

## Ideas:

### Science: Physical Sciences:

*The quantity and variability of water resources and the liveability of places, including studies drawn from Australia, and one from West Asia or North Africa. (ACHGK040) (ACHGK039) (ACHGK045)*

*The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst) (ACHGK048)*

*The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)*



USING the Murdoch and Hornsby model for planning:

- Tuning in
- Finding out
- Sorting out
- Going further
- Exhibiting

THEN GO from there to the BP prompts.

It would make it clearer, perhaps.

The students will be safest with BLANK level 1,2 questions... Try to get them thinking harder, tougher... build curiosity around the questions to push interest...

Aim to get to Level 4

## **What is the deep learning about the land that you want the students to have?**

1. Is it.... BLANK LEVEL 4 question... examples:

- What is happening outside my window? What can I see?
- The story of my land in the past and the future is?
- How does the land around us make us the people that we are ?
- When did the Yarnangu people know the whole story of the land ? What was it?
- What are the stories of the road through the lands? Who can tell us? Why did the road go that way not that?
- Who decided what community to connect with what?
- Do we need the road in our community? Why? Did we always?
- The story of my land in the past and the future is?
- How does the land around us make us the people that we are ?

2. Big rain coming would be rather good here as the images are magic.

Each page could be part of an overall narrative.

In FX the older Students had an inquiry called Who/ what is waiting for the rain?

We modelled the inquiry on the text 'Big Rain coming "

- What do we know about water on our land?
- Who can tell us?
- What can tell us?
- Who holds the knowledge of the water on our land ?
- Do we need to know Two way about the water on our land?
- What does water give us?

3. There is an ECE text called 'Are we there yet?' by Alison Lester .

We used his text to create a journey around Australia to the various communities and landforms.

The idea would work for your students to give them a sense of being part of a BIG country BUT the images might be too childish.... BUT it could work.

'Let's go exploring.... WIDE"

Start from here, where we are now... Where will we go? N S E or W?

- How?
- What will we need to take with us?

How about they create a van/ ute/ something to take whoever they want to take with them. ]

So ,maybe a shoebox construction.

The DMA process?

It will need:

- What?
- Wheels?
- Seats
- Roof
- Fuel?
- Beds?
- Table?
- Storage for?

Make it.

Then they 'take' [visual story on ipad.... maybe or a mural or a story map or a scene at each place... ] whatever they have created around ENWS Australia on the map and at each place they camp and ask what is it that they will notice in terms of spiritual, cultural landscapes / landforms at the Barrier reef or Ningaloo or Kakadu or Sydney or Tasmania or.....

#### 4. What do artists tell us about Landscape?

Landform?

Hook the students into a range of artists from all around the world including local artists. Celebrate the work of the locale.

So Constable or Turner paintings in England, Drysdale or artists from the Heidelberg school in Australia, artists from Bali, from China, from Japan.... maybe the famous volcano one , Canada and snow....

What a brilliant way of exploring landscape around the world.

Maybe the Teacher presents different ones as they tune the students in and as they go through the students choose one that they really like to explore further and they write their narrative about that?

Look at abstract artists painting landscape too

#### 5. What about choosing a food from 10 different contexts around Australia and the students do a Master chef activity around their chosen ingredient?

As part of that they write a report on the conditions required to grow and harvest the product

AND create a meal that demonstrates it ..

So:

- Sweet potato or Yams from
- Macadamia nuts from
- Bardi grubs from

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- Barramundi from
- Avocado from
- Oranges from
- Apples from
- Bush tomatoes from... etc.,