

Unit 12: Our Place, Our Heritage

Year Level: 3/4

VELS Level: 3

Overview

This unit is about the special places in Australia that are significant to Australians due to heritage, culture or natural beauty. Through this unit students will develop their geographical understandings about Australia and its states and territories. They will learn about significant natural and man-made landmarks. They will develop understandings about Aboriginal and Torres Strait Islander culture through a study of places that are important to them. They will develop the understanding that special places need to be preserved and protected.

Aboriginal Perspectives

- Aboriginal and Torres Strait Islander culture is the oldest living culture in the world.
- Aboriginal people have a strong connection to the land.
- Many/most places in Australia have special significance to Aboriginal and Torres Strait Islander people.

Concepts

Heritage, time and continuity, respect, spirituality, connectedness, place.

Understandings

- Many people have a spiritual connection to special places.
- Heritage is passed on over time, through people's stories about their special and sacred places.
- Respect for places that are sacred is a sign of respect for those people.
- People can learn about their heritage through special and sacred places.

Rich Question

Why are some places important to particular people and cultures?

Contributing Questions

- What makes places special?
- Where are the sacred places in Australia?
- Who are they sacred to?
- How is heritage linked to sacred places?
- How can we show respect for the sacred places of others?

Vocabulary

Sacred place- a special place that connects with your feelings and touches your heart. A place worthy of respect.

Spiritual- religious, related to spirit or soul.

Heritage- Heritage is all the things that make up Australia's identity - our spirit and ingenuity, our historic buildings, and our unique, living landscapes. Our heritage is a legacy from our past, a living, integral part of life today, and the stories and places we pass on to future generations. (Australian Government environment website)

Background Notes

From the Yarra Healing website: essential learnings.

When developing units of work on this particular topic, the following learnings need to be considered:

- From the beginning of time, people have wondered at the beauty and power of nature and at humanity's relationship with it. They have developed powerful stories or myths to express their understanding of how life came to be.
- For many thousands of years, Indigenous people used songs and stories to express their beliefs about the origins and meaning of life and land forms, the cycles of nature, and the harmony and conflict among human life and the animal world.
- The Dreaming refers to how Indigenous peoples explain the beginning and the continuity of life.
- The Dreaming is not fixed in the ancient era of creation. It continues in the spiritual lives of Indigenous peoples today, and its influence is embedded in many aspects of everyday living.
- The Dreaming heritage carries special obligations to protect and preserve the spirit of the land and the life forms that are part of it. The Dreaming heritage also influences codes of behaviour, laws, family and social structures, and sacred duties.
- Different Indigenous groups in Australia have their own Dreaming beliefs, Dreaming stories and Spirit Ancestors.
- The Dreaming is passed on through a rich tradition of song, poetry, dance, art and storytelling.

Resources

Written texts

'Are We There Yet?', by Alison Lester, Viking, Australia, 2005.

'Nyuntu Ninti (What You should Know)', by Bob Randall and Melanie Hogan, ABC books, Sydney 2008.

'Where the Forest Meets the Sea', by Jeannie Baker, Greenwillow, Australia, 1988.

'Down at the Easter Camp', by Luke Morgan, City of Melbourne: Living the Arts.

'The Outback', by Porter, A, and Bancroft, B, Magabala Books, 2005.

'You and Me: Our Place', by Leonie Norrington, and Dee Huxley, Working Title Press, 2007.

'To the Top End: Our Trip Across Australia', by Roland Harvey, Allen and Unwin, 2009

'Why I Love Australia', by Bronwyn Bancroft, Little Hare Books, 2010

'In My Backyard', by Hilton, N, and Spudvilas, A, Lothian Books, 2001

'My Country', (poem) by Dorothea MacKellar

'My Home in Kakadu' by Jane Christopherson, Magabala Books, Australia, 2005.

Websites

<http://www.environment.gov.au/heritage/education/teacher-resources.html> contains information and lesson ideas about the world heritage listed sites in Australia.

<http://www.environment.gov.au/heritage/index.html> Use the interactive map to find out more information and pictures about sites that are National or World Heritage listed.

<http://ourplaces.globalstudent.org.au/> This blog was created by the Year 3/4 students of St Luke the Evangelist in Blackburn South in order to find out about special and sacred places around Australia.

