

Unique Communities

This unit has been written for a multistage classroom. The activities are designed to complement the learning in Stages 1, 2 and 3 of the HSIE syllabus and have students work towards the achievement of outcomes relevant to each stage. The unit can be taught as a multistage unit or as a separate unit for one of the stages. It can also be used in a class across two stages.

The green shading indicates teaching activities for all Stages, while the yellow shading indicates teaching activities for students in Stages 1 and 2, the turquoise shading indicates teaching for students in stages 2 and 3. There are also many activities that are specific to one stage and allow for group work and the development of skills and content from the HSIE syllabus. These multistage units provide an example of the ways the mandatory subject matter and outcomes can be incorporated into teaching and learning in HSIE K–6.

The unit *Unique communities* provides the opportunity to develop background knowledge using a wide range of oral, visual and written text types. Teachers can further develop this material to support teaching of the Talking and Listening, Reading and Writing outcomes of the English syllabus.

This unit can also support significant computer use such as Word documents with scanned images, PowerPoint presentations with images and sound and even developing a local area web page (with parent or community assistance). This can be built upon over time to provide easily accessible reference material in the teaching of this unit in the school's HSIE scope and sequence.

Syllabus links

Stage 1 Outcomes	Stage 2 Outcomes	Stage 3 Outcomes
<p>Change and continuity CCS1.1 Significant events and people Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.</p> <p>CCS1.2 Time and change Identifies changes and continuities in the local community.</p> <p>Environments ENS1.5 Patterns of place and location</p>	<p>Change and continuity CCS2.1 Significant events and people Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.</p> <p>CCS2.2 Time and change Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.</p> <p>Environments ENS2.5 Patterns of place and location</p>	<p>Change and continuity CCS3.1 Significant events and people Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.</p> <p>CCS3.2 Time and change Explains the development of the principles of Australian democracy.</p> <p>Environments ENS3.5 Patterns of place and location Demonstrates an understanding of the</p>

<p>Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.</p> <p>Social systems and structures SSS1.7 Resource systems Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.</p>	<p>Describes places in the local area and other parts of Australia and explains their significance.</p> <p>Social systems and structures SSS2.7 Resource systems Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.</p>	<p>interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.</p> <p>ENS3.6 Relationships with places Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.</p> <p>Social systems and structures SSS3.7 Resource Systems Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.</p>
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Subject matter

<p>Students in Stage 1 will learn about:</p> <p>Change and continuity</p> <ul style="list-style-type: none"> • original stories of other students, their families, their community and other communities • origins of important days and holidays • people who are important in the lives of students in the class • days, holidays and events celebrated by students, their school, families in their community and other communities • places in the local area associated with historical events, e.g. Aboriginal sites or a memorial. <p>Environments</p> <ul style="list-style-type: none"> • everyday words for location, position and direction, e.g. left, right, mountain, city • uses of places in their local area • natural, built and heritage features in the immediate environment and in other areas • changes to the immediate environment as a 	<p>Students in Stage 2 will learn about:</p> <p>Change and continuity</p> <ul style="list-style-type: none"> • Aboriginal resistance to the establishment of a British colony: significant people including Pemulwuy, achievements, events and places • changes to people and places in the Sydney region as a result of British colonisation • the contribution of people and associated places and events to community heritage, including knowledge of original Aboriginal nations and boundaries • differing viewpoints on community heritage • causes and effects of change in the local community and other communities • continuing and changing roles, traditions, practices and customs in the local community. <p>Environments</p> <ul style="list-style-type: none"> • geographical terminology, e.g. north/south/east/west, Equator, Tropic of 	<p>Students in Stage 3 will learn about:</p> <p>Change and continuity</p> <ul style="list-style-type: none"> • significant events that have shaped Australia’s identity, including the discovery of gold, and colonial exploration and expansion • world achievements by Australians, past and present • Australian human rights issues, past and present, including the impact of the stolen generations • origins of dedicated days, weeks, events and places, including Anzac Day, Australia Day and Remembrance Day • Aboriginal democratic practices before British colonisation. <p>Environments</p> <ul style="list-style-type: none"> • physical, political and cultural regions and main reference points in Australia and the world, including the continents and some capital cities • geographical terminology, e.g. latitude,
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<p>result of meeting needs and wants.</p> <p>Social systems and structures</p> <ul style="list-style-type: none"> • types of family structures, e.g. extended, blended, single-parent families, families with adopted children • personal needs and wants • systems for producing goods and services • resources used by families and where they come from. 	<p>Cancer, Tropic of Capricorn, North and South Poles</p> <ul style="list-style-type: none"> • significant natural, heritage and built features in the local area, New South Wales and Australia, and their uses • the location of major cities, rivers and mountains in New South Wales and the capital cities in Australia • local and other Australian communities • groups associated with places and features, including Aboriginal people. <p>Social systems and structures</p> <ul style="list-style-type: none"> • services and contributions made by community organisations and groups • goods, services and facilities in communities • contributions of paid and unpaid workers and voluntary organisations in the community. 	<p>longitude</p> <ul style="list-style-type: none"> • communities, regions and environments in Australia and in the world • effects of human and natural changes on environments • selected natural or built heritage sites in the world, through case studies. <p>Social systems and structures</p> <ul style="list-style-type: none"> • major Australian exports and imports • contributions of groups, movements, policies and laws to the development of fairness and social justice in Australia.
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Resources

