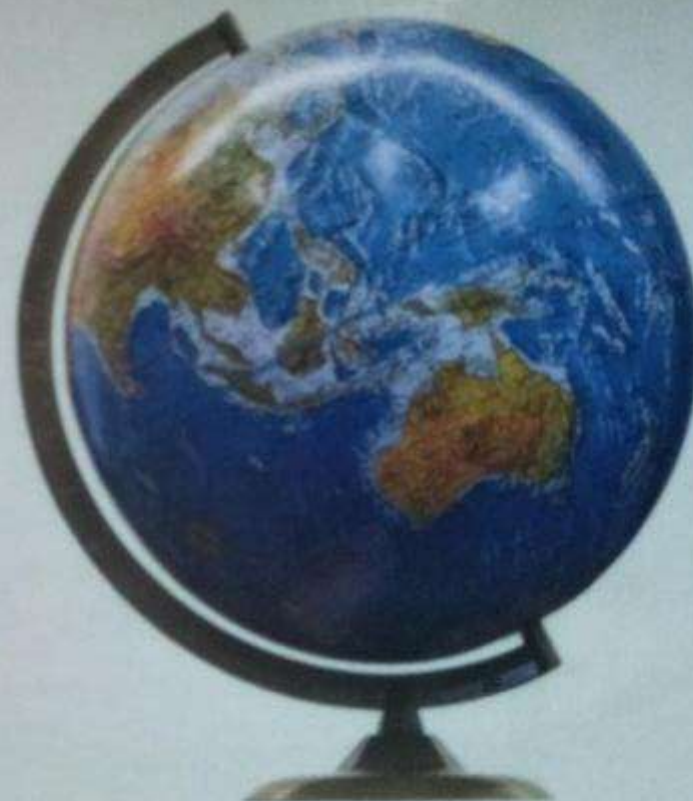
Aboriginal maps have pictures.
The pictures show people, animals and places.

