

Year 1

Topic: Places have distinctive features

About the topic

In Year 1, students gain a further understanding of place by looking at contrasting places and their features. They learn the difference between natural, managed and constructed features. Students develop their observational skills by looking at changes to place, and considering how places can be cared for. From this they investigate how spaces can be used differently and rearranged. Their understanding of the concept of environment is developed through learning about weather and seasonal patterns.

Learning sequences

There are four learning sequences for this topic:

- Learning sequence 1: Natural, managed and constructed features
- Learning sequence 2: The weather and seasons of places
- Learning sequence 3: What makes places different?
- Learning sequence 4: Rearranging spaces

Prior learning	Geographical language	Resources
<p>It is helpful if students have had the opportunity to:</p> <ul style="list-style-type: none"> • make models of places • look at places near to them to identify characteristics • play roles of people who look after special places or provide us with services from their place • use a globe of the world and large-scale maps of different kinds. 	<p>Students will be encouraged to:</p> <ul style="list-style-type: none"> • use appropriate words, e.g. natural, managed, constructed, aerial, photographs, erosion, revegetation, conservation, offices, factories, medical, map symbols, map title, weather, seasons, winter, summer, spring, autumn, rainfall, temperature, sunshine, wind • explain ideas with words, drawings, signs and simple maps. 	<p>Blackline masters 11–23 Picture cards 16–30 Student topic books: Fiction The Great Train Race The Book Corner Non-fiction What Is the Weather Like? Our Wonderful World</p>
<p>Achievement standard</p>		
<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.</p> <p>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.*</p>		

Australian road trip

Name:

Wally Wallaby and Wendy Wombat are going on a road trip around Australia. Help them by:



- finding out which state or territory each place is in
- marking the location of each place on the map
- drawing a red line between each place to show the best way to go.

They want to visit:	State/territory?	They want to visit:	State/territory?
Cairns		Geelong	
Albany		Port Lincoln	
Darwin		Byron Bay	
Gold Coast		Carnarvon	
Newcastle		Mildura	
Mount Gambier		Broken Hill	



Visiting countries of the world

Name:

Wally Wallaby and Wendy Wombat have made a list of the countries they would like to visit. Help them by finding the name of the continent where each country is located, and the capital city for each country.



Nations	Continent	Capital city
Argentina		
Brazil		
Canada		
China		
Egypt		
England		
India		
Italy		
Japan		
Kenya		
New Zealand		
USA		

Foundation

Picture card	Prompt	Questions (answers)
1 Australia on the globe	Point out the remoteness of Australia from other continents and the idea that the nation occupies the whole land mass.	<ol style="list-style-type: none"> 1 Which is the closest continent to Australia? (Asia) 2 Name one of the oceans around Australia. (Pacific, Indian or Southern)
2 Story map	Point out that stories often have maps to make the story clearer or to give a clear impression of place. Discuss stories with maps that students have heard or read (e.g. <i>Winnie the Pooh</i>).	<ol style="list-style-type: none"> 1 How would you give directions to places on this map? What landmarks could you use? (Answers will vary. Landmarks could include castle, forest, lake, river, lighthouse and bridge.) 2 What new title would you give to this story? Why would you choose this title? (Answers will vary.)
3 City centre	Point out the variation in the height of buildings throughout the city. Have students compare the tall buildings to the buildings in their local area. Ask them to imagine living in a high-rise apartment and to visualise the number of people on these city streets.	<ol style="list-style-type: none"> 1 What kind of place does this photograph show? (city, busy place, tall buildings) 2 What do people use tall buildings for? (e.g. offices, apartments, shops)
4 Country town	Point out the wide streets, the types of buildings and the lack of tall buildings. Discuss the surrounding areas. Are there buildings in the distance?	<ol style="list-style-type: none"> 1 What buildings can you see? (e.g. houses, shops, sheds, silo, school) 2 Would you like to live in this town? What would be good about living here? (Answers will vary.)
5 Rural landscape	Point out the different parts of the rural landscape, e.g. trees, farmland, fences, gate, road, house, forest.	<ol style="list-style-type: none"> 1 What kinds of buildings and structures would be here besides houses? (e.g. machinery sheds, animal enclosures, windmills, dams, silos) 2 If you lived here, what differences would you notice compared to where you live now? (Answers will vary, but may include: quieter; neighbours further away; longer distances to school and shops; dirt roads.)
6 Suburban shopping centre	Point out the different kinds of shops and the number of people. Ask students to compare this shopping centre with their local shopping centre.	<ol style="list-style-type: none"> 1 Which shops are often the largest in shopping centres? (supermarkets, department stores) 2 Besides shops, what other attractions and facilities do shopping centres have? (e.g. movie theatres, bowling alleys, meeting points, restaurants and cafes, bus shelters, car parking, toilets)