The Equity Resource Library provides a borrowing service for teachers in DET schools.

Phone: (02) 9582 5860

Fax: (02) 9550 2874

Address: 11-13 Swanson Street, Erskinville 2043

Email: equity.sydney@det.nsw.edu.au

Online query form: <http://equityresourcelibrary.det.nsw.edu.au>

1. *Big Mob Books for Little Fullas*, 1996 BOS, Sydney
2. *HSIE K-6 Units of Work*, 1998 BOS, Sydney
3. *Discovering Democracy Primary Kit*, 1998 Curriculum Corporation
4. *Australian Readers, Discovering Democracy Upper Primary Collection*, 1999 Curriculum Corporation
5. *Australian Readers, Discovering Democracy Middle Primary Collection*, 1999 Curriculum Corporation
6. *By Word of Mouth*, 2000 DET Stage 3 teaching resource

7. *It didn't always look like this*, 1999 DET Stage 2 teaching resource
8. *Talking Identity*, 2002 DET Stage 2 teaching resource
9. *Treasures*, 1999 DET Stage 1 teaching resource
10. *Talking Lapa – A local Aboriginal community history of La Perouse* 1995 BOS
11. A variety of maps and atlases including an Aboriginal language map.
12. www.pictureaustralia.org/ PictureAustralia is an Internet based service that allows you to search many significant online pictorial collections at the same time.
13. *Human Society and Its Environment K–6, Units of Work*, 1998 BOS

Our community is unique

Preparation prior to this unit being taught is required to find specific local area reference material. Contact the local council and library, historical society, any local museums and Aboriginal consultant, ACLO or AECG to establish contact with the Aboriginal community. In the preceding term older students could write seeking this information and community support for the following terms work, include requests in the school newsletter. Old images (photographs) can be borrowed and scanned for later use, a class parent or grandparent in collaboration with older students, could undertake this.

Some local history societies publish booklets that should be purchased for student and teacher reference during this unit.

Talking Lapa – A local Aboriginal community history of La Perouse 1995 BOS is a very good model of a local community study that can be used as a model to read and follow.

Organise an excursion of the Local area.
 Identify people and places in the local area that are of significance to the local community.
 Plan a drive or walk around the local area or nearby areas of historical and community significance. Develop an understanding of natural and built heritage areas using well-known examples, e.g. School of Arts, cemetery, message tree or water source. Organise parent or community helpers to accompany the class. If possible use your local Heritage Trail (contact local council or library for information) or develop a “Paper Trail Challenge” to follow around the district. Plot a route with stops at significant sites. Set a small range of tasks at each site to observe and gather information, include a short problem-solving activity at each site. Use a scoring system for the information gathered and problems solved.
 Organise students into across stage teams with each member having a role appropriate to their stage, e.g. writing notes, taking photos, drawing site, observing and discussing etc. together with a parent driver for each group. At the end of the trail have a picnic back at school and score the “Trail” to find the winning team. This is a particularly useful strategy for one teacher schools or small classes to gather local area information in a productive and fun way. Ensure that a range of sites have been observed, e.g. public and private buildings, local streets and parks, shops, creeks or rivers, bridges, railway station, school buildings, places identified with important local events and important community people, past and present.
 Collate and categorise information gathered as part of the teaching and learning on *Our Community*.

