

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 spaces 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, mean that the activity pages are enjoyable and engaging for young children. This makes the introduction of geographical skills and knowledge manageable.

Curriculum Links

These curriculum links help students appreciate the significance of places, both personal and cultural, and foster respect for the connections that First Nations Australians have with their Country/Place.

Knowledge and Understanding: Geography

Students learn about the features of familiar places they belong to, why certain places are special and how places can be cared for (AC9HSFK03)

- identifying places and communities where they live and belong and understanding why these places may be special to them; examples include a neighbourhood, suburb, town, rural area or community
- exploring the features of their own place and places they are familiar with or know about, such as places they have visited, places where family members come from, imaginary places in stories, or locations seen on television, websites, in books or ebooks

- analysing reasons why people live in or visit places, such as meeting basic needs (water, food, shelter), enhancing life (holiday destinations, recreational areas, places for religious observance) and maintaining cultural connections to Country/Place
- exploring ways to contribute to caring for special places, including those that are unique; for example, planting trees to support an endangered species, clearing litter from a local park or beach, or planting flora in local wetlands

Students learn to understanding the importance of Country/Place to First Nations Australians and the Country/Place on which their school is located (AC9HSFK04)

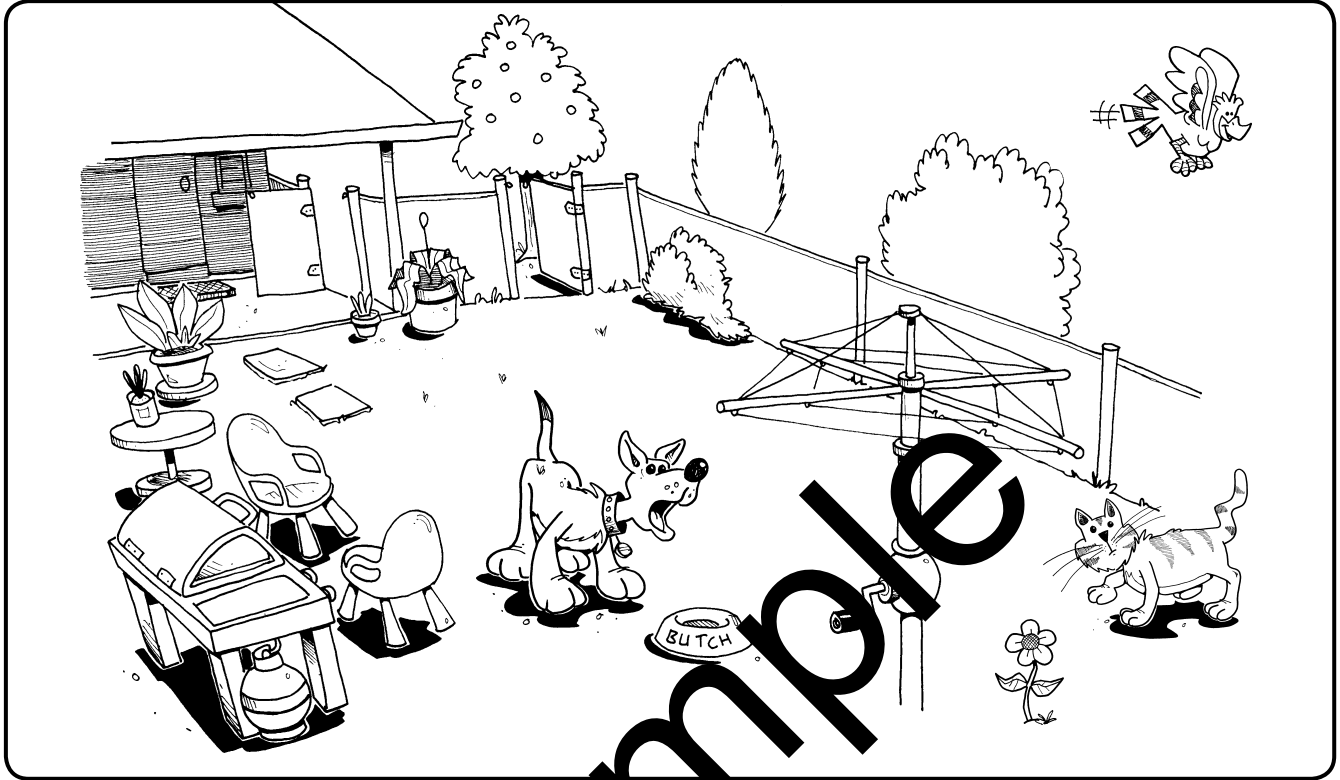
- understanding how and why First Nations Australians use the terms "Country/Place" to refer to the places they belong to

