

STAGE 1 UNIT 1 - PEOPLE ARE CONNECTED TO PLACES AND GROUPS



What is included?

- PowerPoint with over 490+ slides
- Student workbook and assessment tasks
- PDF for easy printing
- Teaching notes under each slide

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What is included?

- Quick links to units.
- Sections for each lesson included in the PowerPoint presentation.
- Self Assessment tasks.
- Anchor Charts

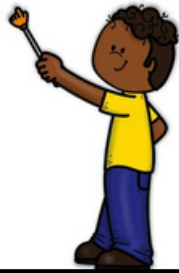
Lesson 1: 1-2 What is land?

Duration: 40 minutes

1. Revise geographical vocabulary related to mapping explored in Early Stage 1.
For example, map, globe, inland, coastal and ocean. Record each word on the board and read aloud.
2. Provide a brief definition or context for each word to enhance understanding.

Vocabulary

map
globe
inland
coastal
ocean



Lesson 1: 1-10



Turn and talk to your partner.

What is this?

What is it used for?

A globe is another type of world map and is round like the Earth.

When I point to different parts of the globe, show a thumbs up if the location is land and thumbs down if it is water.

Yell out AUSTRALIA when I point to it.

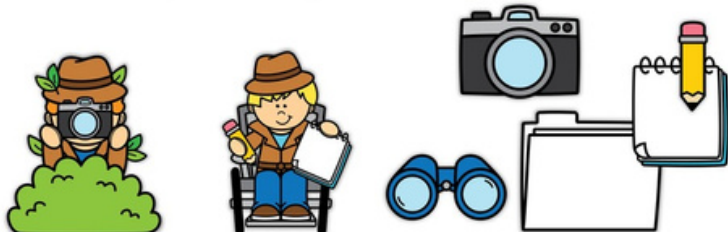
Lesson 2: 1-2

Learning Notes

What is a Geographer (revision)



- ☐ A geographer is someone who studies the Earth.
- ☐ Geographers learn about the land, water and even the people who live in different parts of the world.
- ☐ Geographers use information and tools, such as maps and globes, to help understand where things are and how they are connected.



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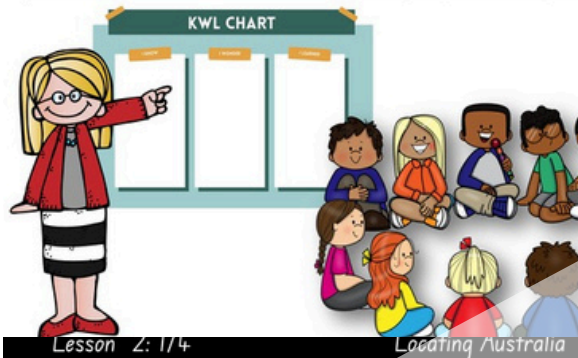
Lesson 1: 10/11

What is land?

Regroup and invite groups to share what they recorded.

As groups are sharing, revoice students' responses and seek input in the discussion by inviting students to add to the ideas of others.

Record the common ideas shared from each group on the large class copy of the KWL chart.



locate

'To locate' means to find the position or place of something.

Model locating items in the classroom, by pointing to their location and using a think-aloud to describe the location. **For example**, 'I can locate the fans on the ceiling of the classroom.'



Let's take turns to locate items in the room by pointing.

For example, 'locate the door' or 'locate something purple'.

Lesson 2: 8

Locating Australia

On a globe or world map, demonstrate identifying:

- ☐ the location of Australia in the world
- ☐ whether Australia is surrounded by water or land
- ☐ land near Australia
- ☐ the coast of Australia
- ☐ an inland area of Australia.



Note: if physical maps and globes are not available, online maps and globes can be accessed using [Google Earth](#) and [MapMaker](#).

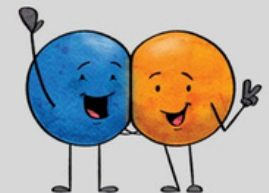
Lesson 2: 9/10

Locating Australia

Provide pairs with physical maps or globes.

