

Summary	Duration
An excursion for the unit <i>Places are Similar and Different</i> to Brewongle EEC where features of the Australian Continent, climate, interactions between people and place and perceptions about place are examined. Pre and Post work are provided based on the the Alison Lester book “ <i>Are we there yet?</i> ”	Day Excursion

Key inquiry questions
<ul style="list-style-type: none"> • How and why are places similar and different? • How do people’s perceptions about places influence their views about the protection of places?

Outcomes
<p>Geography K-10</p> <ul style="list-style-type: none"> • examines features and characteristics of places and environments GE2-1 • describes the ways people, places and environments interact GE2-2 • examines differing perceptions about the management of places and environments GE2-3 • acquires and communicates geographical information using geographical tools for inquiry GE2-4

Concepts	Skills	Tools
<p>GEOGRAPHICAL</p> <p>Place: <i>the significance of places and what they are like</i> e.g. What are the characteristics of places and how do different cultures perceive them?</p> <p>Space: <i>the significance of location and spatial distribution,</i></p>	<p>GEOGRAPHICAL</p> <p>Acquiring geographical information</p> <ul style="list-style-type: none"> ▪ identify an issue ▪ gather geographical information from secondary sources 	<p>GEOGRAPHICAL</p> <p>Maps -</p> <ul style="list-style-type: none"> ▪ maps to identify location and spatial distributions <p>Fieldwork -</p>

and ways people organise and manage spaces that we live in e.g. How are different places managed or organised?

Environment: *the significance of the environment on human life, and the important interrelationships between humans and the environment e.g. How do Aboriginal concepts of Country influence people and places?*

Interconnection: *no object of geographical study can be viewed in isolation e.g. How are places located far apart similar or different?*

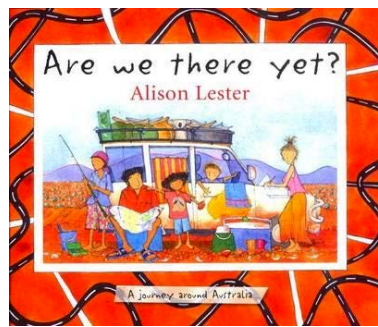
Scale: *the way that geographical phenomena and problems can be examined at different spatial levels e.g How do maps represent different geographical features?*

Change: *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future e.g How is the land managed in different places?*

- record information
- Processing geographical information**
- evaluate information for reliability and bias
 - draw conclusions
- Communicating geographical information**
- communicate the results using a variety of strategies appropriate to the subject matter, purpose and audience
 - reflect on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry

- observing, orientation to landscape feature
- fieldwork instruments such as maps, compasses, aerial photographs
- fieldwork monitoring using thermometers, light meters and canopy density equipment
- creating line drawings

Overview



Students will develop an understanding that features and characteristics of places can be similar and different.

Understanding our world means recognising that there are many differences and similarities in the human and natural features of places as well as attitudes towards place.

Students will describe how different people interact with the environment and how the environment is used for different purposes.

Students will examine how different people perceive the environment including developing an understanding of Aboriginal and Torres Strait Islander perspectives towards Country.

Students investigate through the use of a variety of fieldwork strategies connection to the natural environment around Brewongle Environmental Education Centre, including links to the Hawkesbury River (Derubbbin).

Aboriginal Pedagogies such as 8 Ways (DEC 2012) are evidenced in this unit often overlapping one another and include storytelling, lands links, learning maps and the deconstruction and reconstruction of knowledge systems as much for the teacher as for the student.

