
















TUMUT PUBLIC SCHOOL GEOGRAPHY PROGRAM

Stage:	1	Year:	1 & 2	Unit Name:	People and Places	Term:	3 & 4	Duration:	20 weeks
Unit Description						Inquiry Questions			
<p>Students explore places across a range of scales within Australia and Australia’s location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally. Students identify factors affecting people’s accessibility to places.</p>						<p>Key Inquiry Questions:</p> <ul style="list-style-type: none"> ● Where are places located in Australia? ● How are people connected to places? ● What factors affect people’s connections to places? 			

Outcomes	Geographical concepts	Geographical inquiry skills	Geographical tools
<p>A student:</p> <ul style="list-style-type: none"> ● describes features of places and the connections people have with places <p>GE1-1</p> <ul style="list-style-type: none"> ● communicates geographical information and uses geographical tools for inquiry <p>GE1-3</p>	<p>The following geographical concepts have been integrated into the unit:</p> <p>Place:</p> <ul style="list-style-type: none"> ● <i>natural and human features and characteristics of different places and their similarities and differences</i> ● <i>how people’s perceptions about places influence their responses and actions to protect them</i> <p>Space:</p> <ul style="list-style-type: none"> ● <i>settlements patterns within Australia, neighbouring countries and other countries</i> <p>Environment:</p> <ul style="list-style-type: none"> ● <i>how climate and environment influence settlement patterns</i> ● <i>interconnections between people and environments</i> ● <i>differing ways people can use environments sustainably</i> <p>Interconnection:</p> <ul style="list-style-type: none"> ● <i>interconnections between people, places and environments</i> ● <i>influence of people’s values on the management and protection of places and environments and the custodial responsibilities of Aboriginal and Torres Strait Islander Peoples</i> <p>Scale:</p> <ul style="list-style-type: none"> ● <i>types of settlement across a range of scales</i> ● <i>the influence of climate across a range of scales</i> <p>Sustainability:</p> <ul style="list-style-type: none"> ● <i>ways in which people, including Aboriginal and Torres Strait Islander Peoples, use and protect natural resources</i> ● <i>differing views about environmental sustainability</i> ● <i>sustainable management of waste</i> <p>Change:</p> <ul style="list-style-type: none"> ● <i>changes to environmental and human characteristics of places</i> 	<p>The following geographical inquiry skills have been integrated into the unit:</p> <p>Acquiring geographical information</p> <ul style="list-style-type: none"> ● pose geographical questions (ACHGS007, ACHGS013) ● collect and record geographical data and information, for example, by observing, by interviewing, or using visual representations (ACHGS008, ACHGS014) <p>Processing geographical information</p> <ul style="list-style-type: none"> ● represent data by constructing tables, graphs or maps (ACHGS009, ACHGS015) ● draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010, ACHGS016) <p>Communicating geographical information</p> <ul style="list-style-type: none"> ● present findings in a range of communication forms (ACHGS011, ACHGS017) ● reflect on their learning and suggest responses to their findings (ACHGS012, ACHGS018) 	<p>The following geographical tools have been integrated into the unit:</p> <p>Maps – M</p> <ul style="list-style-type: none"> ● large-scale maps, world map, globe, sketch maps ● maps to identify location, direction, distance, map references, spatial distributions and patterns <p>Graphs and statistics – GS</p> <ul style="list-style-type: none"> ● tally charts ● pictographs ● data tables ● column graphs ● simple statistics <p>Fieldwork – F</p> <ul style="list-style-type: none"> ● observing, measuring, collecting and recording data, conducting surveys or interviews ● fieldwork instruments such as measuring devices, maps, photographs <p>Spatial technologies – ST</p> <ul style="list-style-type: none"> ● virtual maps ● satellite images ● global positioning systems (GPS) <p>Visual representations – VR</p> <ul style="list-style-type: none"> ● photographs ● illustrations ● diagrams ● story books ● multimedia ● web and app tools

