

Geography Outline—Term 2 / 2017

PrePrimary—YEAR 6

GEOGRAPHICAL VOCABULARY /

Geography resources/ Geography Games online / Geography APPs /
World Wide News / Board Games and Puzzles about Geography /
Where in the world is Australia?



<p>PRE-PRIMARY</p>	<p>PEOPLE LIVE IN PLACES</p> <ul style="list-style-type: none"> The globe as a representation of the Earth on which Australia and other familiar countries can be located. Places have different people, animals, plants, food, houses, weather... (continued from Term 1). Mapping—learn map symbols to read a pictorial map of a familiar place. Where in the world are you? 	<p>SKILLS</p> <p>Questioning—pose questions about prior knowledge</p> <p>Analysing - represent information gathered in different formats (e.g. drawings, diagrams, games, puzzles, maps)</p> <p>Communicating-Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)</p>
<p>YEAR 1</p>	<p>PLACES HAVE DISTINCTIVE FEATURES</p> <ul style="list-style-type: none"> The location of the continents, equator and the northern and southern hemispheres, including the poles. Where am I in the world? Natural and manmade landforms 	<p>Questioning—pose questions about prior knowledge</p> <p>Analysing - represent information gathered in different formats (e.g. drawings, diagrams, games, puzzles, maps)</p> <p>Communicating-Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)</p>
<p>YEAR 2</p>	<p>PEOPLE ARE CONNECTED TO MANY PLACES</p> <ul style="list-style-type: none"> The location of the major geographical divisions of the World (e.g. continents, oceans) in relation to Australia. Where am I in the world? Natural and manmade landforms and the purpose they serve in the community and for tourism. 	<p>Questioning-Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm) Pose questions about the familiar and unfamiliar</p> <p>Researching-Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)</p> <p>Analysing- Represent collected information and/or data in to different formats (e.g. tables, maps, plans)</p>
<p>YEAR 3</p>	<p>PLACES ARE BOTH SIMILAR AND DIFFERENT</p> <ul style="list-style-type: none"> The location of Australia's neighbouring islands and their diverse natural characteristics and human characteristics Natural and manmade landforms around the world— the purpose they serve and how can they be protected. 	<p>Questioning-Identify current understanding of a topic (e.g. brainstorm, KWL chart)</p> <p>Researching-Locate and collect information from a variety of sources (e.g. photographs, maps, books, internet)</p> <p>Record selected information (e.g. use graphic organisers, maps)</p> <p>Communicating -Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, graphic), appropriate to audience and purpose, using relevant terms</p>

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<p>YEAR 4</p>	<h3>THE EARTH'S ENVIRONMENT SUSTAINS ALL LIFE</h3> <ul style="list-style-type: none"> • The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa. (Continued from Term 1) • Compare and contrast Africa to Australia • Natural and manmade landforms around the world-the purpose they serve and how can they be protected. 	<p>Questioning— Identify current understanding of a topic (e.g. brainstorm, KWL chart)</p> <p>Researching -Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)</p> <p>Analysing- Translate collected information and/or data in to different formats (e.g. create a timeline.)</p> <p>Communicating-Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant term.</p>
<p>YEAR 5</p>	<h3>FACTORS THAT SHAPE THE ENVIRONMENTAL CHARACTERISTICS OF PLACES.</h3> <ul style="list-style-type: none"> • The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Australia, South America and North America • Create a tourist brochure for America. 	<p>Questioning- Identify current understandings (e.g. KWL chart, concept map)</p> <p>Researching-Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise).</p>
<p>YEAR 6</p>	<h3>A DIVERSE AND CONNECTED WORLD</h3> <ul style="list-style-type: none"> • The location of the continents and major countries of the world in relation to Australia and the geographical diversity within each while planning....“A trip around the world”. • The impact of natural disasters bushfires or floods on environments and communities. 	<p>Questioning-Identify current understandings (e.g. KWL chart, concept map).</p> <p>Researching-Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise, digital).</p>