Stage 1		Stage 2		Stage 3	
ENS1.5 Patterns of place and location Compares natural and built features in the local area and the ways in which people interact with these features.		ENS2.5 Patterns of place and location Describes places in the local area and explains their significance.		ENS3.6 Relationships with places Explains how various beliefs and practices influence the way in which people interact with, change and value their environment.	
CCS1.2 Time and change Identifies changes and continuities in their own life and the in the local community.		CCS2.2 Time and change Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and the environment.		CCS3.1 Significant events and people Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.	
Activities	Indicators	Activities	Indicators	Activities	Indicators
Before the local area walk	ENS1.5	Before the local area walk	ENS2.5	Before the local area walk	ENS3.6

<p>(excursion) think of some of the reasons why your local area is unique. Record onto a mind map. List the physical features that you think are important. Use this list as a guide to record these and other features of the local environment.</p> <ul style="list-style-type: none"> • <i>lists a range of natural, built and heritage sites in the local area</i> <p>After excursion: use the photographs to list and illustrate features that are “unique” in the local area; categorise into natural, built and heritage features. Write a caption to go with each of the sites.</p> <ul style="list-style-type: none"> • <i>organises local features into natural, built and heritage categories</i> <p>CCS1.2</p> <ul style="list-style-type: none"> • <i>identifies the unique heritage features of the local environment</i> 	<p>(excursion) photocopy and enlarge the collected heritage images. Identify and name these places. Organise into built and natural features. List to ensure that these areas are photographed on excursion.</p> <p>After excursion, using photos of features of the environment: compare present day sites with photos of the same site from the past. Reference teaching ideas in <i>It didn't always look like this (An Interesting Environment)</i>. Look for differences in transport forms, building styles, people, clothing, activities, building materials used, garden style or plants, e.g. vegie plots or chooks etc. Compile a then and now chart.</p> <ul style="list-style-type: none"> • <i>identifies and categorises sites in the local area as natural, built or heritage</i> <p>CCS2.2</p> <ul style="list-style-type: none"> • <i>identifies and explains why features in the local area have historical significance</i> • <i>identifies changes that have occurred over time in the local area</i> 	<p>(excursion) Stage 3 will undertake a large part of the development of the class excursion. Students should write (or email) to contact some of the sites being visited to organise some information sessions with other agencies or community members, e.g. local council officers, NPWS, Historical Society volunteers etc.</p> <p>After the excursion Using photographs, compare features in the local community with other communities in NSW. Try to compare different sorts of communities, e.g. urban to rural, coastal to inland. Use the <i>Picture Australia</i> site to search for images of other communities. www.pictureaustralia.org/ These images are from the Australian National Archives. Also, students can contact another DET school via email to share images, information and discussion.</p> <ul style="list-style-type: none"> • <i>investigate a range of features in the local environment</i> • <i>discusses selected sites with community members</i> • <i>explains the effect of change on the local environment</i> <p>CCS3.1</p> <ul style="list-style-type: none"> • <i>identifies key historical events that have had an effect on different communities</i>
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The Aboriginal heritage of our community

<p>Notes for teachers on working with your Aboriginal community Contact your local Aboriginal Consultant and ACLO or AECG to establish contact with Aboriginal community. (see <i>Talking Identity</i>, DET resource for consultation and protocol with Aboriginal communities.)</p> <p>Use an Aboriginal language map to identify original inhabitants. Once heritage of local Aboriginal groups has been established have students develop topics for the community person to address. Brief the community person by “talking through” the lesson and give them a list of the areas to be covered beforehand. Use the tape in the <i>Big Mob Books for Little Fullas</i> to develop some background knowledge and to listen to Aboriginal English. Use the stories where the reader briefly elaborates on some aspect of Aboriginal lifestyle.</p>					
Stage 1		Stage 2		Stage 3	
<p>CCS1.1 Significant events and people Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.</p> <p>CCS1.2 Time and change Identifies changes and continuities in the local community.</p>		<p>CCS2.1 Significant events and people Describes events and actions related to British colonisation of Australia and assesses change and consequences.</p> <p>CCS2.2 Time and change Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and the environment.</p>		<p>CCS3.1 Significant events and people Explains the significance of particular people and places, groups, actions and events in the past in developing Australian identities and heritage.</p> <p>CCS3.2 Time and change Explains the development of the principles of Australian democracy.</p>	
Activities	Indicators	Activities	Indicators	Activities	Indicators
<p>Have students ask about important places in the local area associated with Aboriginal events or stories. If possible also listen to stories associated with these places.</p>	<p>CCS1.1</p> <ul style="list-style-type: none"> • <i>identifies Aboriginal heritage sites in the local community</i> 	<p>Have students ask about places that have significance to Aboriginal communities. Also ask what happened when the area was first colonised. Did the local people resist invasion? Is there evidence that communities were supportive of each other?</p>	<p>CCS2.1</p> <ul style="list-style-type: none"> • <i>identifies and explains the significance of site in the local community to Aboriginal people</i> 	<p>Ask about community organisation and decision-making processors. (See image on page 13 in the Middle Primary DD readers and read <i>A Just punishment</i>, page 40 in Upper Primary DD Readers.) Identify important people past and present from the community, e.g. storytellers, elders, sportspeople, writers, artists, WW soldiers etc.</p>	<p>CCS3.2</p> <ul style="list-style-type: none"> • <i>reflects on decision-making processes and democratic practices in Aboriginal communities</i> <p>CCS3.1</p> <ul style="list-style-type: none"> • <i>researches the achievements of community identities</i>

