

Enquiry question

How long does it take you to get to school each morning?

Imagine having a ten hour drive to school.

How would you, your family and the local community cope with this situation?

Learning Objectives:

- To develop a range of skills such as communicating
- To develop the learners thinking skills
- To build learning power such as imagination, planning
- To develop enterprise skills such as self awareness and teamwork
- To understand and be able to apply key concepts such as place and environmental interaction
- To draw on personal experience to assist with the understanding of geographical concepts
- To appreciate the link between environment, people and place
- To understand the impact of technology on people, place and the environment
- To understand that some environments are challenging and we respond to those challenges in a variety of ways
- To understand the concept of space
- To be able to make informed decisions using geographical evidence
- How can patterns/distributions be described and explained?

Success Criteria:

Connect the learning (starter) 7 mins. approx.

Independent

Present the enquiry question

Stimulus – Feel box/picture = linking activity

Activate/Demonstrate the Learning (the tasks)

Independent and group work

Discuss the enquiry question:

How long does it take you to get to school each morning?

Imagine having a ten hour drive to school.

How would you, your family and the local community cope with this situation?

Personal Geography - discussion

'My Route to School'

❖ ***How long does it take you to get to school?***

❖ ***What forms of transport could you use to reach school?***

❖ ***Describe your route to school (road names, directions)***

❖ ***Any issues? Solutions?***

What questions must we ask to be able to answer our enquiry question?

Imagine having a ten hour drive to school.

How would you, your family and the local community cope with this situation?

Jigsaw puzzle

What information does the jigsaw give to you?

Game (place location)

Interim Debrief (collaboration)

Where? Use of terms such as *location* and *situation*

Discovering 'Alice' through literature and the media

Photo analysis – Alice Springs (consideration of bias)

Homework

Research

Consolidate the Learning (review for recall and retention)

Reflection Log

Date

What have you learnt today?

How have you learnt?

What went well? Why?

What did not go well? Why?

What did you enjoy? Why?

What did you not enjoy? Why?

If you did this again what would you do differently?

Challenge Activities

- **Route to school – issues/solutions**
- **What questions must we ask to be able to answer our enquiry question?**
- **Place location**
- **Comparing/contrasting/giving reasons**
- **Offering opinions with justification**
- **Reflection Log**

Resources

PPP

Feel box

Jigsaw puzzles

Resource sheet

Outline maps

Photos

Music

Literature

Lesson Outcomes:

To develop thinking/learning skills for example noticing, reasoning and collaboration

To describe

To listen

To offer reasons

To work as a team player

To self-manage

To undertake an enquiry

To develop skills such as – communication, evaluation and interpretation

To reflect

To become an enterprising learner

Module Learning Outcomes:

Outcomes

All

- To be able to locate Australia
- To appreciate that we have a range of transport modes available to us to travel from home to school. That we have choices open to us. Our decisions have an impact on the environment.
- To recognise that our school has a 'catchment' area. Most pupils living in the local area.
- To realise that environments vary according to weather/ climate and relief.
- To understand that the Outback is a very different environment from our own.
- To comprehend that education systems can be influenced by environmental conditions.

Most

- To be able to describe the location of Australia
- To describe and explain the range of transport modes available to us.
Appreciate that we have choices open to us. Predict the Impact our decisions have on the environment.
- To understand the concept of spheres of influence in relation to our school 'catchment' area.
- To describe and explain how environments vary according to weather/ climate and relief.
- To appreciate how different the Outback is from familiar environments
- To comprehend that education systems can be influenced by environmental conditions.

Some

- To draw on personal experience to assist with the understanding of geographical concepts such as place and scale
- Recognition of the link between environment, people and place
- An understanding of the impact of technology on people, place and the

environment

- **An understanding that some environments are challenging and we respond to those challenges in a variety of ways**
- **To understand the concept of space**
- **To be able to make informed decisions using geographical evidence**
- **Evaluate the process used to educate children in the Outback**
- **Know how the school of the air has adapted over the years to the new technologies developed**

Literacy / Key Words

Key words: Place, space, scale, interdependence, futures, issue, location, events, problems, solutions, groups of people and their opinions, personal opinions, cause, consequence, Outback

Numeracy: Scale

Thinking Skills/learning to learn:

To develop the skills of: effective participator, self-manager, independent enquirer, team worker and reflective learner.

To become resilient – noticing, perseverance etc

Enterprising learner – use of initiative, opportunities to take risks and becoming more confident

EAL: Geographical key terms

Boys:

Range of tasks
Time limits set
Decision-making

Girls:

Variety of tasks

Citizenship:

Working as a member of a team
Discussing
Listening
Sharing ideas
Developing ideas
Making informed decisions

Work related learning:

Development of skills for the work place – making informed decisions, working as a member of a team and self-managing