

Geography Alive: Stage 1 Geography (Topic 1; Unit 1)

Lesson 4: Places that change		
<p>Content focus:</p> <p>Change is a central concept of Geography and a major characteristic of the world around us. An acceptance of change and some understanding of the reasons why places change are central to a young child's mental development.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Photographs of places before and after change – local area or elsewhere. See Resource Sheet 1 for an example of change in an urban area – Circular Quay, Sydney, 1948 and 2016. • Resource Sheet 2: Photographs of natural events and human actions • Aerial photographs (Google Earth or elsewhere) of the local area in the past.
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • What causes places to change? • Which changes are natural and which changes are caused by human actions? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • identifies the changes that have occurred to a place in the local area or in a photograph, and suggest reasons • names a number of natural and human-caused reasons for change in places. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: A focus on a place in the local area that has changed recently could be a good starting point. The changes should be described by students in sentences that clearly convey the kinds of changes to the listener. Resource Sheet 1 can also be used to introduce the concept of change over time. • Step 2: The schoolyard or classrooms might have places that students would like to change, and this could also provide an introduction to the idea of how places change. Students should be asked for their own ideas of changes to the school buildings or yard that they would like to see. • Step 3: Photographs of natural events and human actions should be given to groups (Resource Sheet 2). Each group has to make a list of the causes of change that they can see in the photographs – For example storms, earthquakes, floods, demolition of old buildings for a new building, additions to a building, planting or removing trees, building houses on vacant land, making new parks and playgrounds. • Step 4: From actual examples of places in the local area, or in the schoolyard, students are encouraged to describe how some spaces are changed in how they are used.