Cross-Curriculum Perspectives	Curriculum Learning Links
<p>The following <u>highlighted</u> Cross-Curriculum Priorities are embedded in this inquiry unit:</p> <ul style="list-style-type: none">  Aboriginal and Torres Strait Islander Histories and Cultures  Asia and Australia's engagement with Asia  Sustainability <p>The following <u>highlighted</u> General Capabilities are embedded in this inquiry unit:</p> <ul style="list-style-type: none">  Information and Communication Technologies  Literacy  Numeracy  Critical and Creative Thinking  Work and Enterprise  Ethical Understanding  Intercultural Understanding  Difference and Diversity  Personal and social capability  Civics and citizenship 	<p>Outcomes from other Key Learning Areas have been integrated to support the development of understanding and skills in this inquiry unit:</p> <p>Mathematics:</p> <ul style="list-style-type: none"> → Position MA1-16MG <p>English:</p> <ul style="list-style-type: none"> → Writing and Representing 1 EN1-2A → Thinking Imaginatively and Creatively EN1-10C → Reading and Viewing 2 EN1-8B
	<p>Assessment For/ As/ Of Learning</p>
	<ul style="list-style-type: none"> → Mapping places in our local area Assessment For Learning GE1-1 → Locating and describing a place we have visited Assessment For Learning GE1-3 → Australia's location digital book Assessment Of Learning GE1-1, GE1-3 → Personal connections to special places Assessment For Learning GE1-1 → Poem about our special places Assessment For Learning GE1-1 → On my perfect day written sentence and illustration Assessment For Learning GE1-1 → Heritage Sites Postcard Assessment Of Learning GE1-1, GE1-3 → 3 2 1 Reflection Assessment As Learning GE1-1

CONTENT	TEACHING AND LEARNING EXPERIENCE - 1	EVALUATION	RESOURCES
<p>Where are places located in Australia?</p> <p>Students:</p> <ul style="list-style-type: none"> investigate places across a range of scales within Australia, for example: <ul style="list-style-type: none"> identification that places exist across a range of scales eg personal, local, national <p>Curriculum Links:</p> <p>Mathematics: → Position MA1-16MG</p> <p>English: → Writing and Representing 1 EN1-2A → Thinking Imaginatively and Creatively EN1-10C → Reading and Viewing 2 EN1-8B</p>	<p style="text-align: center;">Australian Places</p> <p>Tuning In: <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> Using a blank map of the school, students walk around the school with their teacher to: <ul style="list-style-type: none"> Locate and label key areas of the school on the map, including their classroom. Make observations about our school grounds and buildings - <i>What do you see, observe or notice?</i> Record the route they take to walk from the classroom to the COLA during eating time using the terms 'left' and 'right'. (LINK: Maths) Pose the question: <i>How are our school grounds different to the area surrounding our school or other places we have visited?</i> Record student responses. <p>Shared Inquiry: <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/Extension) will be needed?</i></p> <ul style="list-style-type: none"> Examine the area surrounding the school by making observations about the features, such as the types of buildings, roads, vegetation etc. by engaging in a walking excursion or virtual tour using digital technologies (local scale). <ul style="list-style-type: none"> Use the thinking routine PG&E to help scaffold this phase: <ul style="list-style-type: none"> Predict: What do you think is in our local area? Gather: How might we gather evidence of the features and places? <ul style="list-style-type: none"> Collect and record data of the features they observe - e.g. through taking photos/ saving images, listing what they can see Explain: Compose visual or digital texts to explain key features or places in the local area. Using a large map of Tumut (paper or a digital mapping tool such as Google My Maps), students locate key places of importance, such as the school, Coles or Woolworths, Police Station, park, bull paddock, swimming pool and using a search feature locate their home address (personal and local scale). (LINK: Maths) Display on the wonderwall. Assessment For Learning Read the text Are we there yet? By Alison Lester to explore the scale and size of Australia (national scale). <ul style="list-style-type: none"> Discuss the family's journey and the places they visit Collaboratively develop a classroom map to mark the family's journey around Australia, identifying specific places, local areas, states and territories Use the map to help describe the events from Are We There Yet? to 		<p>Blank school map</p> <p>Digital devices</p> <p>thinking routine PG&E</p> <p>Google My Maps or a paper map of Tumut</p> <p>Are we there yet?</p> <p>Map of Australia (Atlas) or use Google My Maps (this can be printed)</p> <p>Zoom In thinking routine</p>

compose an email, postcard or letter from one of the characters to a school friend back home to explain part of their journey - what did they see, do, feel etc. (**LINKS: English**)

- Support:** locate one of the places in the book and use a [Zoom In](#) thinking routine to encourage students to notice and name key features of the place - natural or special features, plants etc.
- Extension:** undertake individual research on the features of one of the places visited in the book - natural or special features, plants etc.
- Students consider their own experience of a journey somewhere in Australia (local or national scale).
 - Draw an illustration or locate an image using digital technologies of one place they have visited (**NB:** students might bring in a photograph from the trip to support discussion about the journey) and respond to questions such as:
 - When was your journey?
 - Who went on the journey with you?
 - Where did you visit?
 - What is your favourite type of journey?
 - Do all journeys begin and end in the same place?
 - Where are your favourite places to visit?
 - Support:**
 - Extension:**
 - Identify key features they noticed about the place, such as natural features, plants, special features. Students might need to conduct some special research about their place to support this. Write a descriptive paragraph about the place you have visited and locate it on a map of Australia. **Assessment For Learning GE1-3**


