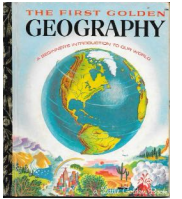


## Geography Alive: Stage 1 Geography (Topic 1; Unit 1)

Lesson 1: Natural and human features		
<p><b>Content focus:</b></p> <p>This lesson introduces and consolidates the concepts of natural and human features – concepts central to an understanding of geography and the environment.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Resource 1 (PPT): A collection of photographs depicting examples of natural (physical) and human environments</a></li> <li>• <a href="#">Resource 2: Four sheets of photographs illustrating a range of natural (physical) and human environments</a></li> <li>• Watson, J. &amp; Sayles, W. (1955). <i>The First Golden Geography: A Beginners Introduction To Our World</i>. Golden Press Sydney.</li> <li>• Access to aerial photographs of the local area on Google Earth.</li> </ul> 
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What features of places are natural and which is the product of human activity?</li> <li>• How are natural features formed and shaped?</li> <li>• How are natural features altered by humans and human features altered by nature?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• describes features of places and classifies them as natural or human</li> <li>• identifies ways in which people interact with and care for places.</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> The teacher shows students photographs of a variety of both human and natural features (<b>Resource 1 – PPT</b>). Students, with teacher guidance, identify those that are dominated by natural features and those that are the work of people (human).</li> <li>• <b>Step 2:</b> Small groups of students are given one of four photo cards (<b>Resource Sheet 2</b>) and asked to select those that are human features and those that are primarily physical in nature.</li> <li>• <b>Step 3:</b> Each group of students is then asked to make a list of other features (not in the photographs) which could be classified as natural or human.</li> <li>• <b>Step 4:</b> The class could then suggest how some of the natural features were caused – forces such as rivers, ocean waves, ice, earthquakes, wind, floods, volcanoes could be mentioned briefly.</li> <li>• <b>Step 5:</b> If available, read students <i>The First Golden Geography: A Beginners Introduction To Our World</i>. Points to emphasise include: The world is spherical in shape and moves through space; mountainous landscapes; volcanic activity; the work of rivers; oceans and seas; islands; lakes and ponds; cold and hot lands; and deserts.</li> <li>• <b>Step 6:</b> The groups then look at a Google Earth image of the school's local area on a screen device. They are asked to select places and features which can be classified as mainly natural or human.</li> </ul>