

Title	<i>A Place like Mine</i>
Learning area	<i>HASS - Geography</i>
Other LAs	<i>English (Oral Language) Mathematics; Science; HASS (History)</i>
Year Level(s)	<i>Pre Primary</i>

Background information

Brief Description of the Task:	The full lesson outline for this activity can be found within the Geogspace suite of primary tasks. Children will be guided to make models by using toys and objects, which represent things in their local areas (place). http://www.geogspace.edu.au/core-units/f-4/exemplars/year-f/f4-exemplars-yf-illus1.html This activity can be developed in ways that suit your students, including as an ongoing project in a corner of the classroom, leading to further input, changes and play over time.
Context summary	WA Curriculum Content Descriptor: The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs) (ACHASSK015) The representation of familiar places, such as schools, parks and lakes on a pictorial map (ACHASSK014)
Description of purpose (Learning Intention)	This activity is designed to build on the natural play patterns of children (which includes the tendency to build miniature versions of what they see around them). Specific learning outcomes may include a) developing observational and representational skills b) developing manual dexterity and fine motor skills c) understanding groupings and combinations of geographical features d) developing verbal communication skills in describing patterns seen in the model.

Summary of Links to the Western Australian Curriculum (Shade relevant areas at completion of the student activity)

Content Strand	HASS Knowledge and Understanding			HASS Skills			
	Continuity and change			Cause and effect		Significance	
Key Concepts History Geography	Place			Space		Environment	
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia		Sustainability	

Relevant Aspects of the Achievement Standard

Highlight areas to show the parts of the achievement standard relevant to this task, in YOUR context.

At Standard, students pose and respond to questions, and recognise that there are a variety of sources from which information can be collected. They use simple categories to organise information and sequence familiar events. Students explore points of view, represent information in different ways and begin to draw simple conclusions. They share observations and ideas when participating in the decision-making process. Students develop simple oral texts, and reflect on what they have learnt using language, gesture and other non-verbal modes.

Students recognise that countries, such as Australia, and familiar places are represented on a globe or a map. They describe the **features** of places that are familiar to them. Students identify the interconnections that people have with familiar places and recognise why some places are special and need to be looked after. They identify similarities between families and suggest ways that families communicate and commemorate significant stories and events from the past.