

Year 1: Places Have Distinctive Features

Aligned with the Australian National Curriculum



**Section 1:
Describing
Places**

**Section 2:
Using
Spaces**

**Section 3:
Environmental
Features**



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Teachers' Notes

Year 1: Places Have Distinctive Features is part of the *Australian Geography Series* which consists of nine books in total. This book has been written for students living in Australia who are studying Geography in Year 1. It is divided into three clear sections which connect to the National Curriculum.

The first section, entitled *Describing Places*, includes activities that allow students to identify and describe natural, managed and constructed features of places, locate them on maps, say how they should be cared for, and recognise how they can change. The activities in this section also provides students with the opportunity to examine Dreaming stories which identify the natural features of a place.

The second section of this book, *Using Spaces*, gives students the opportunity to investigate the different ways in which spaces are used in their home, school and community. It explores the idea that environmental characteristics and time of day affect how a space is used, and creates awareness that rearranging spaces can suit different purposes and needs.

Environmental Features, the third and final section of the book, helps the children to describe, measure and record the weather, as well as compare the weather in their area to the weather in other places in Australia. The study of an indigenous seasonal calendar is also included.

All of the activity pages in this book are visually appealing to help Year 1 students process the concepts being taught. As students complete the activities they will also be learning and practising a range of geographical skills, such as: sorting and classifying, mapping, labeling, matching, graphing and collecting data.

National Curriculum Links

Geographical Knowledge and Understanding

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)

- using observations to identify and describe the natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) of the local place, and locating them on a map
- recounting Aboriginal Dreaming stories and/or Legends of the Torres Strait that identify the natural features of a place
- using observations and/or photographs to identify changes in natural, managed and constructed features in their place, for example, recent erosion, revegetated areas, planted crops or new buildings
- describing local features people look after, for example, bushland, wetland, park or a heritage building, and finding out why and how these features need to be cared for, and who provides this care

The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006)

- describing the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind, and comparing it with the weather of other places that they know or are aware of
- comparing the Aboriginal or Torres Strait Islander People's seasonal calendar for the local area with one students are familiar with, such as the four seasons calendar derived from Europe

The ways the activities located in a place create its distinctive features (ACHGK007)

- identifying the activities located in their place, for example, retailing, medical, educational, police, religious, recreational, farming, manufacturing or office activities, locating them on a pictorial map, and suggesting why they are located where they are, locating the activities in their place on a pictorial map

The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)

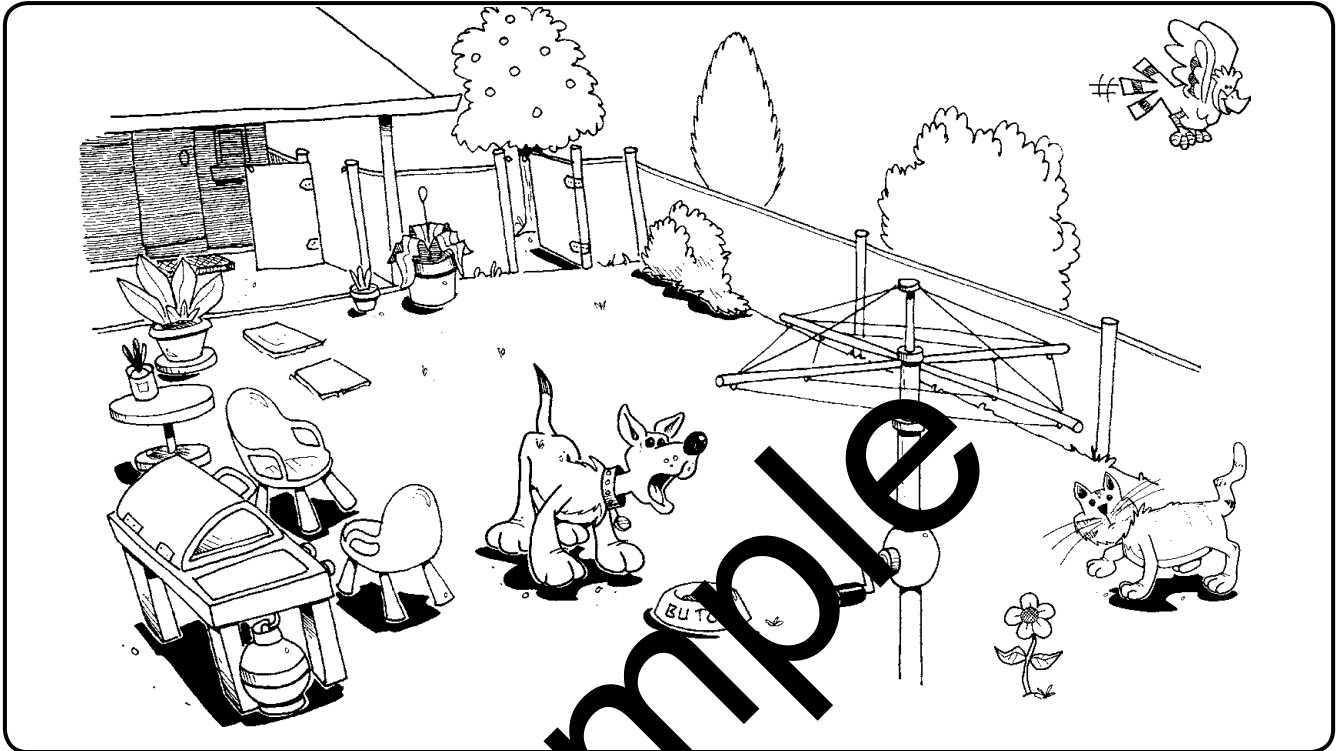
- describing how they would like to rearrange the space within the classroom for reading time or for a drama activity