Activity

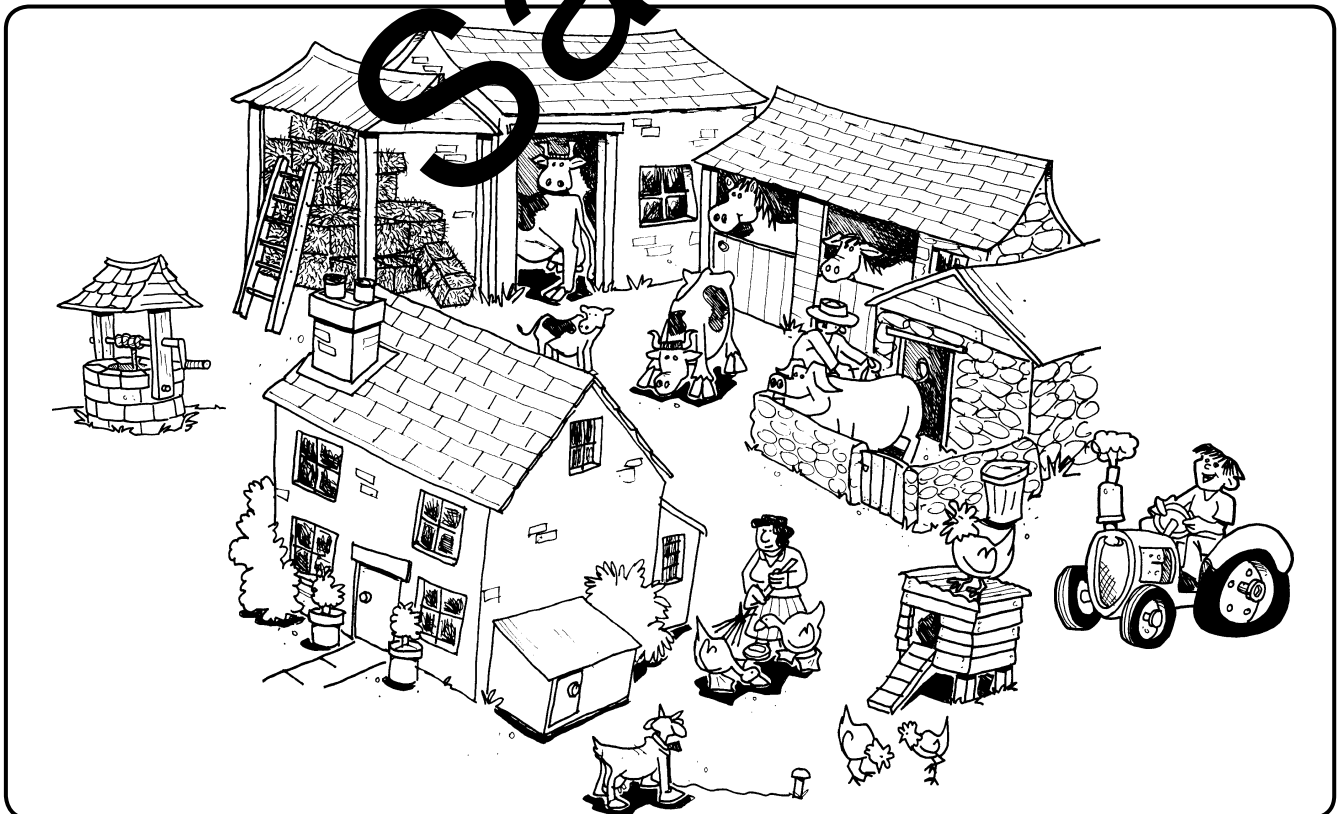
Built Features And Natural Features 3

Some features in a place are built and some are natural.

