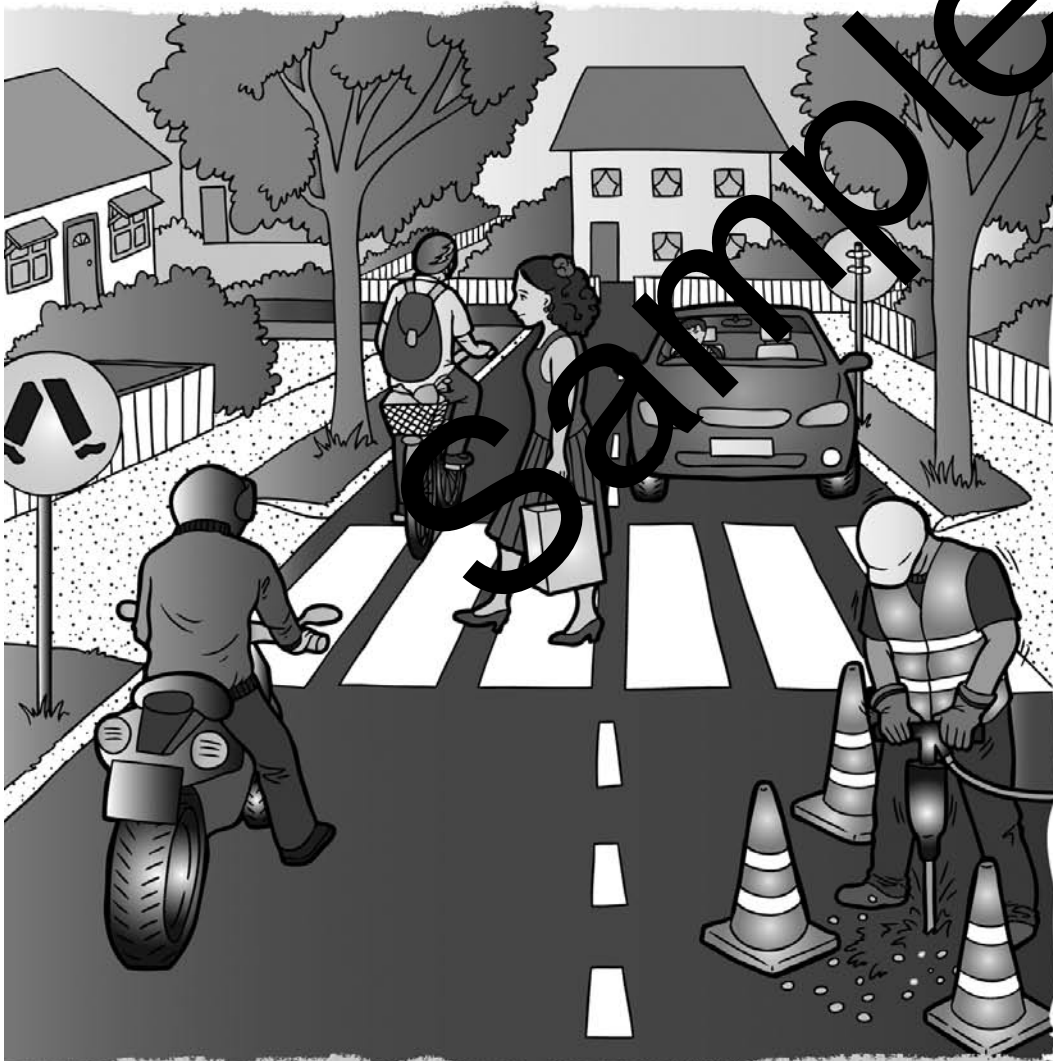


Foundation: People Live In Places

Aligned with the Australian National Curriculum



Section 1: Place

Section 2: Space

Section 3: Environment



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Teachers' Notes

Foundation: People Live In Places is part of the *Australian Geography Series*, which comprises nine books in total. This book has been written specifically for students in their first few years of schooling who are living in Australia and studying Geography. The book is linked to the Australian National Curriculum.