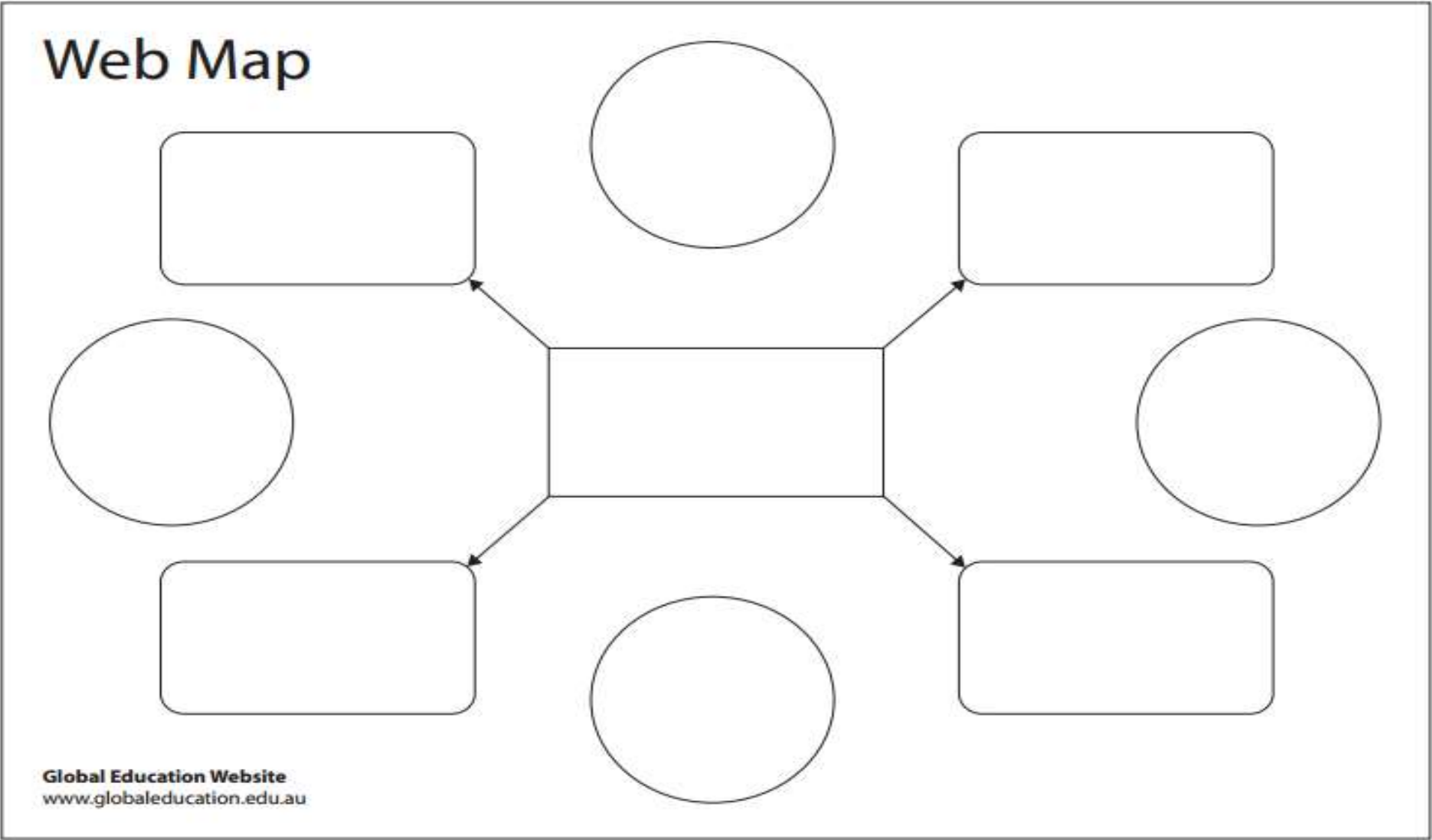


This is a map of Australia.
It shows us the states.
It shows us the cities.



A globe is a ball with a map on it.
It shows us the world.