Content	Teaching, learning and assessment
<p>CONTENT FOCUS</p> <p>The Australian continent</p> <p>Students:</p> <p>investigate Australia’s major natural and human features for example: (ACHGK014, ACHGK015)</p> <ul style="list-style-type: none"> description of natural features of Australia eg deserts, rivers, mountains location of Australia’s states, territories and major cities identification of Countries/Places of Aboriginal and Torres Strait Islander Peoples 🖐 <p>Climate of places</p> <p>Students:</p> <p>investigate the climates of different places, for example: (ACHGK017)</p> <ul style="list-style-type: none"> discussion of how weather contributes to climate comparison of climates in different places. <p>Similarities and differences between places</p> <p>Students:</p> <p>investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there, for example: (ACHGK019)</p> <ul style="list-style-type: none"> examination of the varying settlement patterns and demographics of places 	<p>Student-centred inquiry exploring the natural and human features of Australia with particular reference to the Hawkesbury River area.</p> <p>This inquiry has pre and post visit work and is based around the book “<i>Are we there yet?</i>” By Alison Lester</p> <p>Pre- work:</p> <p>Read book with students and discuss the things the family saw on their journey.</p> <p>Discuss marking routes on maps.</p> <p>Discuss excursion to Brewongle and mark the route on a map of Western Sydney showing the route from the school to Brewongle.</p> <p>Ask the students if they think the bus driver will take the same route or a different one.</p> <p>Hypothesise with students about what they are likely to see on their journey to Brewongle.</p> <p>Discuss features of urban environments and rural/semi-rural environments, what do they think would be the same or different.</p> <p>Visit to Brewongle EEC – <i>Are we there yet?</i></p> <p>This excursion starts as soon as the students get on the bus (prepare them for what they will need to do before entry to bus, probably the day before). Each student is handed a work booklet with a “Spotto” worksheet and the map of most likely route from Windsor Road (see attached). Students will need a pencil to fill out their “Spotto” worksheet while on the bus.</p> <p>Spotto items include road signs, animals, farms, creeks etc. This is a geographic skill as it is allowing the students to identify changes in the landscape through directed observation and emphasises how places even relatively close to home can have differences and similarities. Encourage the children to ask “Are we there yet?” And feedback how much further in time and/or distance. The teacher may want to use the bus driver’s GPS or Google Maps on a SmartPhone to inform feedback.</p> <p>Arrival at Brewongle Environmental Education Centre at approx. 10.00am</p> <p>Intro: Discussion of what the students observed on the way to Brewongle EEC. Discuss that this a school and the differences and similarities between this school and theirs. Children asked “Are we there yet?” Of course we are – but know we need to find out all about similarities and differences at Brewongle.</p>

- comparison of the daily life of people from different places

Perception and protection of places

Students:

investigate how the protection of places is influenced by people's perception of places, for example: (ACHGK018)

- description of how and why people perceive places differently
- discussion of how people's perceptions influence the protection of places in Australia eg sacred sites, national parks, world heritage sites 🌿🌱🌳

Similarities and differences between areas at Brewongle, similarities and differences between Brewongle and other places they know, similarities and differences between settler and Indigenous attitudes to place.

Activity 1: Bush resource walk. This examines Indigenous perceptions of place and why Country should be protected. Students will undertake a guided walk developing knowledge of Indigenous uses of plants and animals and how the bush was the supermarket of Aboriginal peoples.

Activity 2: Examining the micro-climate. Comparing the micro-climate of different places at Brewongle. On the ridge and in the gully. Test temperature, light, soil moisture, aspect, sensory observations. Mark locations on map. Discuss how each location feels and the similarities and differences.

Activity 3: Walk to look out. Discuss Derrubbin (Hawkesbury River) and how it is an important natural feature for the Sydney region. Layout very large map of the river (painted on a sheet) Brewongle is marked on the map as are other local features. Get children to orientate map by all of group working together to align with the river and features that they can see.

Teach compass skills and get children to double check that the map is aligned with north on the compass. Students finish activity by undertaking a simple line sketch of the view.

Post excursion activity.

Re-read "Are We there yet?"

Discuss layout of book as being like a journal with pictures.

Note that Grace describes the highlights only not the whole blow by blow of the journey.

Discuss with students the things they saw on their trip to Brewongle, draw out similarities and differences to their school and neighbourhood. What were the highlights of the excursion?

Create an illustrated recount journal of the excursion to Brewongle.