- ☐ Colour all the **natural** features of this place. Label one of them.



- ☐ Colour all the **built** features of this place. Label one of them.

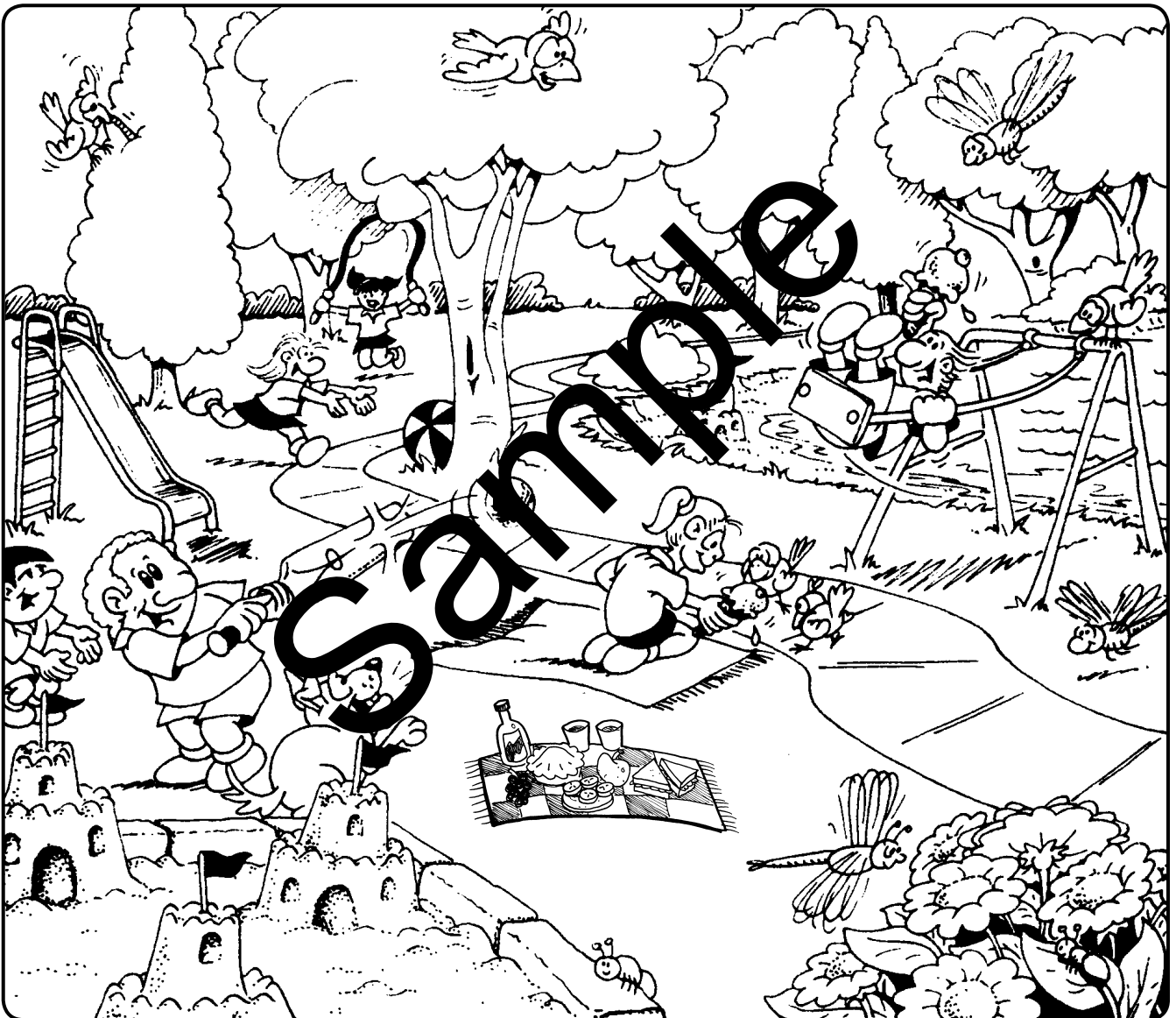


Activity

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

Section 2

Space

A Map Of A House 1

Compare the map on this page with the map on page 32 which is shown from above. Students could add features to each room by cutting and pasting from magazines. Ask students to identify who lives in their house. Discuss how these people are special to them. Talk about how we often have the closest relationships with people who live in the same place.

Answers

- Students should paste the bath in the bathroom, the bed in the bedroom, the car in the garage, the oven in the kitchen and the television in the theatre room.

A Map Of A House 2

Most students will recognise that this house is shown from above rather than from the side. Encourage them to draw a simple map of their house viewed from above using a ruler and pencil. They might mark only a few rooms in their house depending on age and ability.