Audio Visual

Going Bush: Adventures Across Indigenous Australia, DVD series, Lonely Planet/SBS

Consider these resources;

<http://www.hbe.com.au/PUBLIC/HBEItemImages/PDF%20Library/Indigenous/Gunditjmara%20Country%20and%20Meet%20the%20Eastern%20Kulin.pdf>

VELS Links

Standards are indicated in italics.

Physical, Personal and Social Learning Strand

INTERPERSONAL DEVELOPMENT

Working in teams

Standard

At Level 3, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.

PERSONAL LEARNING

Managing personal learning

Standard

At Level 3, students set short-term, achievable goals in relation to specific tasks. They complete short tasks by planning and allocating appropriate time and resources. They undertake some multi-step, extended tasks independently. They comment on task progress and achievements.

CIVICS AND CITIZENSHIP

Civic knowledge and understanding

As students work towards the achievement of Level 3 standards in Civics and Citizenship, they build on their understanding of Australian society and investigate some of the different cultural groups, including Aboriginal and Torres Strait Islander (ATSI) communities, that make up the Australian community. They explore the ways that Australians are connected to other regional and global communities.

They explore symbols and celebrations of Australia's and Victoria's past and present; They consider what they value about Australia.

Students learn about the different types of groups in the community and their functions; they develop knowledge about their community and environment, and a sense that individuals' contributions can care for and improve the environment, their own lives and the lives of others.

Standard

They describe symbols and emblems of national life in Australia. They explain why protection and care for the natural and built environment is important.

Discipline Based Learning Strand

HUMANITIES

They examine stories, artefacts and other evidence from the past and present to learn about Australian society and its origins. They examine the histories of the cultural groups represented in their classroom, community and nation.

Students investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time. They learn about settlement patterns, major land uses, communication networks, and the location and variety of national parks in Victoria. They begin to make some simple comparisons between local and other Victorian environments: natural features, climate, land use and types of human activities. Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives.

Students begin to visualise and describe location and direction using simple alphanumeric grids and compass points. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.

Humanities knowledge and understandings

Standard

At Level 3, students describe and sequence some key aspects of the histories of cultural groups that make up their class, community and nation. They describe how aspects of places in their local area have changed over time. From direct observation or observation of a variety of media, they describe the human and physical characteristics of their local area and other parts of Victoria. They describe how people use and affect different environments in Victoria.

Humanities skills

Standard

Students draw simple maps and plans of familiar environments observing basic mapping conventions. They identify the location of places on a simple map using an alphanumeric grid and describe direction using the four cardinal compass points. Using atlas maps and a globe, they locate and name the states and territories of Australia.

MATHEMATICS

Space

Standard

They locate and identify places on maps and diagrams. They give travel directions and describe positions using simple compass directions (for example, N for North) and grid references on a street directory.

Interdisciplinary Strand

INFORMATION COMMUNICATION TECHNOLOGY

Standards

ICT for creating

At Level 3, students organise their files into folders classified in a way that is meaningful to them. Students explain the purpose of passwords for accessing files stored on networks. They follow simple plans and use tools and a range of data types to create information products designed to inform, persuade, entertain or educate particular audiences. They create information products to assist in problem solving in all areas of the curriculum. With minimal assistance, students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products.

They make ongoing modifications to their work to correct the spelling of frequently used words and to rectify simple formatting errors. They evaluate the final information product and describe how well it meets its purpose. Students make adjustments to their equipment and apply techniques that are ergonomically sound.

ICT for communicating

At Level 3, students initiate and compose email messages to known and unknown audiences and, where appropriate, send replies. Students create folders in their mailbox to organise the storage of email messages they wish to keep. They locate information on an intranet, and use a recommended search engine and limited key words to locate information from websites. They develop and apply simple criteria to evaluate the value of the located information.

THINKING PROCESSES

Standards

Reasoning, processing and inquiry

At Level 3, students collect information from a range of sources to answer their own and others' questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions.

Creativity

At Level 3, students apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate available information to explore ideas.

Reflection, evaluation and metacognition

At Level 3, students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.