Activity

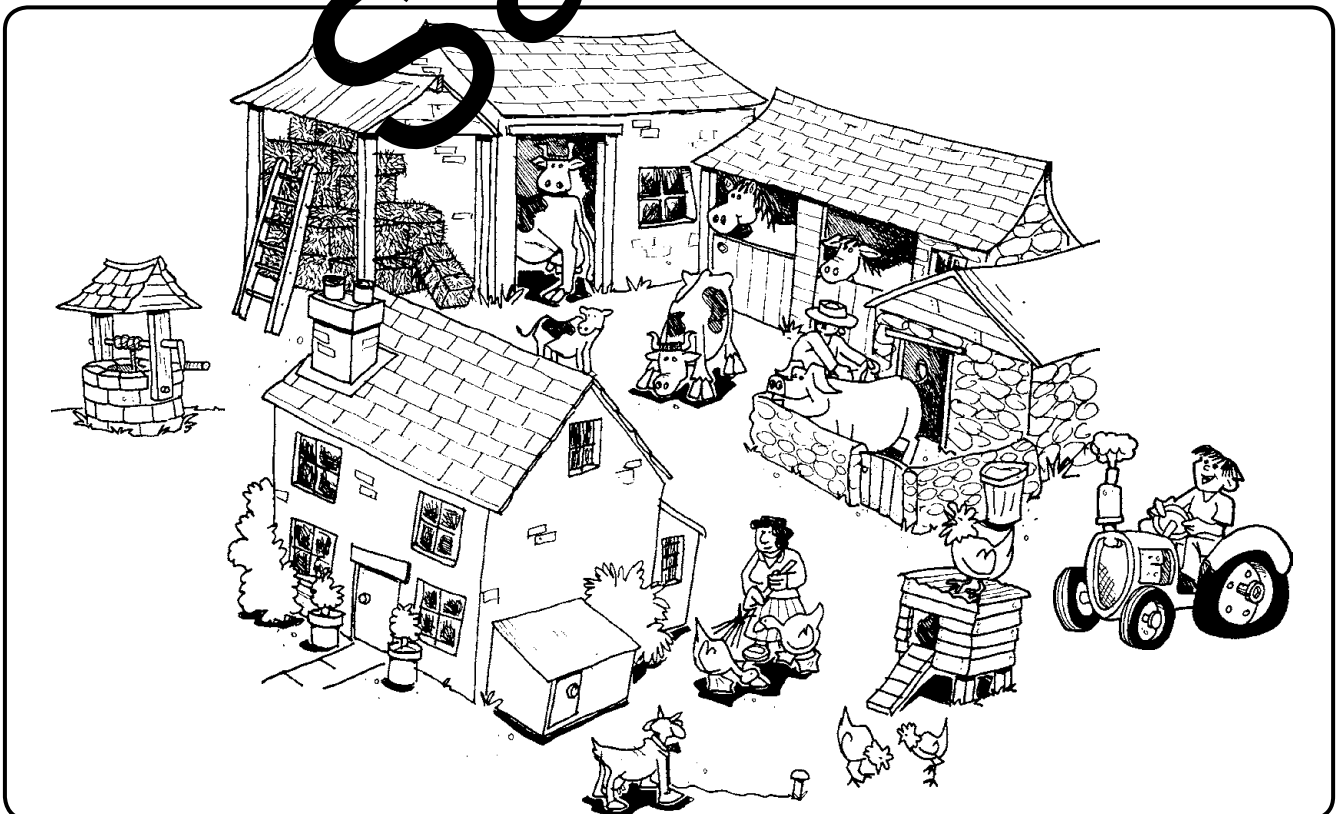
Caring For Managed Features

Places can be made up of managed features.

- ☐ A garden is a managed feature. Say how it needs to be cared for.