From Home To School

Some students might be able to write down the places and things that Phillip passes on his way to school as well as colour them.

From One House To Another

If you photocopy the map on this sheet, or the children use pencil, you can create several stories so that the students can mark different routes on the map. Alternatively the students can pair up and create their own stories.

On My Way To School

Brainstorm some features and places that the students pass on their own journey to school. Create some symbols for them on the whiteboard that the children can copy.

Making My Own Map

Students should begin to understand that features in places can be arranged in a number of ways. Discuss the reason behind certain layouts – e.g. we wouldn't place a slide too near the swings or water, etc.

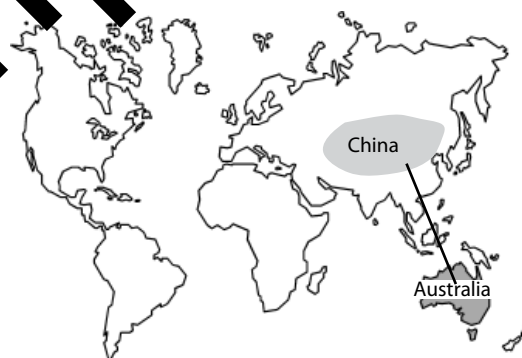
Locating Places 1, 2 and 3

Additional Activities

- Discuss how countries vary in size.
- Identify places that are near to or far away from Australia.