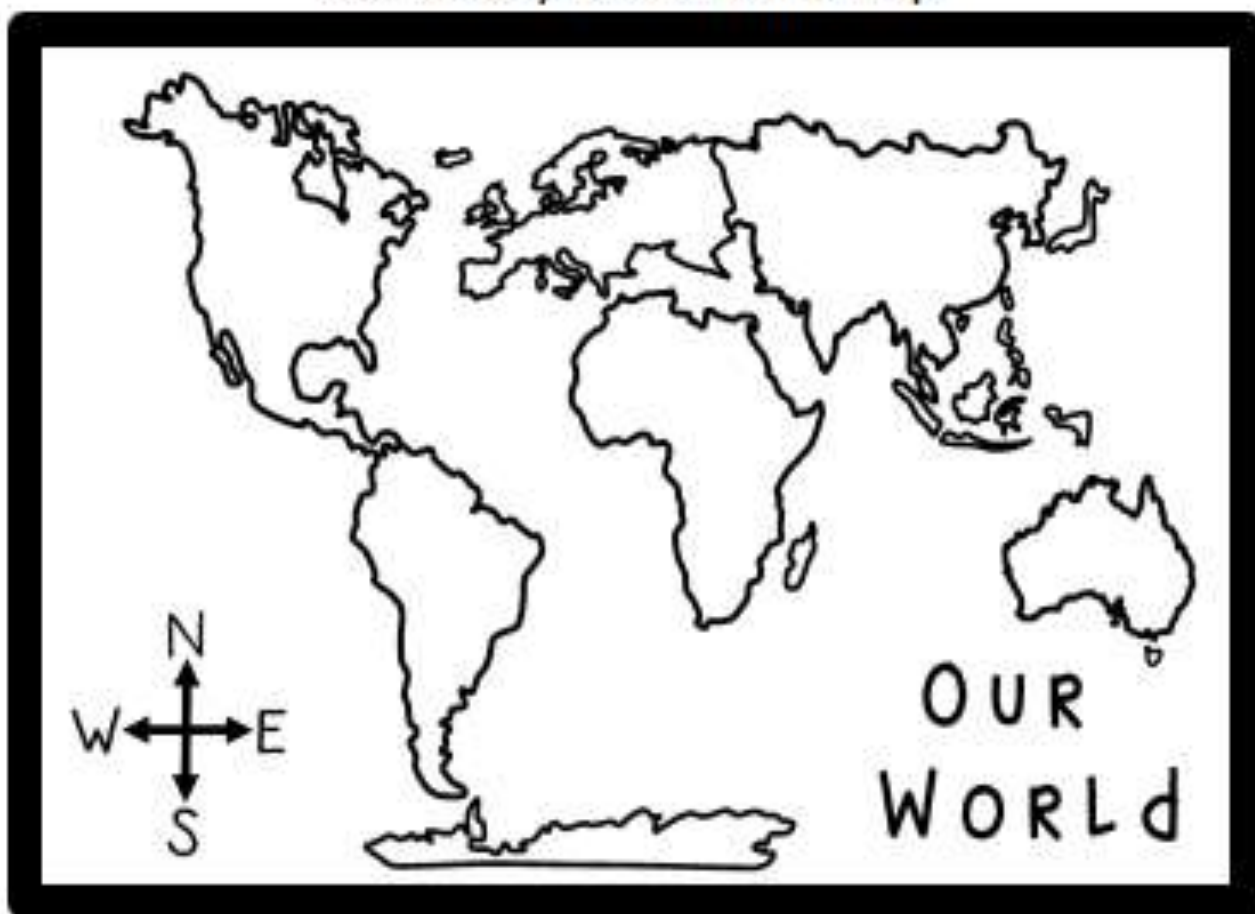


Appendix F

Name _____

Color the Continents

Use the key to color in the map.