The activities in this book have been designed to help students describe and appreciate the places around them and the areas in which they live. Students are encouraged to recognise the term 'features of a place', and are asked to differentiate between natural and built features in familiar places. They are also asked to categorise places that are familiar to them. In addition, the children are given the opportunity to recognise that we share places with others and therefore have a shared responsibility to look after the places that we use and keep them safe places to visit. Exploring how places provide people with basic needs and examining places that are special to Indigenous Australians also feature.

Students will develop an understanding of how places and their features are represented on maps. They are asked to create their own maps and rearrange the features on maps to show how places can be used in different ways. They are also asked to draw possible routes on maps, and recognise that features on maps can be shown from above, as well as from the side.

This book is a wonderful resource for those who teach at Foundation level. The illustrations, together with the accessible layout, means that the activity pages are enjoyable and engaging for young children. This makes the introduction of geographic skills and knowledge manageable.

National Curriculum Links

Geographical Knowledge and Understanding

The representation of the location of places and their features on maps and a globe (ACHGK001)

- creating story-maps or models to represent the location of the places and features they pass on their way to 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, bark and cave paintings, song, music and dance
- describing how the globe is a representation of the world and locating Australia and other places on a globe

The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)

- identifying the places they live in and belong to, for example, a neighbourhood, suburb, town or rural locality
- describing the features of their own place and places they are familiar with or they are aware of, for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television
- discussing how places provide people with their basic needs, for example, water, food and shelter

The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003)

- identifying and using the name of the local Aboriginal/Torres Strait Islander Language Group
- identifying how and why the words Country/Place are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong

The reasons why some places are special to people, and how they can be looked after (ACHGK004)

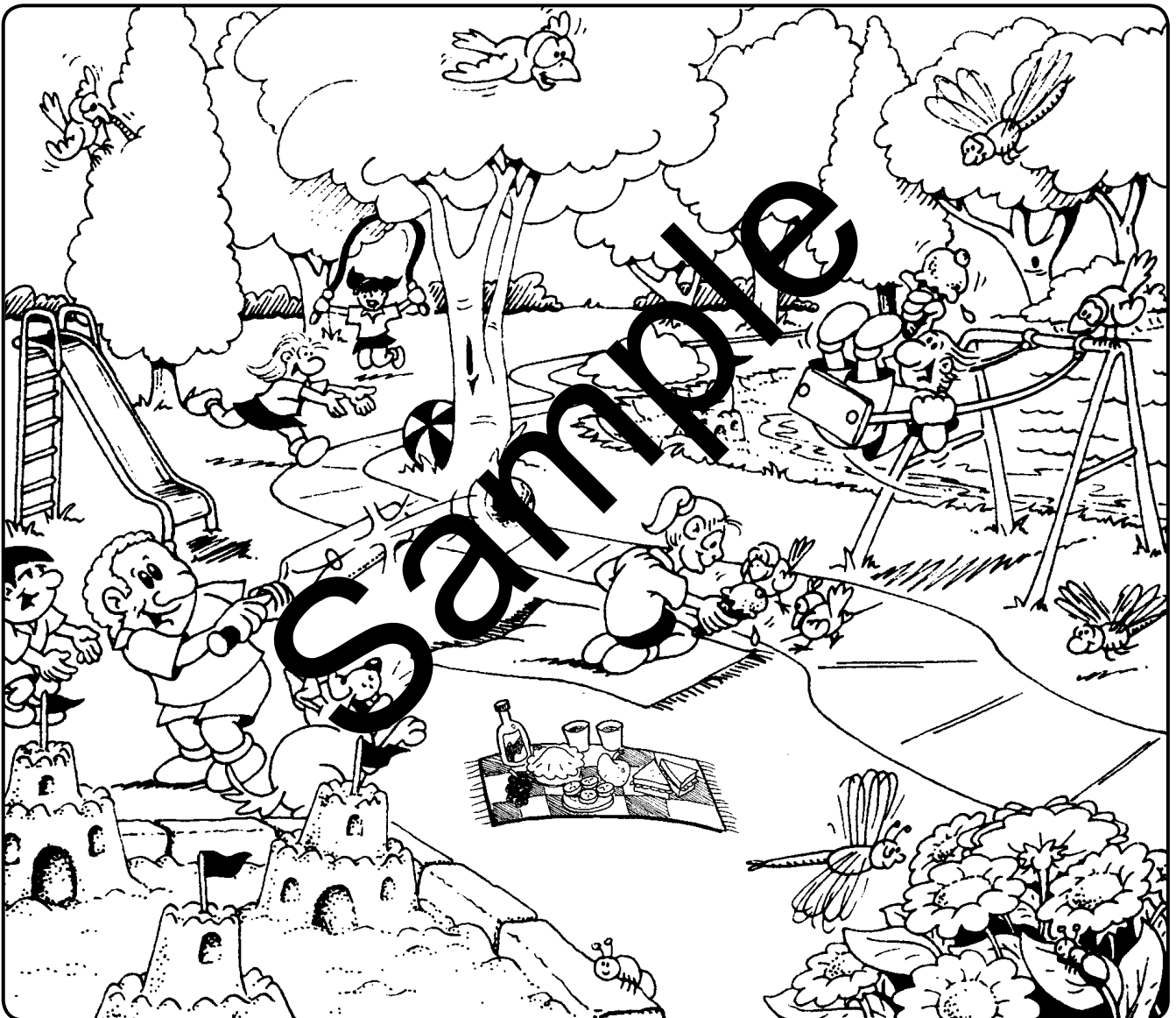
- identifying places they consider to be 'special', for example, their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance, and explaining why the place is special to them
- describing the features of their special place based on what they see, hear, smell and feel
- discussing different ways they could contribute to caring for their 'special places'