Natural Features	Plants	Special Features

- Support:**
- Extension:**
- Listen to [I've Been Everywhere song](#) (Inquisitive). *Can you identify some of the places that are near Tumut or that you have been in this song?*

Digital devices

Personal photographs from a trip outside of Tumut (**NB: request prior to undertaking lesson**)

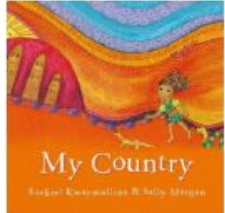
Inquisitive: [I've Been Everywhere song](#)

CONTENT	TEACHING AND LEARNING EXPERIENCE - 2	EVALUATION	RESOURCES
<p>Where are places located in Australia?</p> <p>Students:</p> <ul style="list-style-type: none"> investigate Australia's location in the world, for example: <ul style="list-style-type: none"> description of Australia's location in relation to the world eg continents, oceans <p>Curriculum Links:</p> <p>English:</p> <p>→ Writing and Representing 1 EN1-2A</p> <p>→ Reading and Viewing 2 EN1-8B</p> <p>→ Thinking Imaginatively and Creatively EN1-10C</p>	<p style="text-align: center;">Australia's Location</p> <p>Tuning In: <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> Read/ Listen to/Watch the story Me on the Map by Joan Sweeney. Discuss the different scales of location shown in the book -personal, local, national and global (link to learning in previous sequence). <ul style="list-style-type: none"> Use the thinking routine Think Puzzle Explore to unpack students prior knowledge of where Australia is in the world, using the following guiding prompts. Record responses and display student thinking on the wonderwall <ul style="list-style-type: none"> <i>What do you <u>think</u> you know about where Australia is in the world?</i> <i>What questions or <u>puzzles</u> do you have about where we are located in the world?</i> <i>How can we <u>explore</u> the puzzles we have?</i> Examine the questions students asked and explore ways to categorise/group the questions (NB: this will help to provide direction for this learning sequence) <p>Shared Inquiry: <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/Extension) will be needed?</i></p> <ul style="list-style-type: none"> Use Google Earth to locate Australia using guiding questions to support a discussion and exploration about Australia's location, such as: <ul style="list-style-type: none"> <i>What do you see, observe or notice?</i> <i>What countries are near Australia?</i> <i>Why might these be called out neighbours?</i> <i>What happens when we zoom in on Google Earth? What do you notice now?</i> <i>How might we determine where Tumut is?</i> Watch the YouTube video Continents and Oceans. Using a blank map of the world, explore the names of the major oceans and names of the continents, labelling them on the map. <ul style="list-style-type: none"> Support: Extension: Compare Australia's location in the world using a range of world maps, globes and/or online maps 		<p>Me on the Map</p> <p>Google Earth thinking routine Think Puzzle Explore</p> <p>Google Earth</p> <p>Continents and Oceans. blank map of the world</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> In cooperative groups or pairs, students create a digital book (e.g. using Book Creator) to locate and represent information about Australia’s location, including: Assessment Of Learning GE1-1 & GE1-3 (LINKS: English) <ul style="list-style-type: none"> <input type="checkbox"/> Where Australia is on a world map? <input type="checkbox"/> What major oceans surround Australia? <input type="checkbox"/> What countries are our neighbours? <input type="checkbox"/> How might people travel to Australia to visit? What makes you say that? <input type="checkbox"/> What might be some advantages of Australia’s location in the world? <input type="checkbox"/> What might be some disadvantages of Australia’s location in the world? <input type="checkbox"/> Support: <input type="checkbox"/> Extension: 		
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CONTENT	TEACHING AND LEARNING EXPERIENCE - 3	EVALUATION	RESOURCES
<p>How are people connected to places? What factors affect people’s connections to places?</p> <p>Students:</p> <ul style="list-style-type: none"> ● investigate people’s connections and access to places, for example: <ul style="list-style-type: none"> ○ discussion of why people visit other places ○ identification of factors influencing people’s accessibility to places eg distance ○ examination of how technology has improved people’s access 	<p style="text-align: center;">People’s Connection To Places</p> <p>Tuning In: <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Display an image of an important place in the Tumut community. Using guiding questions to support a discussion about our connection to special places <ul style="list-style-type: none"> <input type="checkbox"/> Why do you think this might be considered a special place in our community? <input type="checkbox"/> What other places might be considered special? <input type="checkbox"/> Do other towns and cities have special places too? <input type="checkbox"/> Why might this be? <p>Shared Inquiry: <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/Extension) will be needed?</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pose the question: <i>What makes a place special?</i> Develop a shared definition of what a special place might be. Display on the wonderwall. <input type="checkbox"/> Explore places that are special to students by posing the question: <i>What places are special to you?</i> Assessment For Learning GE1-1 <ul style="list-style-type: none"> <input type="checkbox"/> Brainstorm a list of places they have a personal connection to - this may include out of area places <input type="checkbox"/> Explain their connections to these places by writing: <ul style="list-style-type: none"> <input type="checkbox"/> Why they visit these places <input type="checkbox"/> How often they visit these places 		<p>Local image</p>