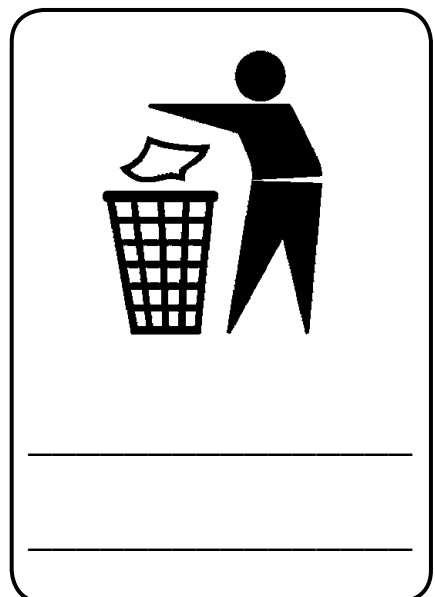
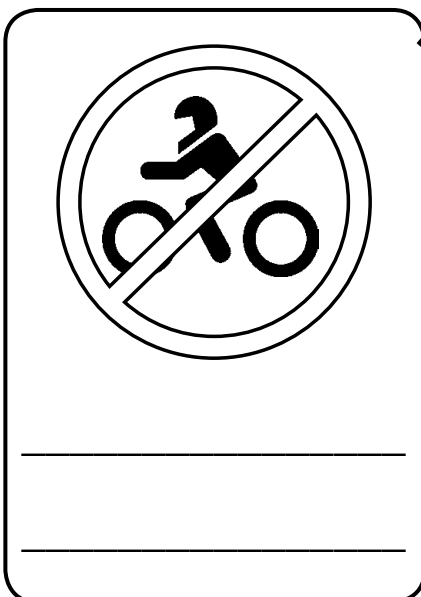
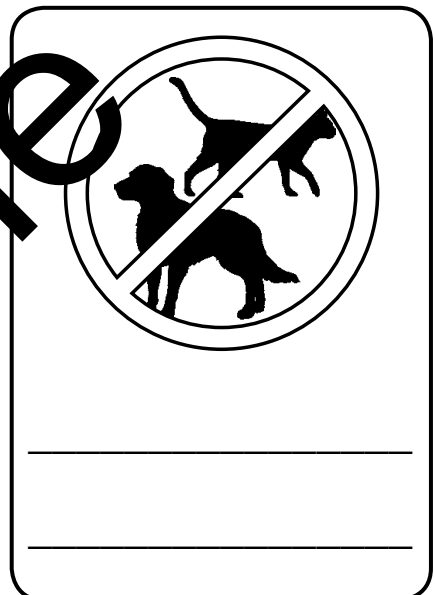
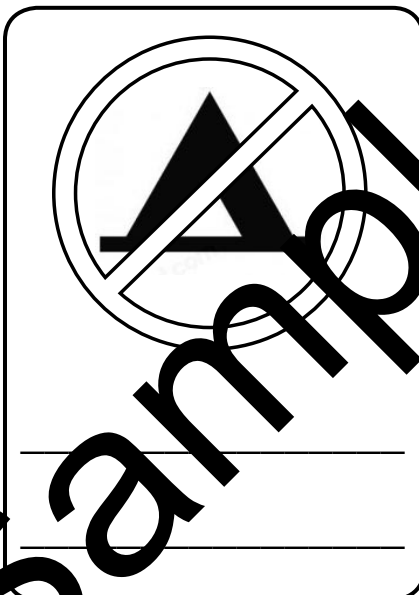
- ☐ A farm is a managed feature. Say how it needs to be cared for.