Answers

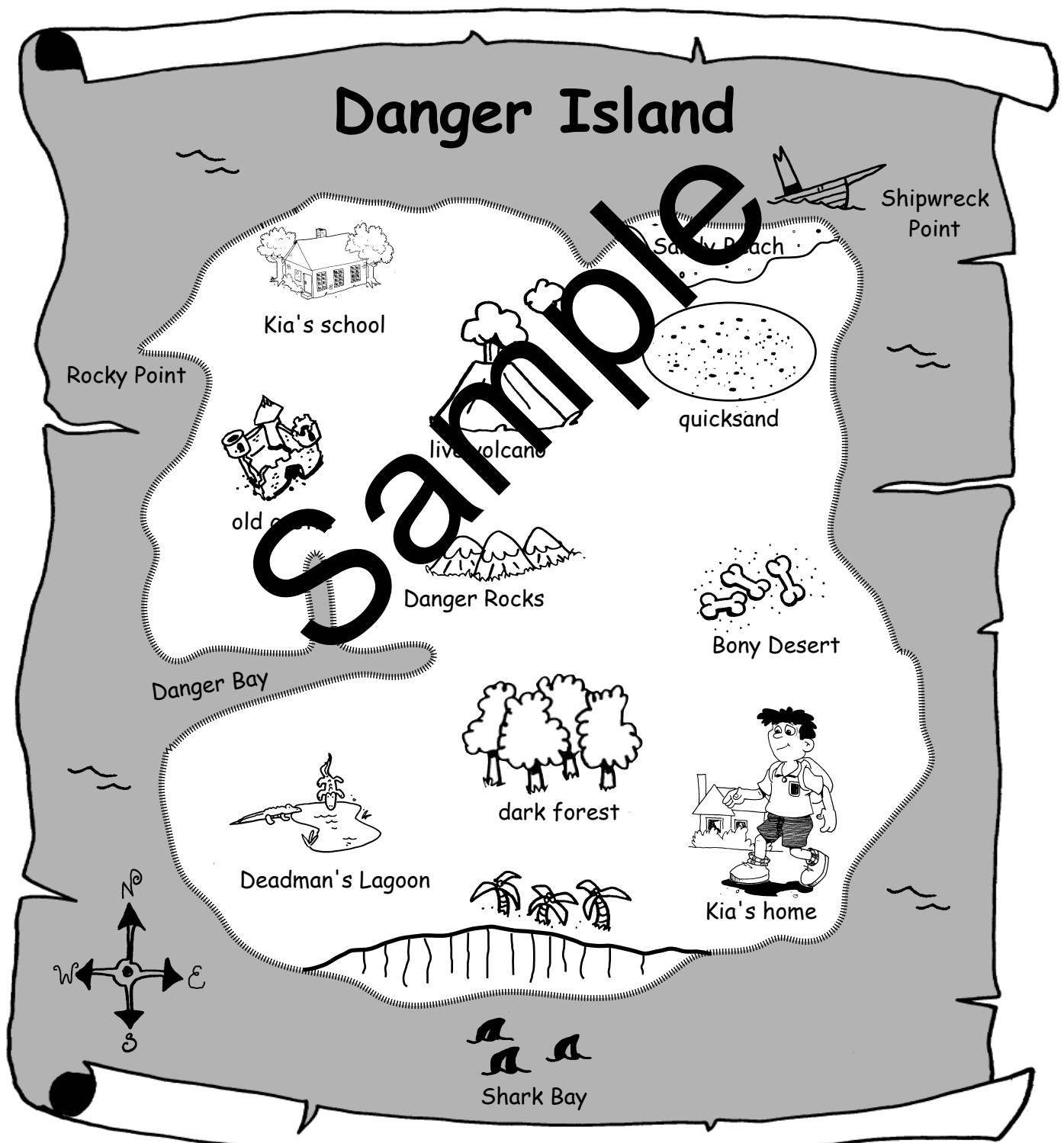
- Page 38: Students should identify that China is far away from Australia. They may be able to identify in which direction the family have travelled to get to Australia.



- Page 39: Students should identify that Phillip came from the United Kingdom because of the flag that he holds. He made three stops on his journey to Australia. England is smaller than Australia.