<p>to places</p> <p>Curriculum Links: English: →Writing and Representing 1 EN1-2A</p>	<ul style="list-style-type: none"> ☐ How they travel to these places ☐ Write a poem about their special place, which may be in the local area, using descriptive words to describe their connection to this place including an illustration (NB: this could be turned into a class book). Assessment For Learning GE1-1 (LINK: English) ☐ Support: ☐ Extension: ☐ Discuss how people might feel if they can not visit places that are special to them, and examine reasons that might affect this. Record student responses and display on the wonderwall. 		
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CONTENT	TEACHING AND LEARNING EXPERIENCE - 4	EVALUATION	RESOURCES
<p>How are people connected to places? What factors affect people's connections to places?</p> <p>Students:</p> <ul style="list-style-type: none"> ● investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example: <ul style="list-style-type: none"> ○ discussion of Aboriginal and Torres Strait Islander Peoples' connections with land, sea and animals of their place ○ description of reasons people are connected to places in Australia and/or countries across 	<p style="text-align: center;">Connections to Country</p> <p>Tuning In: <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> ☐ Engage with an 'Acknowledgement of Country' (see appendix) and discuss the importance of doing this → a way that all people can show awareness and respect for Aboriginal culture and heritage and the ongoing relationship the traditional owners have with their land. ☐ Read/ listen to/ watch the story My Country by Ezekiel Kwaymullina and Sally Morgan (Inquisitive)  <p>Shared Inquiry: <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/ Extension) will be needed?</i></p> <ul style="list-style-type: none"> ☐ Pose the question: <i>What is meant by the word Country? 'Country' does not just mean the creeks, rivers, rocky outcrops, hills and waterholes. It includes all living things. It incorporates people, plants and animals. It includes the seasons, stories and creation spirits. 'Country' is both a place of belonging and a way of believing.</i> Record and display on wonderwall. ☐ Examine a range of indigenous artworks that show the artists connection with Country. Use the thinking routine See Think Wonder to help scaffold discussion using the guiding prompts: <ul style="list-style-type: none"> ☐ <i>What do you see, observe or notice?</i> ☐ <i>What connections do you think the artist has with Country?</i> ☐ <i>What does it make you wonder?</i> ☐ Examine Sally Morgan's illustrations from the book <i>My Country</i>. <i>How does she represent the character's connection to Country? What places are special to them? How do they feel about Country?</i> 		<p>Acknowledgement of Country (appendix 3)</p> <p>My Country</p> <p>thinking routine See Think Wonder</p>