Activity

Places Are Important To People

Parks are important places. They allow us to play, exercise, take our pets for a walk, enjoy nature and meet people.

- ☐ Colour the person in the picture who is enjoying the birds red.
- ☐ Colour the people playing sport and exercising yellow.
- ☐ Colour the dog brown. On the back of the sheet say why parks are important places for dogs.

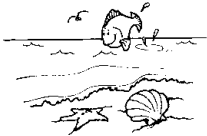


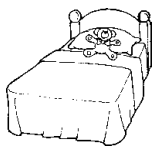

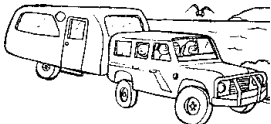


- ☐ Grass is one of the features of this park. Write down two other features of this park.

grass

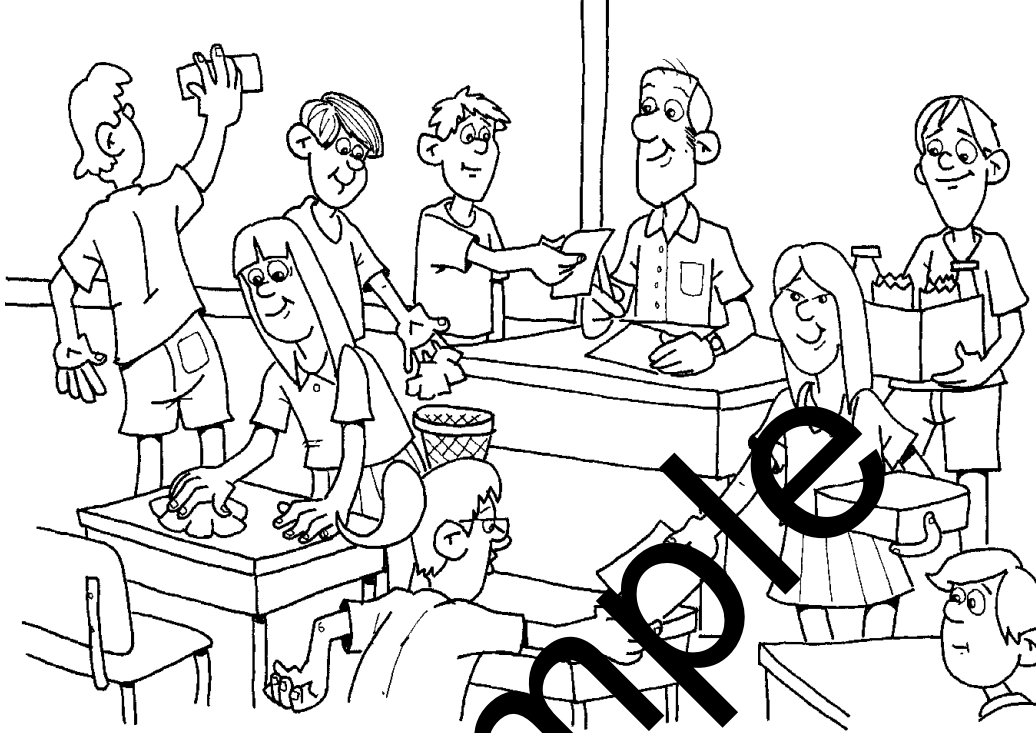
Everybody has a place that they think is special.