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

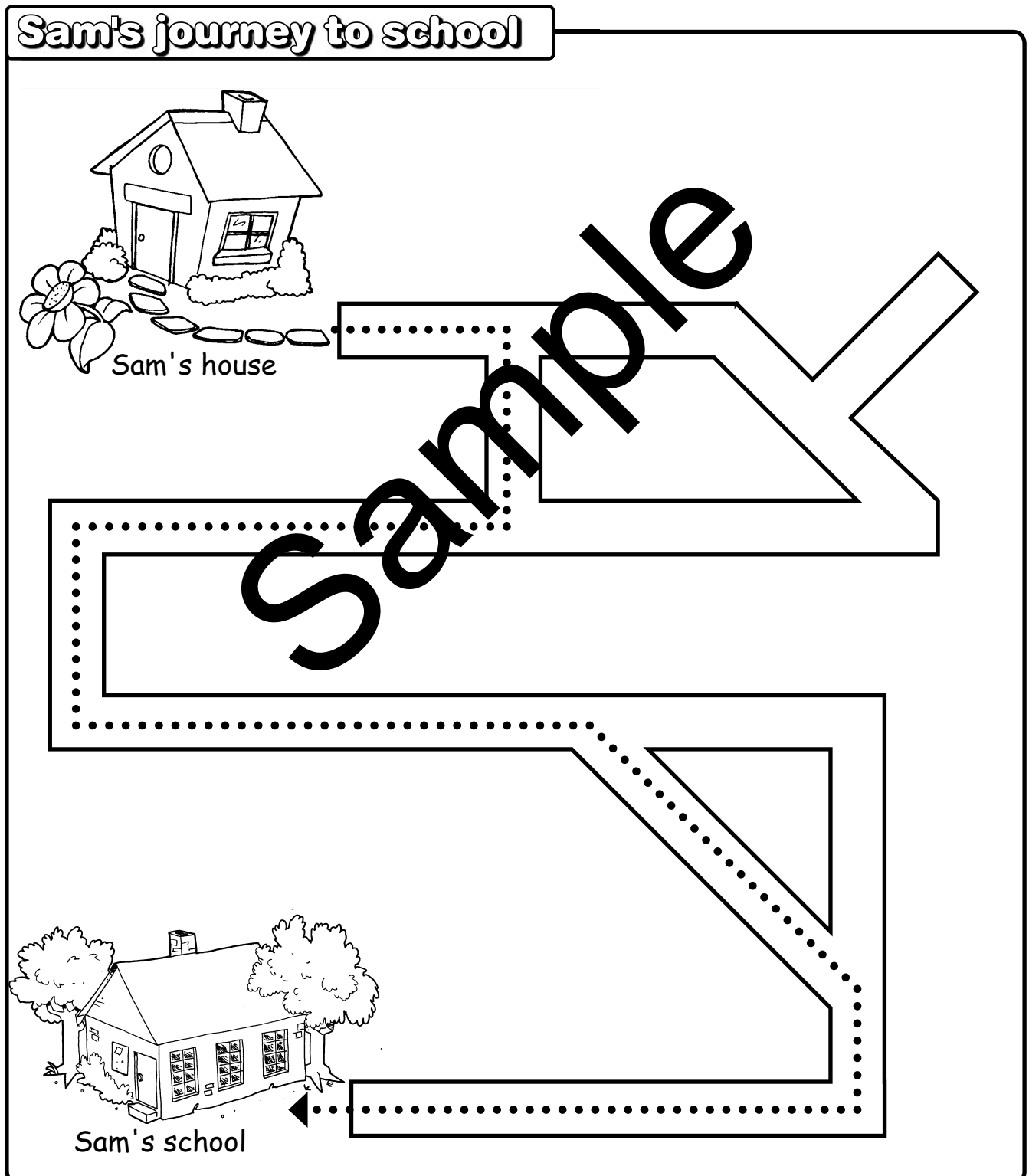
- ☐ Kia lives on Danger Island. He walks to school. Draw a red line from Kia's home to Kia's school to show the route that you think he might take.
- ☐ Colour five places and/or things that Kia passes on his journey from home to school.