South America – PINK

Asia – RED

Antarctica – ORANGE

Africa – YELLOW

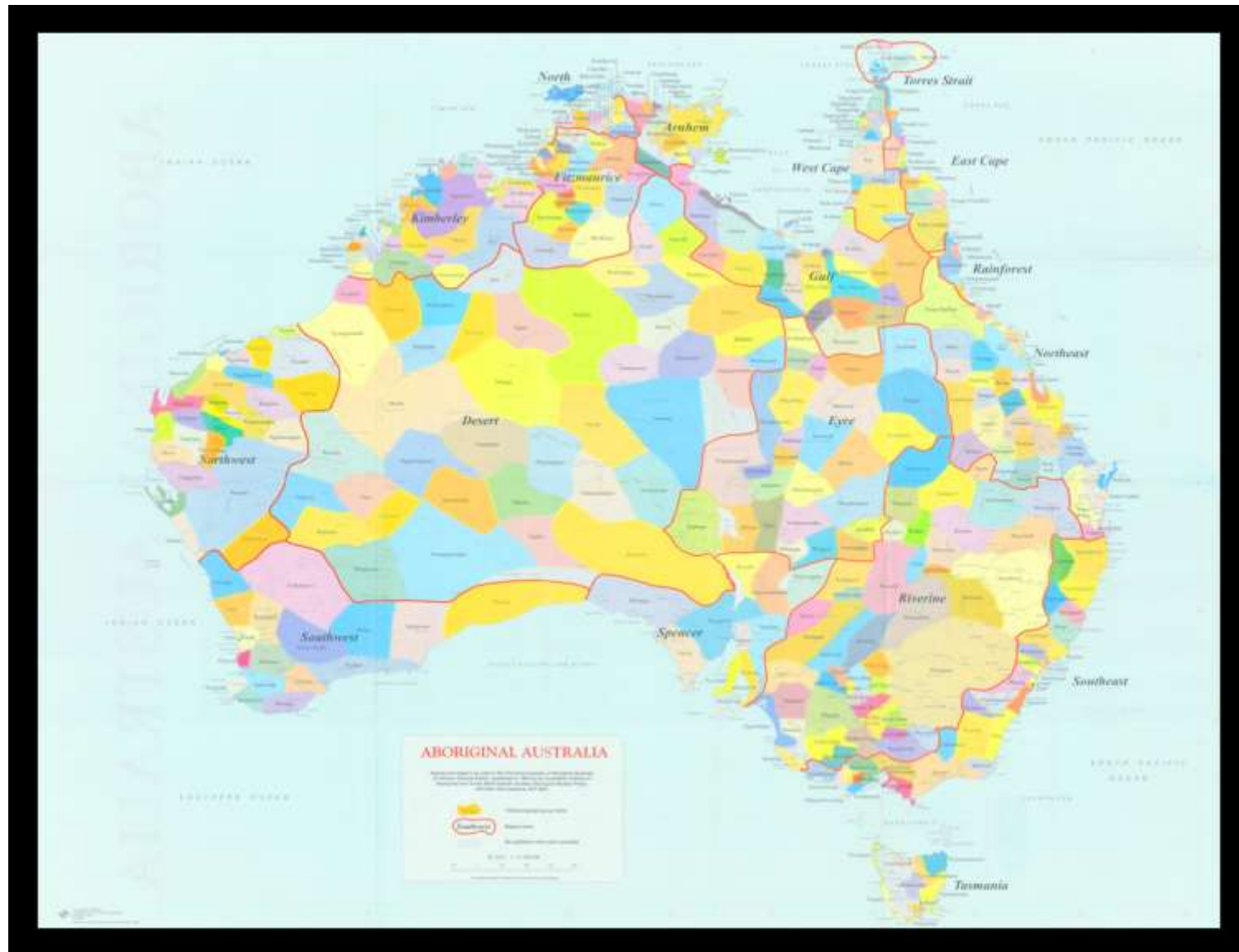