<p>the world eg birthplace</p> <p><u>Curriculum Links:</u> English: → Reading and Viewing 2 EN1-8B → Thinking Imaginatively and Creatively EN1-10C</p>	<ul style="list-style-type: none"> ❑ Brainstorm what would be ‘a perfect day’ for the students (encourage active ideas rather than passive ones). Assessment For Learning GE1-1 <ul style="list-style-type: none"> ❑ Individually complete the sentence: ‘On my perfect day I ...’. The answer should be different to the ideas discussed in class and should follow the writing model of My Country by beginning with a verb (e.g. ‘On my perfect day I ... jump in puddles in the rain.’). ❑ Using the book as inspiration, illustrate a page that depicts the sentence. Add the sentence to the artwork. Combine student work to make a class book or ‘My Country’ wall display. ❑ Support: ❑ Extension: ❑ Discuss the importance of ‘place’ for Aboriginal and Torres Strait Islander peoples. In what ways does the concept of ‘Country’ differ from non-Indigenous understandings of ‘place’? ❑ Read/ listen to/ watch the story You and Me, Our Place by Leonie Norrington and explore how the story shares connections to Country and Culture. ❑ Watch the video Lost Girl (Inquisitive). Discuss how Aboriginal and Torres Strait Islander people often use stories to explain their connection to Country. <ul style="list-style-type: none"> ❑ <i>What did the lost girl do?</i> ❑ <i>How do you think the lost girl felt?</i> ❑ <i>“How could I be frightened? I was with my mother.” What do you think the lost girl meant?</i> ❑ <i>Have you ever been lost? What did you do when you were lost?</i> 		<p>You and Me, Our Place Lost Girl</p>
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CONTENT	TEACHING AND LEARNING EXPERIENCE - 4	EVALUATION	RESOURCES
<p>How are people connected to places? What factors affect people’s connections to places?</p> <p>Students:</p> <ul style="list-style-type: none"> ● investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example: <ul style="list-style-type: none"> ○ description of reasons people are connected 	<p style="text-align: center;">Local and Global Connections</p> <p>Tuning In: <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> ❑ Display an old artefact that holds value and meaning to your family. (NB: students could be encouraged to share an image of something old or from the past that is important to their family). <ul style="list-style-type: none"> ❑ <i>What is it?</i> ❑ <i>Why is it important that you look after it?</i> ❑ <i>What might happen if you don’t look after it?</i> <p>Shared Inquiry: <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/ Extension) will be needed?</i></p> <ul style="list-style-type: none"> ❑ Engage in a discussion about why it is important to look after things from the past. ❑ Pose the question: <i>What does heritage mean?</i> Discuss the term and develop a 		<p>Old Artefact</p>

<p>to places in Australia and/or countries across the world eg birthplace</p> <p><u>Curriculum Links:</u> English: → Reading and Viewing 2 EN1-8B → Writing and Representing 1 EN1-2A → Thinking Imaginatively and Creatively EN1-10C</p>	<p>shared definition. Display on the wonderwall.</p> <ul style="list-style-type: none"> ❑ Examine the short video about World Heritage site Fraser Island <ul style="list-style-type: none"> ❑ Discuss the notion of national and world heritage places that have been classified as an outstanding example of architecture, culture, natural beauty or historical importance. ❑ Discuss which category Fraser Island falls under. ❑ Using a list of National Heritage and/or World Heritage, students work collaboratively to locate and pin the sites on a Google My Map or large paper map. <ul style="list-style-type: none"> ❑ Choose one heritage site and create a postcard Assessment Of Learning GE1-1 GE1-3 (LINK: English) <ul style="list-style-type: none"> ❑ Describe the place and give reasons why people might be connected to this place. ❑ Illustrate the heritage site as the image for the postcard ❑ Support: ❑ Extension: <p>Reflecting on Learning:</p> <ul style="list-style-type: none"> ❑ Examine the wonderwall and engage students in a discussion about the different things we learnt throughout the unit. ❑ Use the reflection routine 3 2 1 Reflection to help students think about the learning process Assessment As Learning GE1-1 <ul style="list-style-type: none"> ❑ 3 things I have learnt ❑ 2 things I still wonder ❑ 1 challenge I faced ❑ Support: ❑ Extension: 		<p>Fraser Island</p> <p>reflection routine 3 2 1 Reflection</p>
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TUMUT

The name "Tumut" is derived from the Wiradjuri word 'doomut' meaning "a quiet resting place by the river". The river has and always will be culturally significant. It once provided an abundance of food such as fish as well as mammals on the Tumut plains.

The Tumut area has been home to the Wiradjuri people for thousands of years. Tumut Township was established in the early 1820's, when 80 Europeans arrived in 1824, which is less than 200 years ago.

There were many different Aboriginal countries within NSW; with Wiradjuri being the largest. Wiradjuri people travelled the landscape from Gundagai through to the mountains and occupied the area between the Murray and the Murrumbidgee Rivers west of the mountains. Wolgalu people also occupied this area with their boundaries including the Kiandra snowfields and extending to the headwaters of the Murray, Tumut and Murrumbidgee Rivers.

Source: TPS NAIDOC [Website](#)





We wish to acknowledge the Wiradjuri and Wolgalu people who are the traditional custodians of the land in which we live, learn and play.

We wish to pay our respects to the Elders both past, present and emerging of the Wiradjuri and Wolgalu nations and extend that respect to other Aboriginal people gathered with us today.