

## Looking at Landscapes and their Features

A Geography and Literacy Unit for Grade 1

**Overview** | In this unit students explore landscapes and common features of local environments. The unit assists the use and development of geographical inquiry and skills outlined in the Australian Curriculum. Learning begins by examining students' natural environment. Students identify natural versus man-made features. This is extended through a literacy recount writing task. Students then observe and analyse different types of landscapes – beach, city, rural and country. Students identify the distinct features of these landscapes. To close the unit, students create an information report that summarises learning throughout the entire unit, giving students an opportunity to reflect on the geographical features of their own location. Worksheets, templates, PowerPoints, and Assessment Rubrics.

### Geography | Landscapes

<p><b>Geographical knowledge:</b> The natural, managed, and constructed features of places, their location, how they change and how they can be cared for (AHGK005)</p> <p><b>Geographical Inquiry and Skills</b> Collect and record geographical data and information by observing, or viewing sources (ACHGS008)</p>	<p><b>Lesson 1</b></p>	<p><b>Places and their Features</b></p>	<p>Introducing the unit: Places have distinct features. <i>Lesson Opening/Motivator:</i> Look around the classroom. Let's think about the things we can see. Object. Get students to name them. Then ask students to think where they came from. Guide discussion to include natural objects vs man-made object. Create a T-Chart on the board. List objects into either man-made or natural column. Discuss: where would we go to find more "natural" objects.</p> <p>Show Natural vs Man-made Images Poster on whiteboard (or print for viewing). Discuss each object with students. What makes an object man-made? Where are we more likely to find natural/man-made objects?</p> <p><i>Learning activity:</i> Students brainstorm objects within the school (in the classroom, outdoors, the library, and the sports shed). Students list these in the worksheet and identify which items are natural and which are man-made.</p>	<p><b>Resources</b> Natural vs Man-made Features Worksheet Natural vs Man-made Images (Poster)</p> <p><b>Assessment</b> Has student correctly identified and described the difference between a natural and man-made object?</p>
<p><b>Literacy: Creating Texts</b> Creating short informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling and punctuation... (ACELY1661)</p> <p><b>Literacy: Analysing and Evaluating</b> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features</p>	<p><b>Lesson 2</b> Literacy</p>	<p><b>Recount Writing</b></p>	<p>Introduction: Revise previous recount learning (Very common to have done "on the weekend" recounts). Today's recount will be similar, however, students are to think about somewhere they have visited. Students will think specifically about the features of that place. Give students examples:</p> <ul style="list-style-type: none"> <li>- In the holidays I visited the Laratinga Wetlands...</li> <li>- On the weekend I went to the park...</li> <li>- My friend and I went to the skate park...</li> </ul> <p><i>Key Learning Tasks:</i> All students write a recount, describing somewhere they have been. Students will identify one or more natural or man-made features of that place. Encourage students to write at 2/3 sentences. <b>Extension:</b> Continue your recount to give more detail. Add a picture.</p>	<p><b>Resources</b> Students will require their English Writing Book Recount Writing Assessment Rubric</p> <p><b>Assessment</b> Use Literacy Assessment Rubric (Recount) to mark recount writing.</p>

(ACELY1660).

**Differentiation:** Provide a script with sentence starters or sentence scripts. Students fill in gaps and copy sentence.

<p><b>Geographical Inquiry Skills:</b> Posing questions about familiar and unfamiliar places (ACHGS007)</p>	<p><b>Lesson 3</b></p>	<p><b>Country and Rural</b></p>	<p>Collaboratively brainstorm features of county and rural landscapes. Record on board. View PowerPoint and discuss. Highlight features that are man-made compared to natural features. Ask students to contribute their ideas and discussion on natural and man-made features.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Yes/No/Maybe Table on Board for discussion</li> <li>• Country and Rural Scenes PowerPoint</li> <li>• Country Landscape worksheet</li> </ul>
<p>Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS009)</p>	<p><b>Lesson 4</b></p>	<p><b>Cities</b></p>	<p><b>City Living:</b> What does a city look like?</p> <p>What sort of things do we find in the city? With class, brainstorm city features. In follow on from last week’s lesson, brainstorm natural and man-made features in city settings. Discuss how there are fewer natural features than country settings. Why? Discuss.</p> <p><i>Key Learning Activity:</i> Introduce students to terms “advantage” and “disadvantage”. Draw a thumbs up and thumbs down column on the board. Discuss a few advantages and disadvantages of city living before students complete their own “living in the city” T’chart.</p> <p>After completing with class, students complete a T-chart individually, separating advantages and disadvantages of city living into different columns.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Living in the City – T-Chart</li> </ul>
<p><b>Geographical knowledge:</b> The natural, managed, and constructed features of places, their location, how they change and how they can be cared for (AHGK005)</p>	<p><b>Lesson 5</b></p>	<p><b>The Coast and Beaches</b></p>	<p><b>Coast and Beaches:</b> Discuss key features of the coast and beaches. What does it look like, feel like, sound like? Ask students some of their favourite things about the beach. Link back to beach excursion.</p> <p><i>Key learning activity:</i> Students imagine that they are on a seaside holiday. Students will create a postcard to send to a friend showing the beautiful scenery. Students will create a short note for the back of their postcard to share their experience with their friend.</p>	<p><b>Resources:</b></p> <p>Coast and Beach postcard template Y-Chart drawn onto Whiteboard to assist discussion A/or several postcards to share with students</p>
<p><b>Language: Text structure and organisation</b> Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)</p>	<p><b>Lesson 6</b> Literacy</p>	<p><b>Information Report</b></p>	<p><b>Describing Where I Live</b> Students will create a mini information report about their home’s geographical location, landscapes, and features. Prior to the activity, have students brainstorm:</p> <ul style="list-style-type: none"> <li>- The geographical locations of their home</li> <li>- The landscape that surrounds their home</li> <li>- The advantages and disadvantages of their home’s location</li> <li>- The natural and/or man-made features around their home</li> </ul> <p>Students record this information into their mini information report</p>	<p><b>Resources</b> A3 Information Report Template</p>
<p><b>Literacy: Creating Texts</b> Creating short informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice,</p>				

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spelling and punctuation... (ACELY1661)

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660).

template (A3).

*Note:* This activity could first be completed as a draft copy under very basic headlines. The A3 Information report could then become a feature to hand in the classroom.