Some places are very special and need to be cared for.

National parks are found all over Australia. They are large areas of land that cannot be built on, or developed by people. National parks protect the natural environment, including native plants

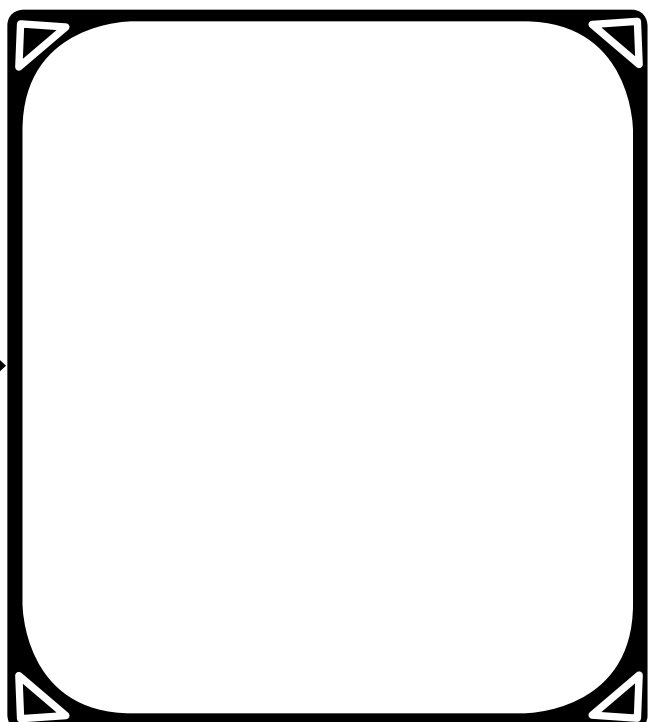
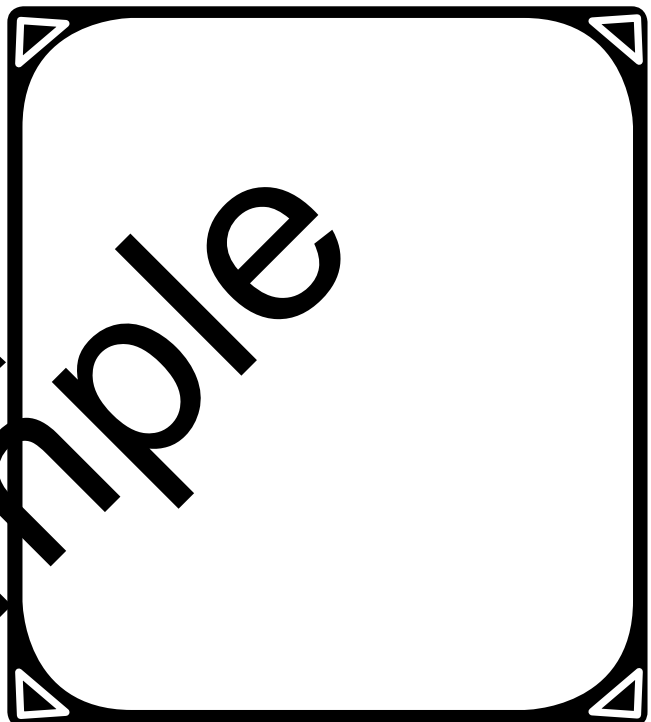
- ☐ Below are some signs that you might see in a national park. Write the meaning underneath each sign to show how people can care for these special places.



- ☐ On the back of this page, list some things that you can do in a national park.

Our heritage is all the things that make us uniquely Australian. We need to look after places from the past and the present so future Australians and other people around the world can enjoy and share in Australia's heritage.

- ☐ Look at the two heritage sites below. How should we be looking after these places? Draw your ideas of how these places should look in the boxes next to the pictures.



Activity

Organising Spaces

Places are used depending on how they are organised.