- ☐ Get into a group of four and place ticks in the table below to show where your special place is, and where your three friends' special places are.

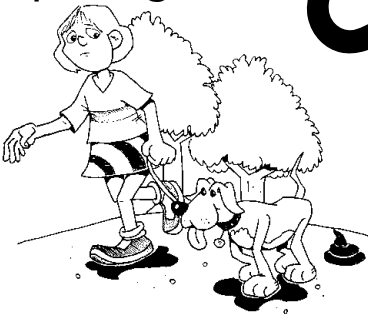
	Your Name:	Person 1:	Person 2:	Person 3:
The beach 				
The park 				
My cubby 				
My bedroom 				
My friend's house 				
My caravan 				
Other				

We must care for places that are special to us.

- ☐ Look at the picture. Describe and circle the ways in which the people in the picture are caring for the classroom.

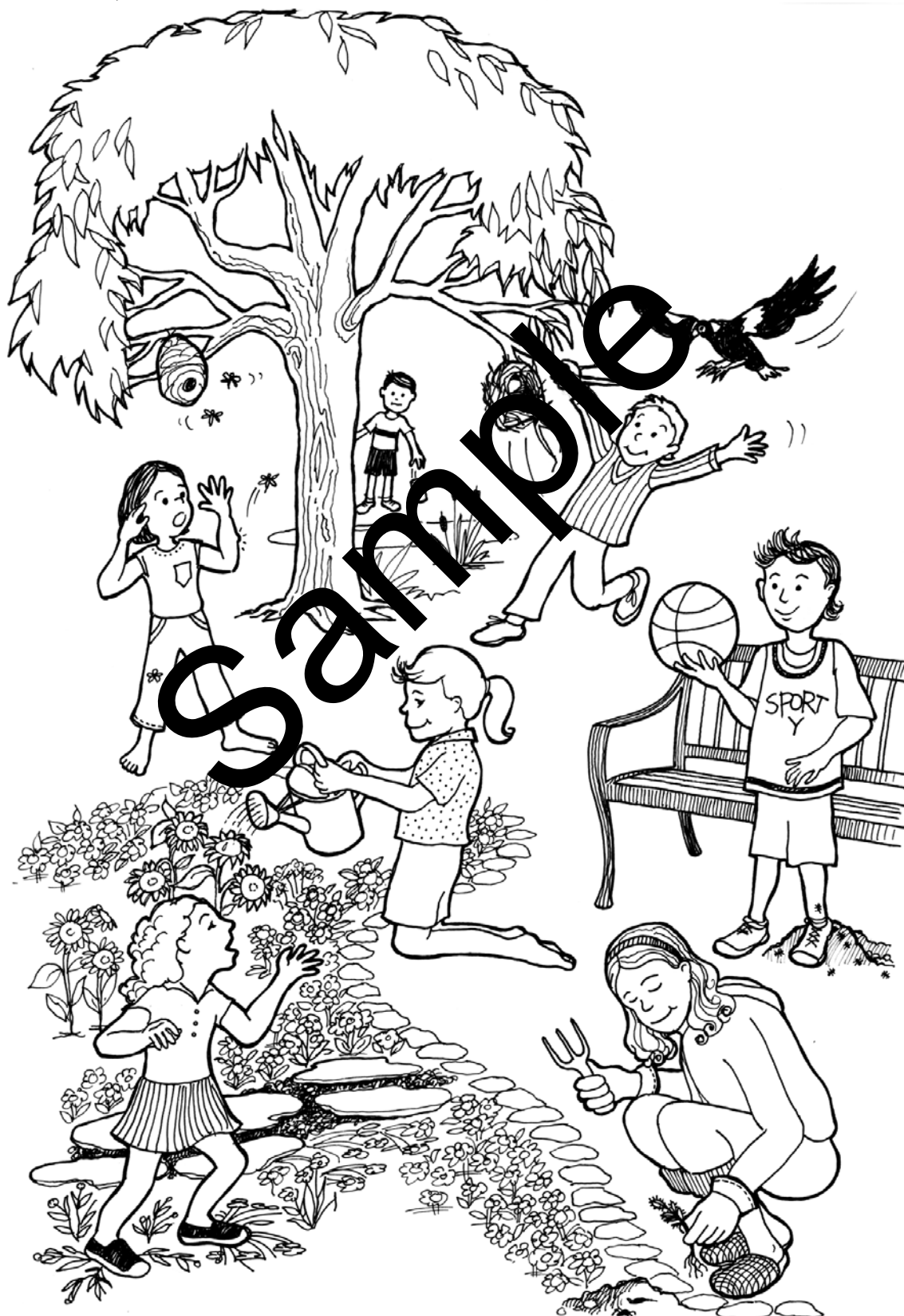


- ☐ Look at the pictures. Discuss as a class or with a friend how the boys and girls are not caring for the places that they are in and spoiling it for others.



We must care for places that are special to us.