Assessment Strategies			
When	What	Why	How
Pre and post assessment. At the start of the unit and the end of the Building stage.	Map of Australia	To establish what students already know about the geography of Australia and special places within it. To track development of students geographical knowledge throughout the unit. Humanities (Geography)	<ol style="list-style-type: none"> 1. Discuss places that are very special to you and your family. Define sacred places with students first. Which places would you say are sacred to your family? 2. Ask students to draw an outline of what they think Australia looks like on a blank sheet of A3 paper. 3. Ask them to mark in the states where they think they go, and label them. 4. Ask them to mark special or sacred places they know on the map. 5. Around the outside of the map have them write why they think these places are special. Repeat the activity at the end of the unit. Have students make statements about how their ideas have changed.
Pre and post assessment. At the start of the unit and the end of the Building stage.	Placemat activity	To establish what students already know about Indigenous peoples and places. To track development of students knowledge about Indigenous people and places throughout the unit. Civics and Citizenship	Placemat to contain following sections: <ul style="list-style-type: none"> • What do you know about Aboriginal and Torres Strait Islander people? • Name some places do you think are special or sacred to them. • What symbols or stories do you associate with Aboriginal and Torres Strait Islander people? • Name Aboriginal and Torres Strait Islander people you know or have heard about. Repeat the activity at the end of the unit. Have students make statements about how their ideas have changed.
During the Building stage	Map of Australia showing states and world heritage sites	To assess students geospatial skills as well as their knowledge of the map of Australia. Humanities (geography)	Give students a list of the world heritage sites in Australia. Discuss in pairs which categories each fits into. Students draw symbols representing these places on a map of Australia using an atlas to locate them. Colour-code the places according to the classification. (Use more than one colour if a place fits into multiple categories.)
During the Investigating Stage	Our Special Places: Why I Love...	To assess students' knowledge of places in Australia and their significance. Humanities (Geography, History), Civics and Citizenship	Our Special Places: Why I Love... Use the picture storybook 'Why I Love Australia' by Bronwyn Bancroft as a model. Students select a place that is special to them: <i>Where is it? What are its special features? Why is this place important to you? Who else would think this place is special?</i> They present their information in a range of ways.

BUILDING

Activities planned during this stage of the unit are designed to build the foundational knowledge and skills the students will need to investigate this topic.

Purpose	Activity	Teacher notes
To establish what students already know about the geography of Australia and special places within it.	Prior knowledge activity- Map of Australia <ol style="list-style-type: none"> 1. Discuss places that are very special to you and your family. Define sacred places with students first. Which places would you say are sacred to your family? 2. Ask students to draw an outline of what they think Australia looks like on a blank sheet of A3 paper. 3. Ask them to mark in the states where they think they go, and label them. 4. Ask them to mark special or sacred places they know on the map. Explain that these places could be special to them and their family, Aboriginal and Torres Strait Islander Australians or all Australians. 5. Around the outside of the map have them write why they think these places are special. 	Keep students work for comparison at the end of the unit when they repeat the activity.
To establish what students already know about Aboriginal and Torres Strait Islander people and places.	Prior knowledge activity- Aboriginal and Torres Strait Islander perspectives <p>Students complete a placemat activity to find out their prior knowledge of the Aboriginal people and places.</p> <ul style="list-style-type: none"> • What do you know about Aboriginal and Torres Strait Islander people? • Name some places do you think are special or sacred to them. • What symbols or stories do you associate with Aboriginal and Torres Strait Islander people? • Name Aboriginal and Torres Strait Islander people you know or have heard about. • <p>Collect and keep students work for comparison at the end of the unit when they repeat the activity. Discuss responses as a whole class once students have recorded their own ideas.</p>	If it becomes apparent that the students are unsure of who Aboriginal and Torres Strait Islander people are, consolidate this before continuing. An incursion, excursion or Indigenous guest speaker (eg. 'Cultural Infusion' or the Koorie Heritage Trust, or contact your local LAECG for a guest speaker)
Building a sense of Australia and the states and places in Australia.	Travelling Around Australia <p>Use the Alison Lester book <i>Are We There Yet?</i> Read a couple of pages each day. Look at the map of Australia and identify where in the story they are. Draw a pictorial representation of the places they visit on individual templates of a map of Australia.</p> <p>Create class wonderings</p>	Use this activity to correct any misconceptions students have about the map of Australia.

