












Summary	Duration
This excursion is written for Stage 1 Geography 'Features of Places'. It supports a Geographical Inquiry approach to learning about the features of the home of the 'Habitat Tree' - a beautiful Grey Gum which is the oldest tree at Brewongle. While exploring the bush, students work through the Geographical inquiry Skills - Acquiring, Processing and Communicating Geographical Information about the features of the site, why they're special, and how we can look after them (responding to the Geographical Inquiry Questions).	Sample term 5 weeks

Key inquiry questions
<ul style="list-style-type: none"> ▪ What are the features of, and activities in, places? ▪ How can we care for places?

Outcomes
Geography K-10
<ul style="list-style-type: none"> › GE1-1 describes features of places and the connections people have with places › GE1-2 identifies ways in which people interact with and care for places › GE1-3 communicates geographical information and uses geographical tools for inquiry

Geographical concepts	Geographical inquiry skills	Geographical tools
<p>Place: location and features of local places and other places around the world</p> <p>Space: where activities are located and how spaces can be organised</p> <p>Environment: natural and human features of a place. daily and seasonal weather patterns of places</p> <p>interconnections: local and global links people have with places and the special connection Aboriginal and Torres Strait Islander Peoples maintain with Country/Place</p> <p>Scale: various scales by which places can be defined such as local suburbs, towns and large cities</p>	<p>Acquiring Geographical Information</p> <ul style="list-style-type: none"> ▪ pose geographical questions ▪ collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations <p>Processing Geographical Information</p> <ul style="list-style-type: none"> ▪ represent data by constructing tables, graphs or maps ▪ draw conclusions based on the interpretation of geographical information sorted into categories <p>Communicating Geographical Information</p> <ul style="list-style-type: none"> ▪ present findings in a range of communication forms ▪ reflect on their learning and suggest responses to their findings 	<p>Fieldwork</p> <ul style="list-style-type: none"> ▪ observing, collecting and recording data, conducting surveys <p>Graphs and Statistics</p> <ul style="list-style-type: none"> ▪ tally charts ▪ data tables ▪ column graphs <p>Visual Representations</p> <ul style="list-style-type: none"> ▪ illustrations ▪ story books

Unit overview
Nature is important for many reasons, both to people and to wildlife. The Habitat Tree is a beautiful Grey Gum, the oldest tree at Brewongle. Students explore the features of places around the Habitat Tree and the connections between the tree and its surrounds. They use Geographical Tools to understand the impact that seasons and people have on the natural environment around the Habitat Tree.

Content	Teaching, learning and assessment
<p>Stage 1 - Features of Places</p> <p>Features of places</p> <p>Students:</p> <ul style="list-style-type: none"> investigate features of places and how they can be cared for, for example: (ACHGK005)  description of the natural and human features of places  <small>ST VR</small> discussion of the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait  consideration of how a place can be cared for eg a park, farm, beach, bushland    	<p>Pre-Excursion Activity</p> <p><i>The Last Tree</i> by Mark Wilson</p> <p>This picture book is about a beautiful old eucalyptus tree that grew tall and strong over many years. It was the centre of life in the forest and provided food and shelter for many forest dwellers. But what happens when the tree is threatened as the surrounding forest slowly disappears? This text is a fantastic stimulus for teacher-led literacy tasks in the lead-up to their excursion.</p> <p>Excursion</p> <p>Students arrive at Brewongle EEC and are shown the beautiful old Habitat Tree, with all its wrinkles and sags. They spend the day being guided through three activities to learn about the Habitat Tree and it's surrounds; all the plants and animals that use it for food and shelter.</p> <p>1. Nest Box and Wildlife Camera Survey</p> <p><i>Intro - In the Earth Lab, show students the taxidermied animals. Look at feet and discuss footprints.</i></p> <p>A. Nest Box Survey - Students explore Brewongle EEC, searching for our hidden nest boxes. They use an extended pole camera and hand held screens to peek at who's living in the box. As a class, Brewongle teacher holds the camera pole and students share screens linked to that camera. Students will each have a close up view of the inhabitant of the nest boxes.</p> <p>B. Wildlife Camera Survey - After the nest box survey, students walk around to find some of our wildlife cameras. Discuss the type of food (usually tuna) we use as bait and what animals students think might visit that spot. Crouch down and see if they can find any evidence (scats or tracks) of animals. Students return to the Earth Lab and view footage from our wildlife cameras (on our YouTube Channel) to identify the animals which have been using the Habitat Tree when noone is looking. Findings will be recorded then collated back at school.</p> <p>2. Minibeast Survey</p> <p><i>Intro at Yearning Circle then move to the Habitat Tree for surveys</i></p> <p>A. Leaf Litter Bug Survey - Intro leaf litter bug survey at the Yarning Circle before moving over to the Habitat Tree (Grey Gum). What about what lives beneath the soil around the Habitat Tree? Students search for bugs in the leaf litter and soil around the Habitat Tree. Data is shared and recorded.</p> <p>B. In pairs or small groups, students are given a giant plastic bug. Discussion about exactly where their bug might live on or around the Habitat Tree. Camouflage, feeding, wings, etc. Students go and hide their bug in its habitat or make a habitat for their bug - Students explain why they chose the habitat they chose for their bug.</p>
<p>Stage 1 - Features of Places</p> <p>Weather and seasons</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the weather and seasons of places, for example: (ACHGK006) description of the daily and seasonal weather patterns of a familiar place  comparison of the daily and seasonal weather patterns of places <small>ES</small>  examination of how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars <small>VR</small>   discussion of how weather can affect places and activities eg leisure, farming  	<p>3. What's in Season?</p> <p><i>Intro at Campfire then walk around bushtucker track.</i></p> <p>Students learn about the local Aboriginal Seasons Calendar compiled by Aunty Fran Bodkin and discuss the 6 seasons. Students are placed in 6 groups and each group is allocated one of the seasons. Students learn the Aboriginal dance of the animal of their season. In their groups, students line up and use their dance actions to conduct a Dharawal Seasonal Wave (a take on a Mexican wave). Students explore the bush around Brewongle EEC, discovering and learning about the plants and animals that are in season around the site. Students record their findings using journey sticks, which can be taken back to school.</p> <p>Post Excursion Activity Suggestions</p> <ul style="list-style-type: none"> Utilise the data collected during the excursion. Create simple tables and graphs and discuss the more and less common species (abundance) and the range of different species (biodiversity). Compare data from each class. Use students' Journey Sticks as a stimulus for writing a recount of the Seasons Walk. Find a Habitat Tree in your school grounds and compare it to the Brewongle Habitat Tree. Discuss how human activities or features such as concrete and buildings, noise and litter might impact the Habitat Tree and the animals it might feed and shelter. Identify ways to reduce the impact of these human activities. Review Frances Bodkin's book about Aboriginal Seasons (D'harawal Climate and Natural Resources). Compare the 6 Aboriginal seasons to the 4 modern seasons.

Assessment overview

Syllabus images and equations