On My Way To School

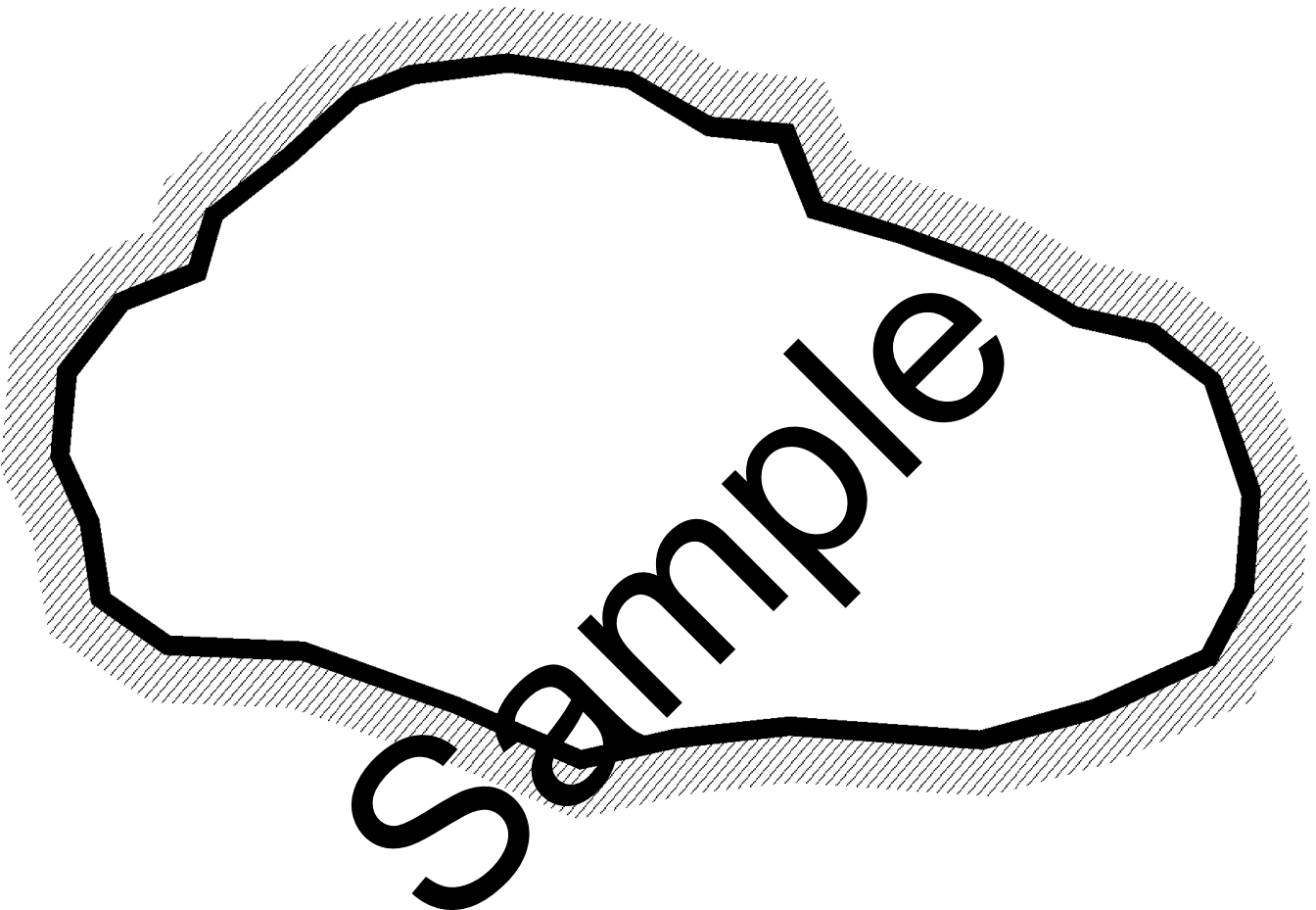
Maps can show what people see, as they walk from one place to another.

- ☐ Look at the map below. It shows Sam's journey to school. On his way to school Sam has nothing to look at! Draw some features on the map that will make Sam's journey more interesting.



Simple symbols are used on maps to represent features.

- ☐ Create your own map of an island using the symbols below. Add three of your own symbols.