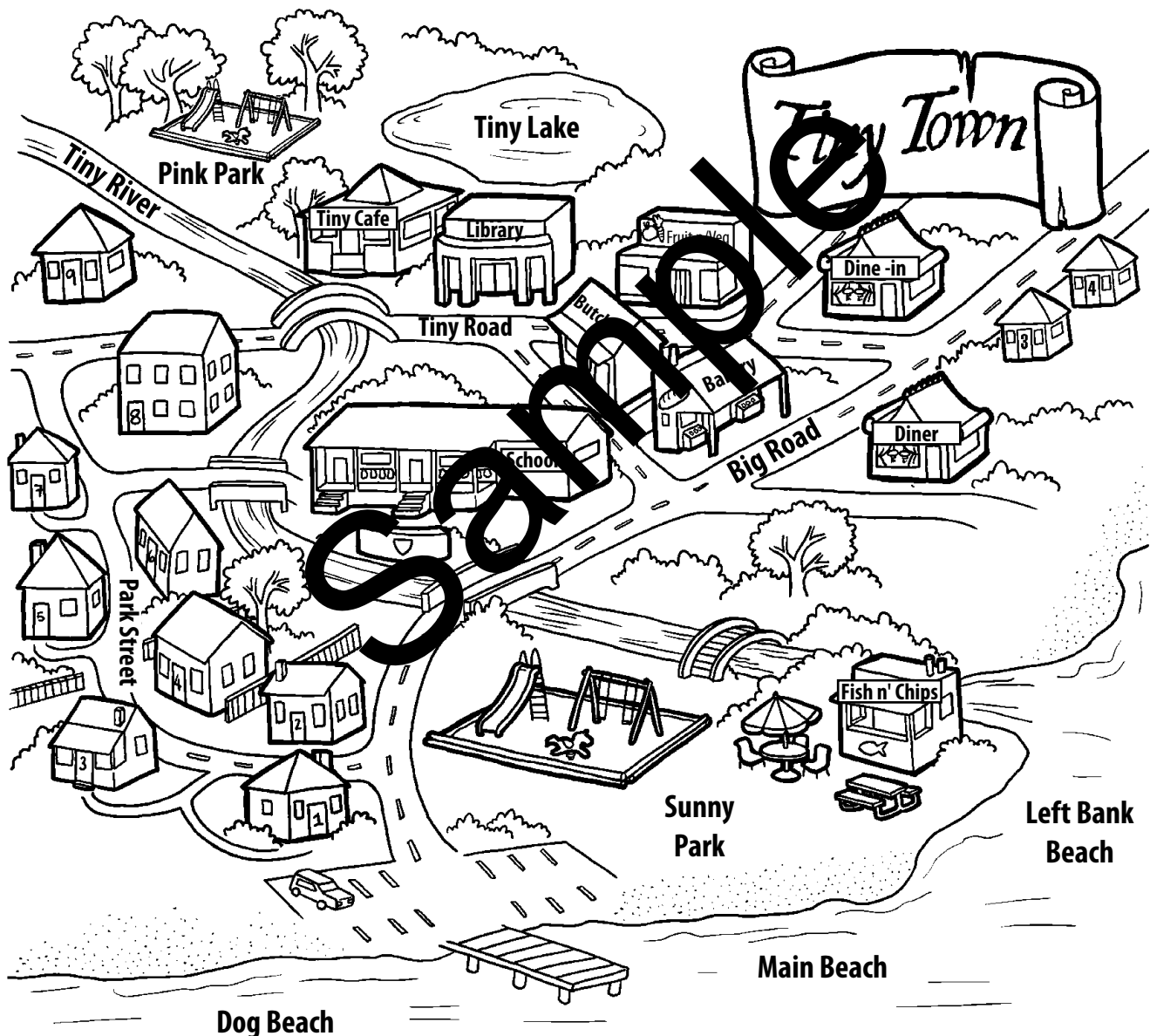
- ☐ Look at the map of the small town below and answer the questions.

If you go to Sunny Park where are you likely to eat? _____

Where is the closest place to eat after school? _____

How many schools? ☐

How many parks? ☐



- ☐ Do you think that it is a good idea to have both parks so close to the water? Where else might you place a park? Discuss this as a class.