North America – GREEN

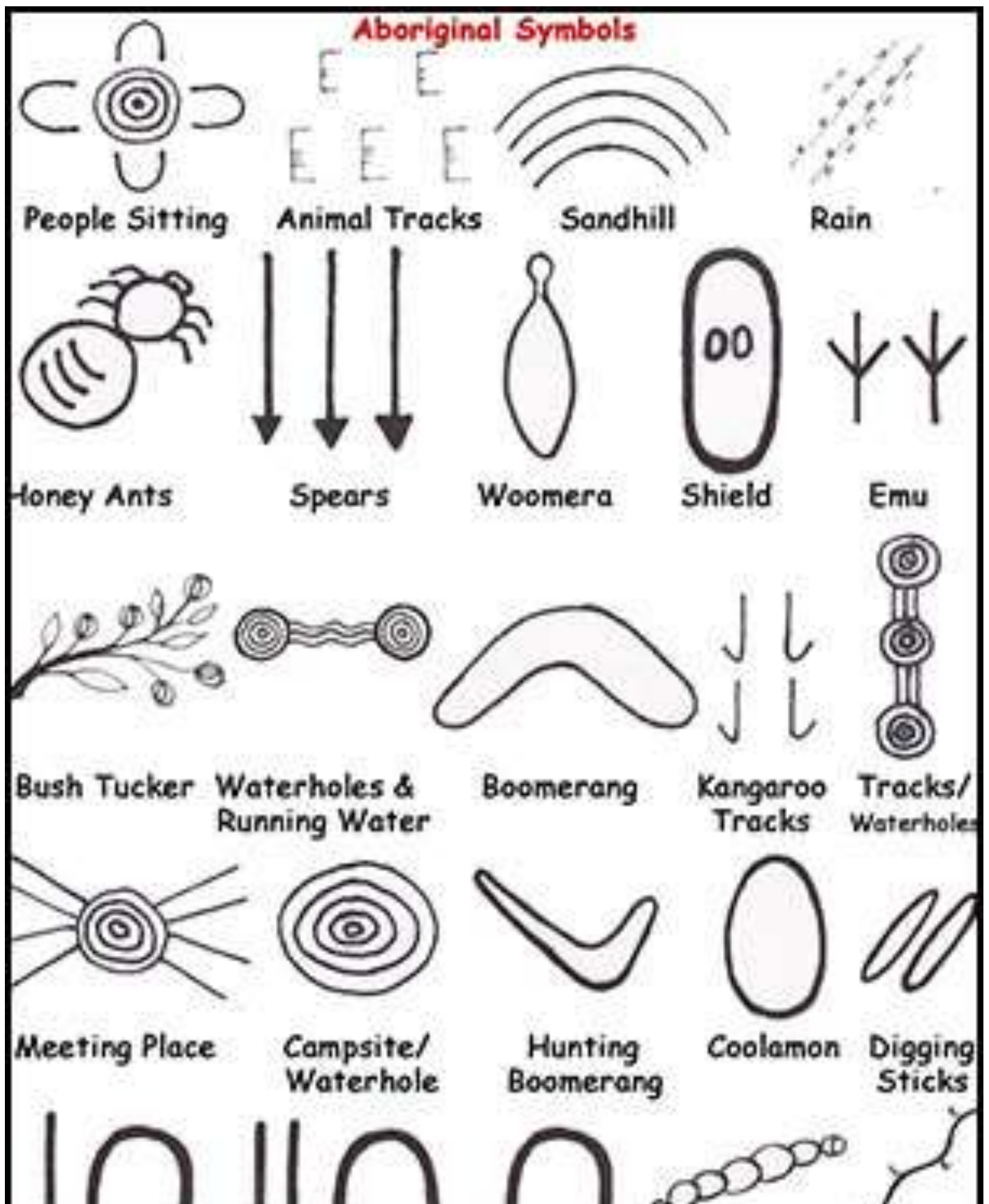
Europe – PURPLE

Australia – BROWN