<p>To make personal connections to places in Australia.</p>	<p>Class Travels</p> <p>Children bring in photos of places they have been in Australia that are special to them. Add to a class map of Australia. Discuss with students why these places are 'special/sacred'. Have students discuss in pairs or small groups why they are special to them and then share with the class. Make a class list of why places are special and categorise them. For example; these places are special because; they have spectacular scenery; we have great family memories of things we did there.</p>	
<p>Developing understandings about world heritage listing</p>	<p>Heritage</p> <p><i>Activity taken from teaching resources kit (5/6) on the Australian Government Heritage website.</i></p> <ul style="list-style-type: none"> • Think of something old or from the past that is of value to your family. • Think, pair, share. • What is it? • Why is it important that you look after it? • What might happen if you didn't look after it? • Report back to class. <p>Discuss why is it important to look after things from the past? Use 5 whys strategy to go deeper with the discussion. Lead students to realise that things from the past teaches us about our history and our story</p> <p>Introduce the term 'heritage'. What does heritage mean? Brainstorm what they think it might mean then use dictionaries to find meanings.</p> <p>Unpack the mission statement of Heritage: "A gift from the past to the future." Discuss as a class.</p>	<p>It may be helpful to send a letter home to parents asking them to discuss any family objects, artefacts or stories that are important to the family and have been handed down through generations.</p>
<p>To identify places in Australia that are world heritage listed, and the reasons why.</p>	<p>World Heritage Sites in Australia</p> <p>Use the world heritage website and explore the places in Australia with the students. Explain to students that there are national heritage places as well as world heritage ones. Use the interactive map to see some of the places in Victoria as well as around Australia.</p> <p>Discuss with students: to be accepted for world heritage listing, a place must be an outstanding example of one or more of the following things:</p> <ul style="list-style-type: none"> • Architecture • Culture • Natural beauty • Historical importance <p>Give students a list of the world heritage sites in Australia. Discuss in pairs which of the above categories each fits into. Students draw symbols representing these places on</p>	<p>As a literacy activity students may like to investigate one of these places in groups of 2 and 3 and share their information with the class.</p>

	<p>a map of Australia using an atlas to locate them. Colour-code the places according to the classification. (Use more than one colour if a place fits into multiple categories.)</p> <p>Have students compare their maps to the Aboriginal and Torres Strait Islander map of Australia to see which Aboriginal and Torres Strait Islander country this place is in.</p>	
<p>To develop understandings that some places are special meaning to groups of people, some are special to Indigenous Australians, and some places are special/sacred to all Australians.</p>	<p>Sacred Places</p> <p>Read the following stories to identify where these places are, and why the places mentioned are sacred to the people in the story.</p> <ul style="list-style-type: none"> • Nyuntu Ninti • Down at the Easter Camp • Where the Forest Meets The Sea • In My Backyard <p>Have students work in groups of 3 to compare the stories. Draw out the concept that some places are special to family groups or individuals, and some places are special to all Australians.</p>	<p>Other books could be substituted that have particular relevance to students. Ensure you have representation of places that are important to Aboriginal and Torres Strait Islander people.</p>
<p>To establish some first hand stories and experiences of local places that are important to Aboriginal and Torres Strait Islander people.</p>	<p>Excursion</p> <p>Organise an excursion to a local Aboriginal site or organisation such as the Koorie Heritage Trust or Botanical Gardens.</p> <p>What places in Melbourne are special to the Koorie/Kulin people? What places in Melbourne are special to all Melbournians? Brainstorm in groups. Identify the top 4 sites using the heritage criteria. Share and justify the choices. (Venn diagram)</p> <p>Maths activity- create a map of Melbourne including symbols for the places of importance. Use Google maps as a reference.</p> <p>Students complete individual reflections about some of the places they saw or heard about and how they made them feel.</p> <p>Students may like to connect with schools in other parts of Victoria using ICT to ask them about local places that are special in their community, and Aboriginal and Torres Strait Islander places in their area.</p>	<p>An example from a school who created a blog in order to find out about special and sacred places around Australia can be found in the resources section.</p>