<p>Identify Aboriginal place names or words that have been included in the local vernacular.</p> <p>Select some of the stories from <i>Big Mob Books for Little Fullas</i> that support understandings developed during the community visit. Read and listen to the stories on tape, use the background information and student support material.</p>	<p>CCS1.2</p> <ul style="list-style-type: none"> • <i>develops an understanding of local Aboriginal heritage</i> • <i>listens to and identifies with stories associated with places in the local area</i> 	<p>Identify Aboriginal place names or words that have been included in the local vernacular.</p> <p>Use the Teaching and Learning Activities from <i>It didn't always look like this</i> on <i>War and Peace</i>, Part A and B page 22 and 23.</p>	<ul style="list-style-type: none"> • <i>discusses issues related to the colonisation of the local area</i> 	<p>Identify Aboriginal place names or words that have been included in the local vernacular.</p> <p>Research and report on other famous Aboriginal Australians.</p> <p>Research some social justice issues affecting Aboriginal people, e.g. reconciliation, the impact of the stolen generations, Day of Mourning. Land rights issues (Read <i>From Little things big things grow</i>, page 38 of Upper Primary DD Readers.)</p>	<p>CCS3.2</p> <ul style="list-style-type: none"> • <i>researches a human rights issue affecting Australian communities</i>
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The settlement of our community

Note for teachers on the settlement of our community
 This section focuses on the white settlement of the local area as Part 2 has already looked at Aboriginal heritage. These two sections are designed to logically follow each other. However history that is shared by both communities should be included here.
 Use the local history material to prepare and develop this section on *Our community*. Read the material and decide what is suitable for student use. If copyright allows copy, and if necessary enlarge sections of text suitable for student use. Alternatively “talk through” using a storytelling style rather than reading the text. Identify key events of settlement: white discovery and exploration of the area, first white settlers, the short term and long term effects of white settlement (invasion) on the Aboriginal nation(s), type of land use of settlers, establishment of towns, development of infrastructure, e.g. roads, rail, schools, electricity, etc. Include significant factors such as discovery of gold if appropriate.
 Each stage will undertake similar activities although the heritage emphasis will be different in each stage. Stage 1 will look at their own family heritage, Stage 2 will look at the events that occurred and Stage 3 will look in more detail at the events that occurred and the people involved.
 In *The settlement of our community* the class will develop a timeline of white settlement, see pages 67–69 of *It didn't always look like this* and page 208, *BOS Units of work*.

Stage 1		Stage 2		Stage 3	
CCS1.1 Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities. CCS1.2 Identifies changes and continuities in their own life and in the local community.		CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences. CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.		CCS3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.	
Activities	Indicators	Activities	Indicators	Activities	Indicators
Use lesson plan 2 from <i>Treasures</i> , page 22. This lesson also works with the photo broadsheets included in the <i>Treasures</i> kit. Design a quiz to ask family members about when the student's own family came to the local area (see page 46 in	CCS1.1 <ul style="list-style-type: none"> • <i>identifies and talks about the lives of people in own family and community.</i> 	1. Use the local area information and additional resource material to read about the local heritage. Share tasks between students.	CCS2.1 <ul style="list-style-type: none"> • <i>develops knowledge of the settlement of the local area</i> 	Use the local area information and additional resource material to read about the local heritage. Share tasks between students. Encourage more capable students to include some interesting stories associated with local area colonisation	CCS3.1 <ul style="list-style-type: none"> • <i>develops a sound understanding of local area history</i>

