



Mapping and Tracking

Year 4 HASS and Science

Department of Education

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Our vision is for a community that cares for self, others and the environment to achieve enough for all forever.

The Big Idea: Connecting to Country through Mapping and Symbol Use

Students' Blanket Role: Park Orienteers

Program Snapshot

During this program,

Students explore Peacehaven Botanical Park on two levels:

1. To engage in basic mapping and orienteering skills
2. Students perceptions of how the first Australians would have used this place in times past are recorded as a story using Indigenous symbols.

HASS: Achievement Standard (extract)	Students describe the location of places and their features using ...compass direction and ...interpret geographical data to identify spatial distributions and simple patterns and draw conclusions.
Content Description	The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability.
Elaborations	Students investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments.
Science: Achievement Standard (extract)	Students describe relationships that assist the survival of living things.
Content Description	Living things depend on each other and the environment to survive.
Elaborations	Recognising how Aboriginal and Torres Strait Islander Peoples perceive themselves as being an integral part of the environment.

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

OI.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place



Students begin to engage with the priority as they develop an awareness and appreciation of, and respect for, Aboriginal and Torres Strait Islander literature. This includes storytelling traditions (oral narrative) and contemporary literature.

Pre-visit:

- Teachers access location map and layout of Peacehaven Botanic Park and discuss with students <https://www.peacehavenpark.org.au>



Visit Day– Program

- Up close and personal investigation of Peacehaven Botanic Park including flora and fauna-birds and native plants in particular
- Basic mapping skills using the park's surrounds - natural and human built
- Creating a pictorial story contextualised in the local area using Indigenous symbols

Conclusion:

- Choose select students to present their pictorial stories orally to group
- Review importance of area to Jarowair of the Waka Waka nation

Call to Action:

- Encourage visitation of Peacehaven Botanic Park and other local sites

Post-visit- consolidation ideas

- Students present recounts of various local site visits to class

Amaroo EEC pedagogy

Amaroo is guided by the Place-Responsive Pedagogy, in particular Learning Beyond the Classroom.

This particular program uses the strategies of **Learning By Doing** and **Being in the Natural Environment**.

Additionally at the fore-front of our pedagogy is connectedness, real-world context, authentic cultural experiences, sense of place, and recognition of difference, which can lead to other powerful, long-term, lifestyle outcomes, often not assessable in traditional curriculums.

For more information please refer to Amaroo's [Pedagogical Framework](https://amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf) (amarooeec.eq.edu.au/supportandresources/formsanddocuments/documents/pedagogical-framework.pdf)