INVESTIGATING

Activities at this stage of the unit are designed to take the investigation deeper. Students are required to work more independently and apply the skills and the knowledge they have

developed.		
Purpose	Activity	Notes
<p>Demonstrate understandings about the importance of special places in Australia.</p> <p>To research places in Australia that are outside their immediate experiences.</p>	<p>Our Special Places: Why I Love... Use the picture story book 'Why I Love Australia' by Bronwyn Bancroft. Use as a model for how she has presented her feelings about places that are very special to them. <i>Ask students to think about the places they think are special to them. This could be a place they have been to that they have a special connection to, or a place they have found out about that they feel strongly about.</i></p> <p><i>Where is it? What are its special features? Why is this place important to you? Who else would think this place is special?</i> <i>Which of these aspects are relevant to your special place?</i></p> <ul style="list-style-type: none"> • Architecture • Culture • Natural beauty • Historical importance <p><i>Students present their work in one of the following ways:</i></p> <ul style="list-style-type: none"> • Create a picture story book such as 'You And Me' Our Place' by Leonie Norrington and Dee Huxley, or 'My Home in Kakadu' by Jane Christopherson. • Write to the world heritage council to persuade them to place a particular special place on the World Heritage List. • Create a glogster • Create a blog to tell the people about your special place, and ask them about there special places. • Create a podcast using garageband. • Write and illustrate a poem such as 'My Country' by Dorothea MacKellar • Negotiate your own way of presenting the information. <p>Students work individually. They will need to respond to the above questions then plan how they will present. They need to consider the audience for their presentation. Workshops will be run to help students with the skills needed to complete their choice of presentation.</p>	<p>Assessment task.</p> <p>An alternative to this task could be: 'Designing a Heritage Tour of Australia'</p> <p>See worksheet 1 for details.</p>
<p style="text-align: center;">PERSONALISING</p> <p>Activities at this stage of the unit are designed to help students reflect on and put into practise what has been learned in real life contexts.</p>		
To enable students to	Presentation of students 'Why I Love...' task	

share their work and gain feedback from others.	Students share their work and give each other feedback on their presentations.	
For teachers and students to evaluate what the students have learned during the topic.	Prior Knowledge tasks Repeat the prior knowledge tasks from the start of the unit <ul style="list-style-type: none"> • Map of Australia • Placemat (add to the original placemat using a different colour) Have students compare their pre and post maps and placemats and discuss how their ideas have grown and changed.	

Links to Literacy	Reflective writing Researching skills Reading for information - books and websites Poetry- reading Australian poetry, writing poems Creating a blog or wikispace or writing emails
Links to Numeracy	Location- Mapping skills Using charts and tables Measurement- distance and time

Worksheet 1:

ALTERNATE ASSESSMENT TASK

Designing a Heritage Tour of Australia

Students work individually, in pairs or small groups to design a trip in Australia visiting at least 4 sites that are outstanding examples of:

- Architecture
- Culture
- Natural beauty
- Historical importance

Task outline:

- At least one site to be World Heritage
- At least one not from the World Heritage list, but still meeting the criteria.
- You must include at least one place that you have never been to before.
- You must include one place for each of the 4 criteria.
- One of the places you include must be a site that is important to Aboriginal and Torres Strait Islander people.

Must Include:

- You need to include a map that shows your route and the places you are visiting.
- Information about each of the places including the following:
 - ⇒ Explain what the place is and some of its features
 - ⇒ Where is this place?
 - ⇒ What is it used for and who is it used by?
 - ⇒ Outline how it fits the World Heritage criteria.
 - ⇒ What is the value of the place in your opinion?
 - ⇒ Is this place important to Aboriginal and Torres Strait Islander people? In what way?
 - ⇒ NB this can be presented in a variety of ways eg a brochure, powerpoint, poster, travel diary, blog etc.
- Research plan and timeline
- Pictures of the places visited
- Bibliography

Can Include:

- Postcards from the places you visit
- Souvenirs
- Calculate the distance travelled, and a budget including accommodation, travel costs etc.
- Photo album of your trip (put yourself in the picture)
- Write a poem about one of the places
- Interview a local personality (role play)