<p>Treasures). Add dates and family names to class timeline.</p> <p>Ask a member of one of the first families still in the area (or at the school) if they will come and share some of their early family stories of settling the area.</p> <p>CCS1.2</p> <ul style="list-style-type: none"> • <i>communicates the value of the contributions of past generations to community life</i> 	<p>2. From local history material find out about the people (families) who first settled in the area.</p> <p>Ask a member of one of the first families still in the area (or at the school) if they will come and share some of their early family stories of settling the area.</p> <p>3. How did the early settlers in the area make a living? Look at aspects of work, land use, mining, timber-getting, farming, crops grown, types of business, manufacturing, services, etc. Find early photographs, photocopy (enlarge) and locate as accurately as possible onto a timeline.</p> <p>4. How were the Aboriginal people affected by white</p> <ul style="list-style-type: none"> • <i>listens to oral histories</i> • <i>considers the changes in the local area due to white settlement</i> • <i>evaluates the effects of white</i> 	<p>onto class timeline.</p> <p>1. Research the explorers and their expeditions in the local area. What route did they take, what was the purpose of their journey, what hardships and problems did they meet.</p> <p>2. From local history material find out about the people (families) who first settled in the area.</p> <p>Ask a member of one of the first families still in the area (or at the school) if they will come and share some of their early family stories of settling the area.</p> <p>3. How did the early settlers in the area make a living? Look at aspects of work, land use, mining, timber-getting, farming, crops grown, types of business, manufacturing, services, etc. Find early photographs, photocopy (enlarge) and locate as accurately as possible onto a timeline.</p> <p>4. How were the Aboriginal people affected by white</p> <ul style="list-style-type: none"> • <i>researches the settlement of the local area</i> • <i>listens to oral history of the local area and identifies key figures and events</i> • <i>outlines the key events and people that influenced the development of the local area</i> • <i>investigates and evaluates</i>
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	<p>settlement (invasion). Research short term and long term effects.</p> <p>5. When was the town centre established? Look for dates on buildings, photograph them and add to timeline.</p>	<p><i>settlement on Aboriginal people in the local area</i></p> <ul style="list-style-type: none"> • <i>describes the heritage building of the town centre</i> 	<p>settlement (invasion). Research short term and long term effects.</p> <p>5. When was the town centre established? Look for dates on buildings, photograph them and add to timeline.</p> <p>Find out about the people responsible for building the town. Record briefly and add to timeline.</p> <p>6. Find out dates of major community changes, e.g. railway line opening or closing, roads and bridges being built, schools, churches and hospitals opening, electricity etc. Illustrate and add to timeline.</p>	<p><i>the effects of white settlement on Aboriginal people in the local area.</i></p> <ul style="list-style-type: none"> • <i>researches local identities and their contributions to society</i>
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Our community links with other communities

<p>1. What is the role of the local community? Look at what purposes the local community serves. Is it country or city? Is it mainly rural, semi-rural, suburban, residential, inner city, city fringe or large regional centre, town or village? Discuss the purpose of different sectors of the community. Use a map of the local area to locate the different uses (see <i>Mapping</i> page 186 BOS units of work).</p>					
<p>2. How does transport link our community with other communities Use the local area map to locate transport links, road, rail, airport and seaports. Look for the locations of depots, silos and warehouses and other places that store goods. Identify on local area map.</p>					
<p>3. What sort of services are available to people in our local area? Brainstorm the availability of services such as radio, TV, phone, Internet, banking, water, sewage, mail, garbage collections, medical facilities including hospital and ambulance, fire protection, etc. in your community and what might or might not be available in a different community. Record as a matrix listing services available in local area and services that are available elsewhere (see <i>Matrix</i> examples, page 189 BOS units of work).</p>					
<p>Note: In Stage 3 Transport becomes a minor case study of services in the community. Acknowledge this briefly when undertaking activity number three.</p>					
Stage 1		Stage 2		Stage 3	
<p>ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features. SSS1.7 Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.</p>		<p>ENS2.5 Describes places in the local area and other parts of Australia and explains their significance. SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.</p>		<p>ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecological responsible manner. SSS3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.</p>	
Activities		Activities		Activities	
Indicators		Indicators		Indicators	
<p>Photocopy or hand draw a map of the local area (enlarge to A3). Students draw features of local area and paste onto map.</p>	<p>ENS1.5</p> <ul style="list-style-type: none"> • <i>can construct a simple pictorial map of the local area</i> 	<p>Use a simplified local area map (available from Tourist Information centre or council) Add coordinates if necessary. Teach the use of mapping coordinates. Locate different features using</p>	<p>ENS2.5</p> <ul style="list-style-type: none"> • <i>maps features of the local area</i> • <i>develops use of geographical terminology</i> 	<p>...Stage 3 continues... ↓</p>	