Oceans – BLUE

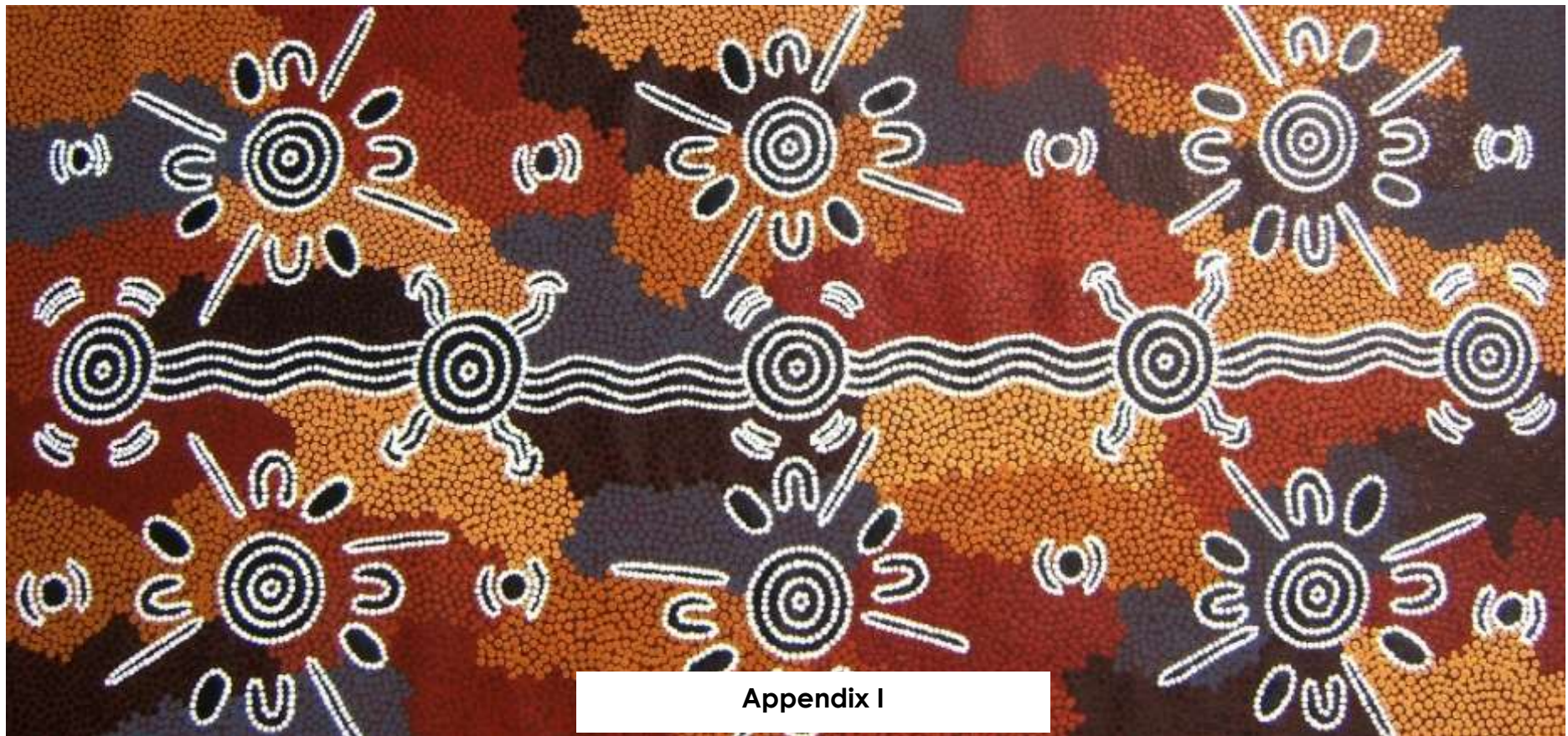
Appendix G







Fiona Porter, student at UniSA