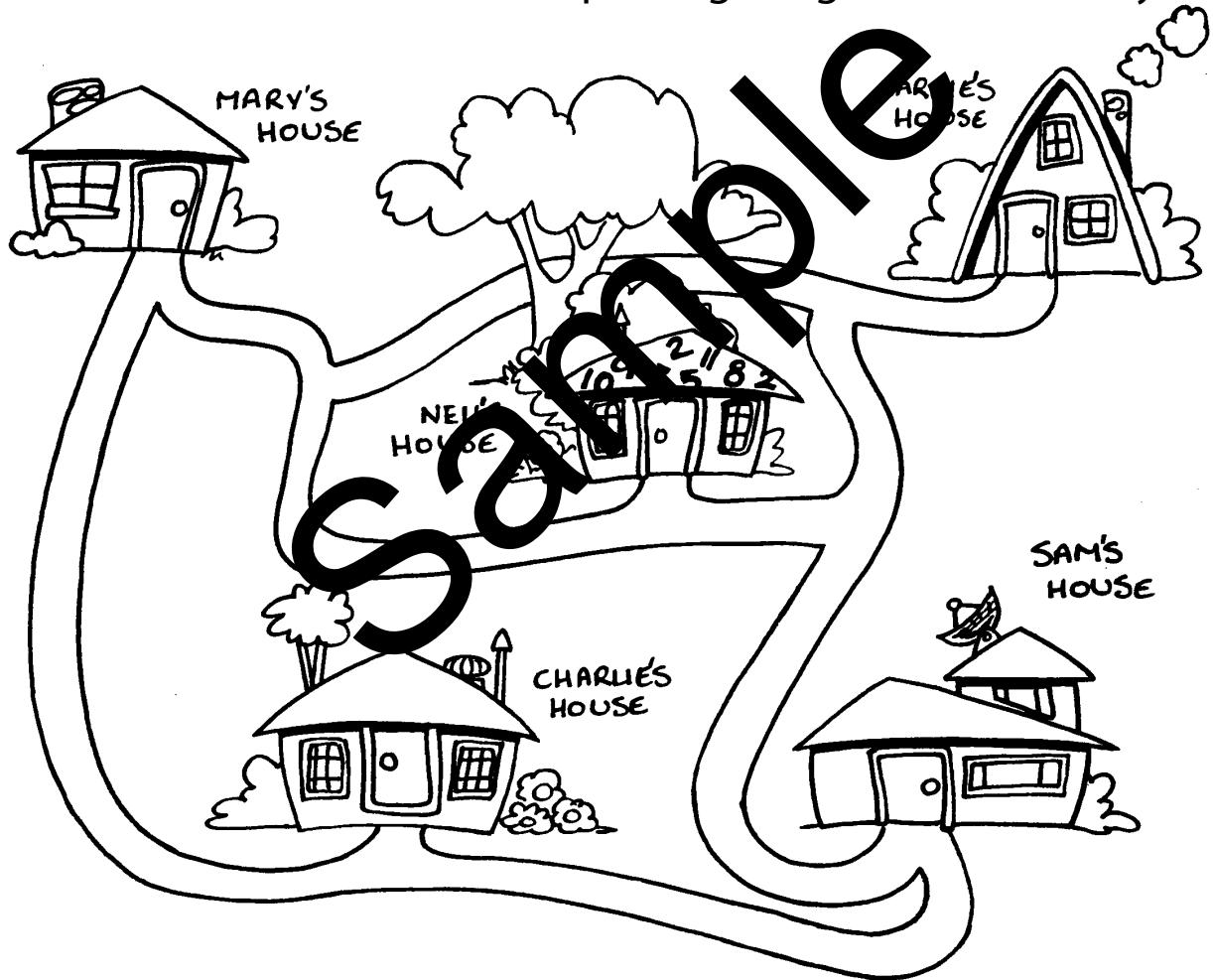
- ☐ Look at the picture. Colour the people who are not caring for the garden red. Colour the people who are taking care of the garden yellow. Say what each person is doing.



Maps can show how people travel from one place to another.

- ☐ As you read or listen to the story below, use a pen to mark the journey described.