<p>Go outside with maps. Use these to develop a practical understanding of words used to explain direction, location and geographical terms so that students understand the concepts and features represented on maps.</p> <ul style="list-style-type: none"> • <i>uses everyday words for location, position and direction</i> <p>Locate North, South, East and West. For each direction identify landform features, e.g. hill, mountain range, river, coastline, headland, plain etc. Then identify the direction of significant built features.</p> <p>Go to another spot in the playground and identify the location of features. This will highlight that these directions (compass points) are constant.</p> <p>Find illustrations of SSS1.7</p>	<p>coordinates. Develop a quiz locating different features to share with others.</p> <p>Go outside with maps. Use these to develop a practical understanding of words used to explain direction, location and geographical terms so that students understand the concepts and features represented on maps.</p> <p>Use atlases to look at the different types of maps and their purposes.</p> <p>Look at maps of Australia, states and regions. What sort of information can you get from different maps?</p> <p>Discuss information from these different maps and what it tells you about your local area. List information on local area characteristics.</p> <p>List items that are SSS2.7</p> <ul style="list-style-type: none"> • <i>visually locates and explains landform features of local area</i> • <i>explores the use of different types of maps</i> 	<p>Use atlases to look at the different types of maps and their purposes.</p> <p>Look at world maps showing climatic regions, natural vegetation, population density etc. Discuss the information as shown on the different types of maps. Where does Australia fit?</p> <p>Discuss information from these different maps and what it tells you about your local area. Collate information on local area characteristics.</p> <p>ENS3.5</p> <ul style="list-style-type: none"> • <i>maps the patterns of human use of environments</i> • <i>explores the differences between regions and communities in NSW and the world</i>
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<p>different types of transport used in the local area. Cut out, annotate and display. Use these illustrations to show how transport links together, e.g. passengers get off the ferry and walk to catch a bus or taxi. Wheat is transported from the farm in trucks to silos, picked up from the silos by train and taken to the shipping terminal etc. Illustrate transport features on local area map.</p> <p>Look at personal and family needs and wants. Make a personal chart of the things we need in our community and the things</p>	<ul style="list-style-type: none"> • <i>identifies the components of the local transport system</i> <p>SSS1.7</p> <ul style="list-style-type: none"> • <i>explains the difference between needs and wants</i> 	<p>provided by the local community. List items that come from outside the local community or how the local community supplies goods to the wider community. How are these goods moved into or out of the community? Describe the transport links to get items in or explain how the local community transports goods to the wider community. Give students different items to follow, identify and draw an annotated flow chart of transport links.</p> <p>Discusses problems associated with transport links in the local community and the effects these have on the people and the environment.</p> <p>List the services from the class brainstorm session. Organise into who provides the service. Is it paid, unpaid, provided by</p>	<ul style="list-style-type: none"> • <i>describes the transport systems used to provide goods and services in the community</i> • <i>identifies areas where transport links could be improved</i> <p>SSS2.7</p> <ul style="list-style-type: none"> • <i>examines the contributions of paid and unpaid workers in</i> 	<p>Discusses problems associated with transport links in the local community and the effects that these have on the people and the environment.</p> <p>3. Develop a retrieval chart (see page 200 BOS units of work). List the services down one side. Across the top have a range of</p> <p>SSS3.7</p> <ul style="list-style-type: none"> • <i>identifies some of the 'costs' associated with transport networks</i> <p>SSS3.7</p> <ul style="list-style-type: none"> • <i>identifies how services are provided in the local communities</i>
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<p>we want. How does our family provide us with the things we need.</p> <ul style="list-style-type: none"> • <i>identifies services in the community that fulfil our needs</i> 	<p>the local council, state government or federal government? See poster in DD teaching kit the on services provided by different levels of government.</p> <p>Collect and share some brochures on community services (obtain from local library).</p>	<p><i>providing services</i></p> <p>headings such as: why the service is necessary, who provides the service, what technology is needed, when the service was introduced, what would happen if this service was not available, how does this service link us with the wider (global) community etc. Students brainstorm and research to compile the chart.</p> <p>Collect and share some brochures on community services (obtain from local library).</p> <ul style="list-style-type: none"> • <i>explains the interconnectedness of different services</i>
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