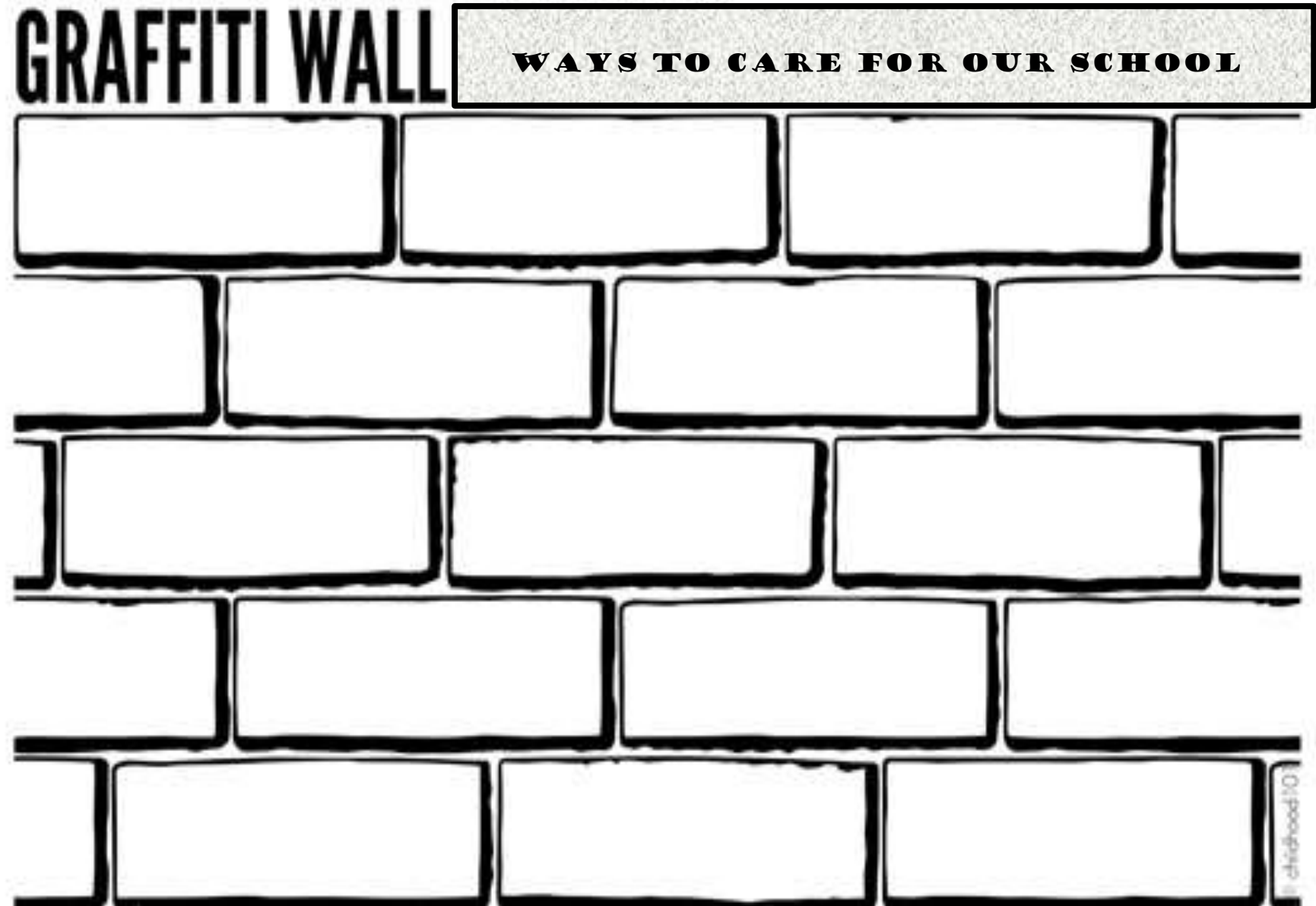
<http://www.indigenouststyle.com.au/the-artists/christine-poulson/>