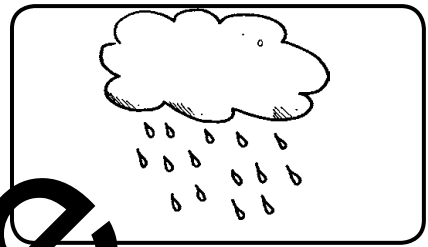
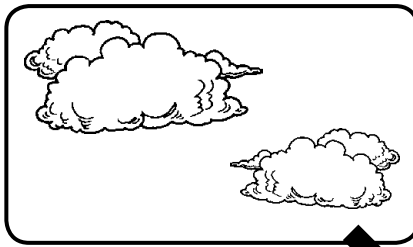
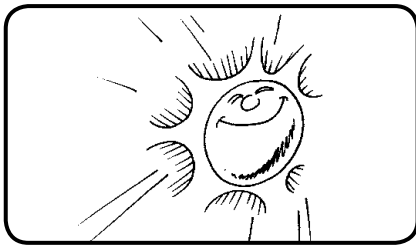
The weather is always changing.

☐ Go outside, then complete this sheet.

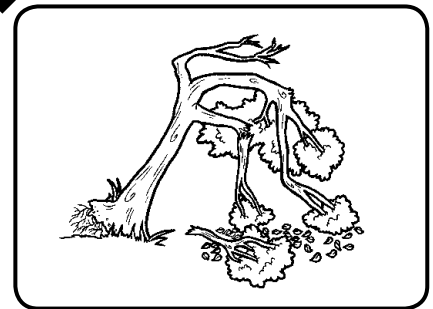
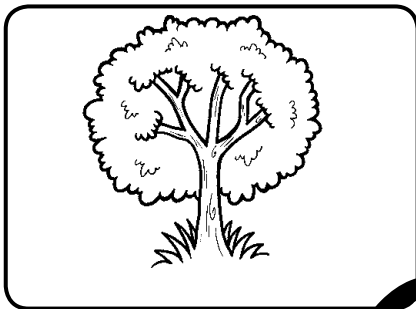
1. Is it sunny or cloudy? _____

2. Is it raining? _____

3. Circle what the sky looks like.



4. Colour the tree that shows how windy it is outside today.



5. What is today's temperature? _____

6. Draw a picture to show what you are wearing.

A large, empty rectangular box with a black border, intended for a child to draw a picture of what they are wearing.

Activity**Weather Words**

Weather is a description of temperature, wind speed, wind direction and rainfall.

☐ Match the words to the definitions and examples.

Words**Definitions****Examples**

temperature

The direction the
wind is coming
from.

11 km/h

wind speed

A measure of
how hot or cold
the air is.

north-
easterlywind
direction

The amount of
water that has
fallen as rain.

23°Celcius

rainfall

How fast the
wind is moving.

2mm

☐ What do you think the maximum temperature will be today where you live?

Activity

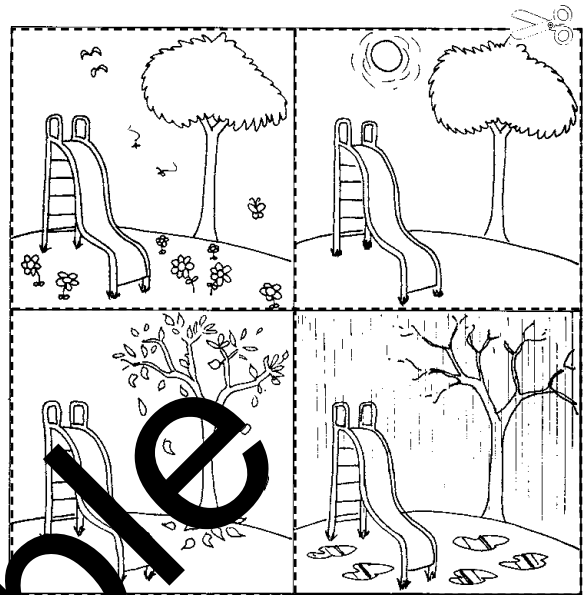
Seasonal Calendars



The names of seasons describe weather patterns in one year.

☐ Match the pictures with the seasons. Colour the pictures.

Autumn	Winter
Spring	Summer



The Bini calendar

This calendar is used by some Indigenous Australians.

- How many seasons are there? _____
- Colour the seasons yellow.
- Colour the wet months blue and the dry months red.



Bini Calendar

