

Summary	Duration
An excursion for the unit <i>Places are Similar and Different</i> to Brewongle EEC where features of the Australian Continent, climate, interactions between people and place and perceptions about place are examined. Pre and Post work are provided based on the the Alison Lester book “ <i>Are we there yet?</i> ”	Day Excursion

Key inquiry questions
<ul style="list-style-type: none"> • How and why are places similar and different? • How do people’s perceptions about places influence their views about the protection of places?

Outcomes
<p>Geography K-10</p> <ul style="list-style-type: none"> • examines features and characteristics of places and environments GE2-1 • describes the ways people, places and environments interact GE2-2 • examines differing perceptions about the management of places and environments GE2-3 • acquires and communicates geographical information using geographical tools for inquiry GE2-4

Concepts	Skills	Tools
GEOGRAPHICAL	GEOGRAPHICAL Acquiring geographical information <ul style="list-style-type: none"> • identify an issue 	GEOGRAPHICAL Maps - <ul style="list-style-type: none"> • maps to identify location and features

<p>Place: <i>the significance of places and what they are like</i> e.g. What are the characteristics of places and how do different cultures perceive them?</p> <p>Space: <i>the significance of location and spatial distribution, and ways people organise and manage spaces that we live in</i> e.g. How are different places managed or organised?</p> <p>Environment: <i>the significance of the environment on human life, and the important interrelationships between humans and the environment</i> e.g. How do Aboriginal concepts of Country influence people and places?</p> <p>Interconnection: <i>no object of geographical study can be viewed in isolation</i> e.g. How are places located far apart similar or different?</p> <p>Scale: <i>the way that geographical phenomena and problems can be examined at different spatial levels</i> e.g. How do maps represent different geographical features?</p> <p>Change: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future e.g. <i>How is the land managed in different places?</i></p>	<ul style="list-style-type: none"> ▪ gather geographical information from primary and secondary sources including spatial technologies ▪ record information <p>Processing geographical information</p> <ul style="list-style-type: none"> ▪ draw conclusions <p>Communicating geographical information</p> <ul style="list-style-type: none"> ▪ communicate the results using a variety of strategies appropriate to the subject matter, purpose and audience 	<p>Fieldwork -</p> <ul style="list-style-type: none"> ▪ observations ▪ fieldwork instruments such as maps, compasses, aerial photographs, thermometers, light meters and canopy density equipment ▪ creating line drawings
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<p>Overview</p> <p>Students will develop an understanding that features and characteristics of places can be similar and different.</p> <p>Students will describe how different people interact with the environment and how the environment is used for different purposes.</p> <p>Students will examine how different people perceive the environment including developing an understanding of Aboriginal and Torres Strait Islander perspectives towards Country.</p> <p>Students will use geographical tools to investigate the natural environment around Brewongle Environmental Education Centre, including the Hawkesbury River (Dyarubbin).</p>

Aboriginal Pedagogies such as 8 Ways (DEC 2012) are evidenced in this unit often overlapping one another and include storytelling, lands links, learning maps and the deconstruction and reconstruction of knowledge systems as much for the teacher as for the student.

CONTENT FOCUS

The Australian continent

Students:

investigate Australia's major natural and human features for example: (ACHGK014, ACHGK015)

- description of natural features of Australia eg deserts, rivers, mountains
- location of Australia's states, territories and major cities
- identification of Countries/Places of Aboriginal and Torres Strait Islander Peoples 🖐️

Climate of places

Students:

investigate the climates of different places, for example: (ACHGK017)

- discussion of how weather contributes to climate
- comparison of climates in different places.

Similarities and differences between places

Students:

investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there, for example: (ACHGK019)

- examination of the varying settlement patterns and demographics of places
- comparison of the daily life of people from different places

Student-centred inquiry exploring the natural and human features of Australia with particular reference to the Hawkesbury River area.

This inquiry has pre and post visit work and is based around the book "***Are we there yet?***" By Alison Lester

Pre- work:

Read the book "***Are we there yet?***" or watch a video reading with students and complete the questions on page 2 of the worksheet.

Complete the Google Maps activity on page 3 of the worksheet describing the human and natural features around your school and Brewongle EEC.

Visit to Brewongle EEC – ***Are we there yet?***

Arrival at Brewongle Environmental Education Centre at approx. 10.00am

Intro: Discuss what students observed about Brewongle EEC in their pre-excursion work and the differences and similarities between this school and theirs.

Activity 1: Bush resource walk. This examines Indigenous perceptions of place and why Country should be protected. Undertake a guided walk developing knowledge of Indigenous uses of plants and animals and how the bush was the supermarket of Aboriginal peoples.

Activity 2: Compare the micro-climate of two different places at Brewongle - on the ridge and in the gully. Record observations of the differences in each environment and use fieldwork equipment to record canopy density, temperature and light (lux) levels. Discuss the role topography and aspect play in the differences in the two environments.

Activity 3: Use compasses to orientate a map of Brewongle. Students will then use the same map to complete a navigation challenge and complete a VENN diagram comparing Brewongle EEC to their own school.

Perception and protection of places

Students:

investigate how the protection of places is influenced by people's perception of places, for example: (ACHGK018)

- description of how and why people perceive places differently
- discussion of how people's perceptions influence the protection of places in Australia eg sacred sites, national parks, world heritage sites 🖐



Complete a field sketch of the Dyarubbin (the Hawkesbury River) from the lookout.