Fiona Porter, student at UniSA



<https://japingkaaboriginalart.com/articles/aboriginal-art-symbols/>



Fiona Porter, student at UniSA

Recipe for my favourite
place:

Made with love by:

Ingredients:

A pinch of:

A cup of:

Directions:

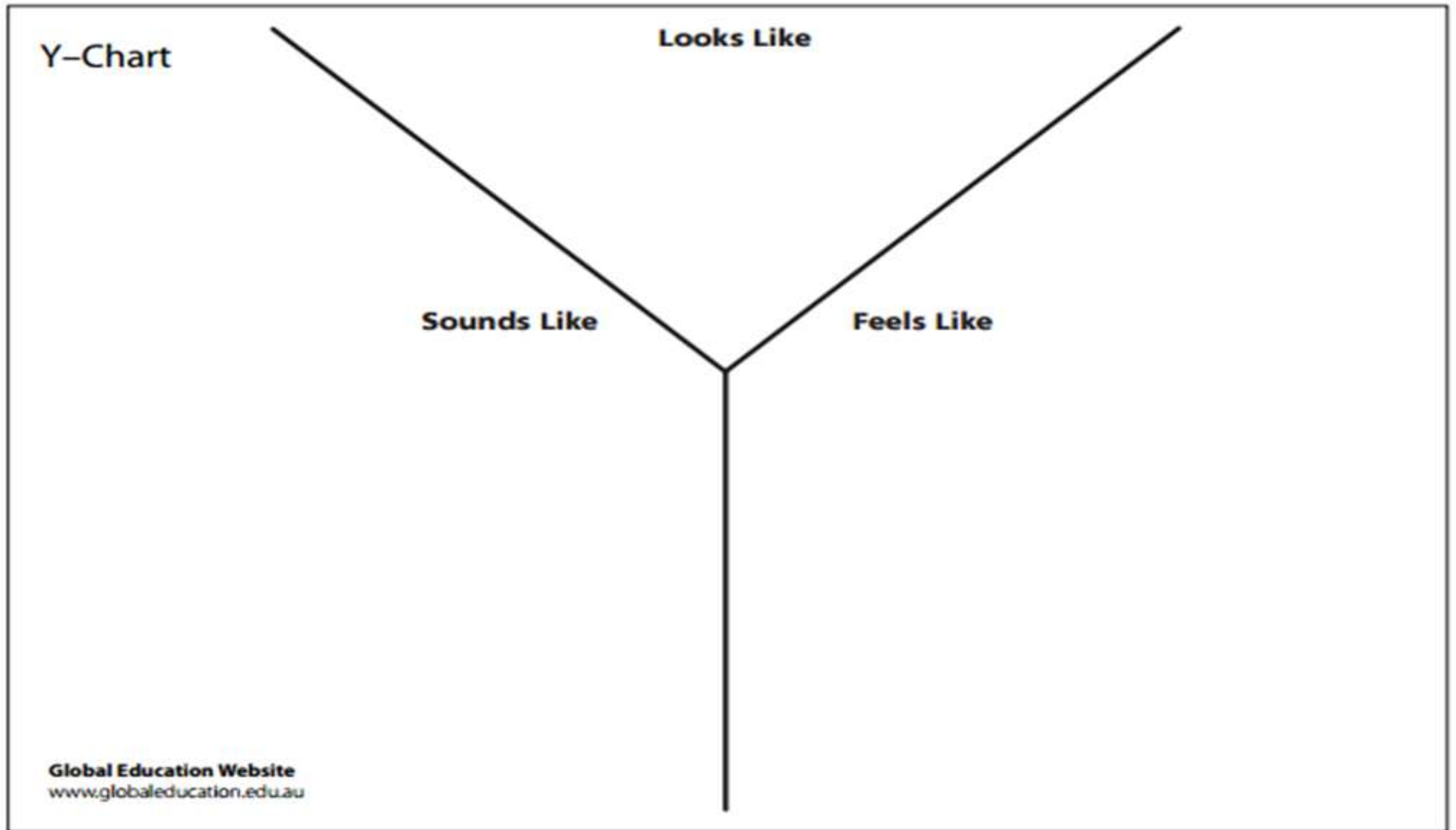
Enjoy with:

My special place

Formative assessment 1 Rubric: What are places like?

Name:	Purpose of assessment: Children will answer a range of questions in relation to the features of various places using their senses		
Inquiry: Student observes and describes the features of familiar places	Examples of describing words of features.		
Measure of achievement			
Inquiry: Student observes and draws the familiar features of places using their senses.	Feels like: sounds like: Looks like:		
Measure of achievement			
Comments:			
Levels of achievement	AS= above satisfactory	S=satisfactory	BS=below satisfactory

Formative assessment task



Formative Assessment 2 Rubric: view child’s map whilst

information (take photographs of maps)

Summative Assessment Rubric: What are places like? What makes a place special? How can we look after these places?
Video children’s responses.

Name:		Purpose of assessment: Children will communicate their ideal place using descriptive language to describe the features, location and features their learning to suggest ways to care for their special place.	
Questions about features, direction and location		Describing language used for features	
Knowledge and understanding: The representation of the location of places and their features		Inquiry skills: children will communicate using appropriate terms to describe the features and location their place	
Students describe the features of familiar places			
Measure of achievement What are some of the ingredients of your invented special place?	Describing language used to describe features		
Describe the direction and location of features using positional words (on drawing) 'I am a visitor to the school. I	Describing words for direction and location		
Measure of achievement			
Students recognise why some places are special to people			
'what are some features of your invented special place?' 'why is your place special to you?'			
Measure of achievement			
Students describe ways to care for their special place			

'how would you want people to behave at your special place?'			
'what could you do to look after your special place?'			
Measure of achievement			
Students represent these features on pictorial maps			
Student creates a representation of their special place and it's features on simple maps and models			
Measure of achievement			
Comments:			
Levels of achievement	AS= above satisfactory	S=satisfactory	BS=below satisfactory