Key



quicksand



volcano



cave



shark



tree

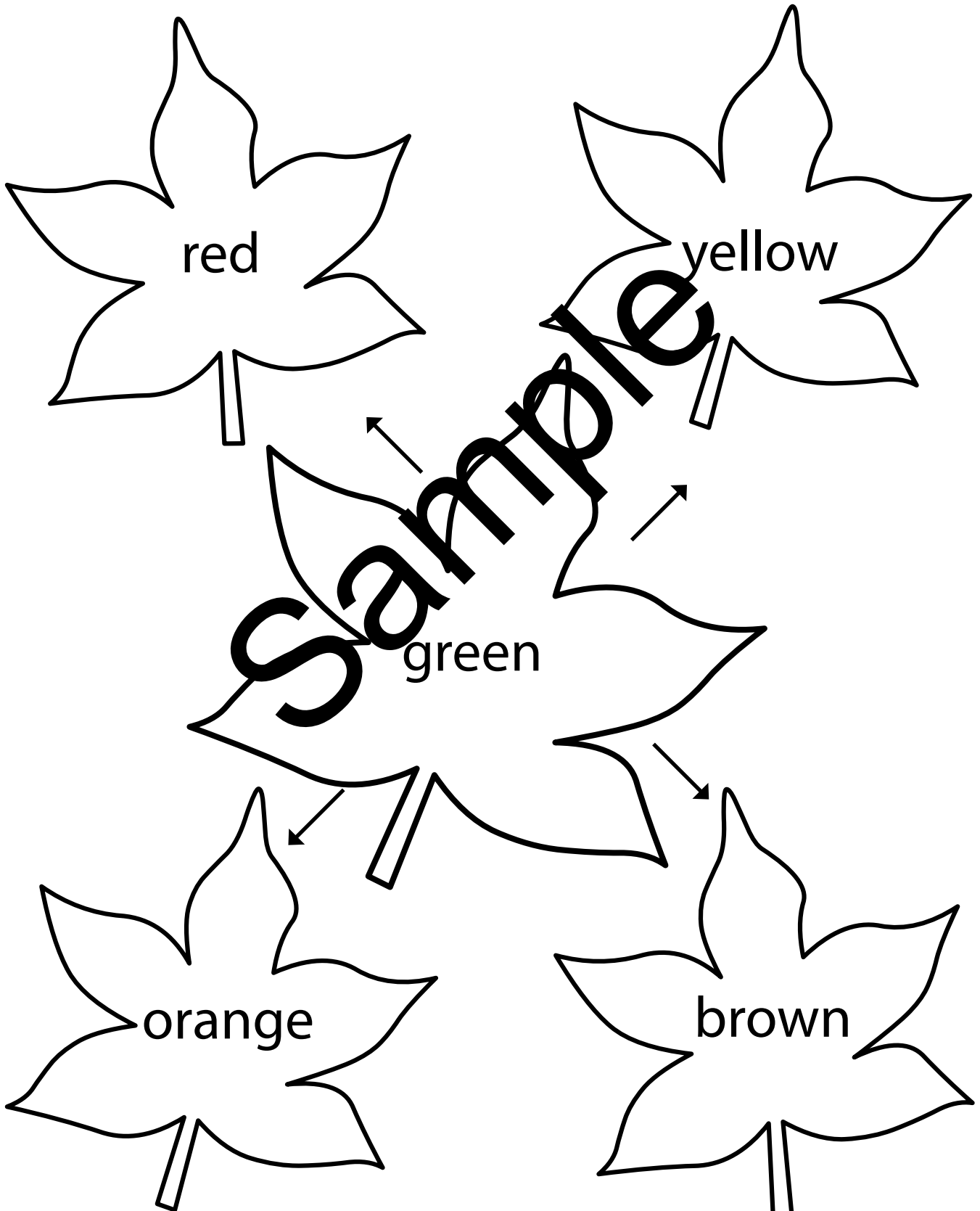


caveman



There are four seasons: summer, autumn, winter and spring.

- ☐ In autumn the leaves change colour. Colour the leaves to show how they change from green to: red, yellow, orange and brown.



The weather affects what we feel like eating.

- ☐ Cut out the pictures at the bottom of the page and paste them into the correct boxes.

Some foods warm us up ...



Some foods cool us down ...