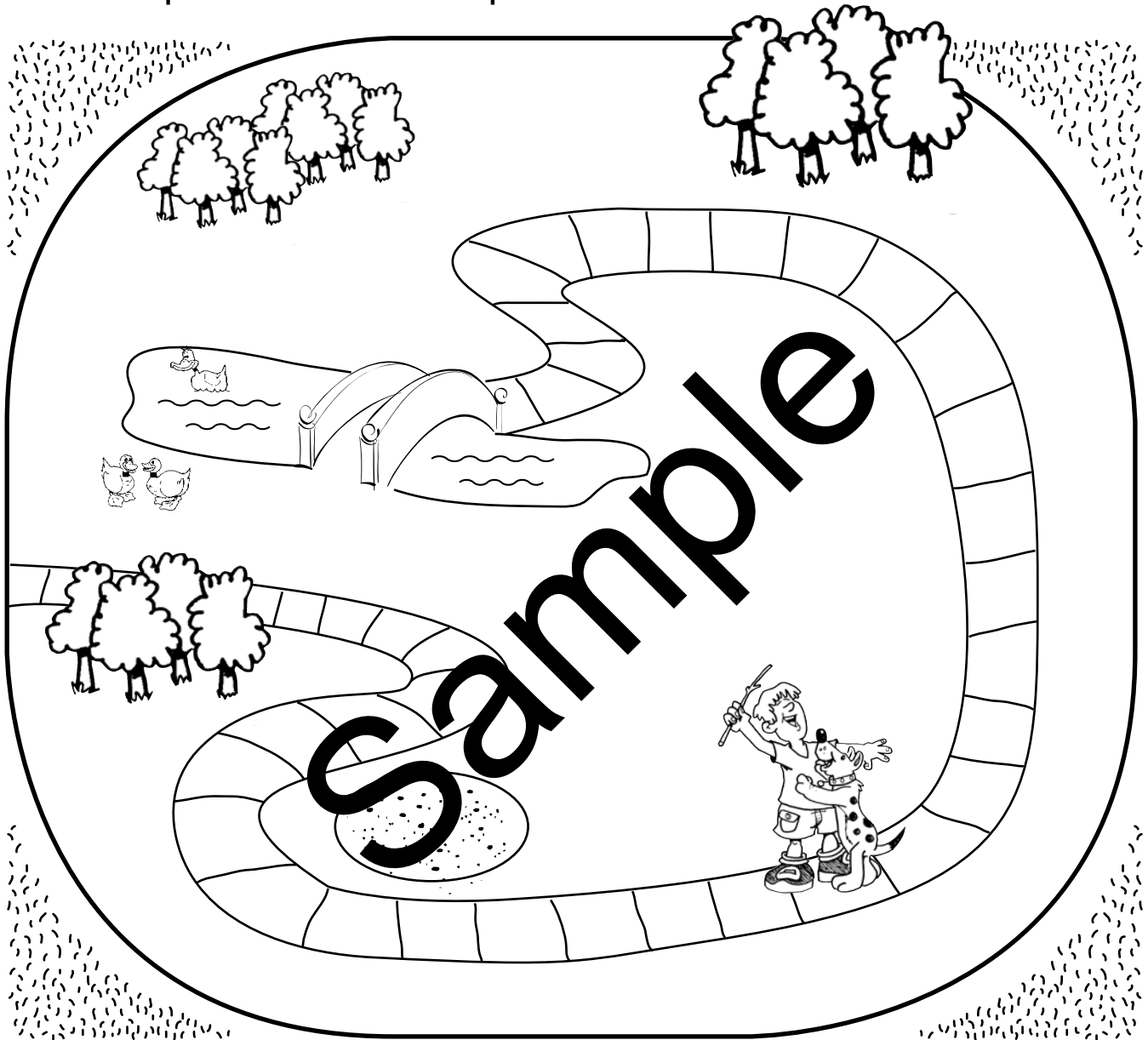
Carrie lives in a house shaped like a triangle. One day she decides to walk to Sam's house. Sam and Carrie then go to Charlie's house. While there, they have jam sandwiches. At 3pm Carrie, Sam and Charlie run to Mary's house. They then all walk back to Carrie's house passing a big tree on the way.



- ☐ Compare your map with a friend's map. Did you get the same route? _____

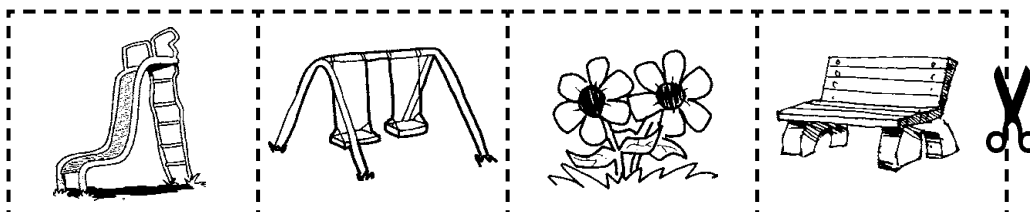
Maps show us where things are.

- ☐ Cut out the features at the bottom of the page and stick them in the park to create a map.



- ☐ Look at your friend's map. Has your friend arranged the features in the same way as you?

Circle: YES / NO



You can locate places on globes.

- ☐ The Earth is round so globes are round.
- ☐ Locate Australia on the globe by colouring it yellow.
- ☐ Mark where in Australia you live with a big red dot.
- ☐ Locate one more country on the globe.