Pairs play a game of '**I can locate**' by following prompts to locate specific things on the maps or globes. **For example:**

- ☐ locate Australia
- ☐ locate land near Australia
- ☐ locate the coast of Australia
- ☐ locate a small island that is part of Australia
- ☐ locate water near Australia
- ☐ locate an inland area of Australia
- ☐ locate land that is far away from Australia.



How you can use it:

All lessons are planned to be 60 minutes long.

There are 16 lessons plus 4 optional ones

Save yourself hours of preparation time

This unit aligns with the new NSW syllabus documents.
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HSIE Units

STAGE I HSIE UNIT I

People are connected to places and groups



- ☐ PowerPoint with over 490+ slides
- ☐ Student workbook and assessment tasks
- ☐ PDF for easy printing
- ☐ Teaching notes under each slide
- ☐ Google Slides™ version included

☐ Aligned to the NSW units for Science 2026.



STAGE 1 UNIT 1 - PEOPLE ARE CONNECTED TO PLACES AND GROUPS

Lesson 4: 6/1

Oceans of the World

Working in pairs, you will each get a world map.

1. Identify each ocean as it is named.
2. Identify and name the continents near that ocean.

Indian Ocean

Arctic Ocean

Pacific Ocean

Southern Ocean

Atlantic Ocean



Thumbs up or thumbs down?

Thumbs up for yes, thumbs down for no

Answers

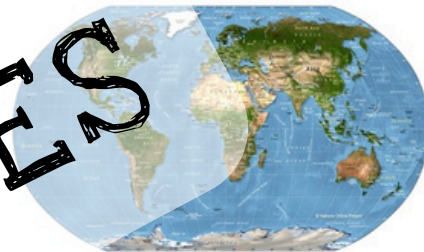
Put your thumbs up for a fact that is true and a thumbs down for a fact that is false.

- ☐ A continent is made up of land. (True.)
- ☐ There are 6 continents. (False.)
- ☐ Asia is the largest continent. (True.)
- ☐ There are 5 oceans. (True.)
- ☐ The Pacific Ocean is the largest ocean. (True.)
- ☐ Africa is the smallest continent. (False.)

Lesson 5: 3/4

Political and Physical Maps

Click on the physical map below



Zoom in to demonstrate identifying natural features on different continents.

Model a think-aloud, for example,

'I can see a desert in Australia, mountains in Asia, ice in Antarctica and rainforests in South America.'

5. **Check for understanding** by reviewing student responses. Provide feedback and correction as needed.

6. **Revise** the location of the 7 continents and 5 oceans by displaying [Resource 6 - labelled continents and oceans](#).

7. **Assess** students' readiness to move to the core lesson or reteach the 7 continents and 5 oceans of the world.



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The World Map

Review

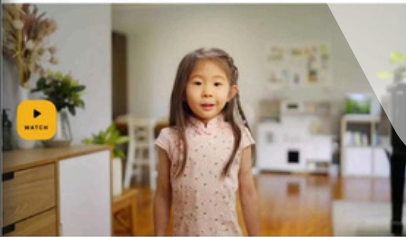
1. How many continents are there?
2. How many oceans are there?
3. Can you name one of Australia's neighbouring countries?
4. What are the names of the oceans that surround Australia?



Lesson 8:5/6

Connections To Places Around The World

China



People can feel connected to places through family, culture and experiences.

How might people be connected to places through things like family, culture, celebrations or language?

Why did Zoe feel connected to China?

For example:

Zoe feels connected because her family is from China and she has visited special places there, like the Great Wall of China.

Lesson 6:13

Our Neighbours

Heads or Tails

Guide students to play 'heads or tails' by pointing to different countries on the globe. If the country is located in the **northern hemisphere**, students put **hands on heads**. If the country is located in the **southern hemisphere**, students put **hands on hips**.

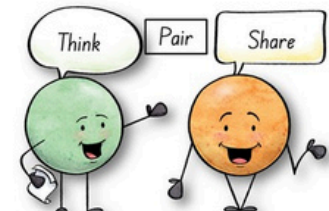


Lesson 8:9/12

Connections To Places Around The World



Think-pair-share: identify a place in the world you have a connection to and explain the connection.



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What is included?

- Video links
- Created for use with the IWB.
- Suggested teaching prep for each lesson.
- Outcomes and indicators included for each lesson.

Lesson 8:1 Connections to Places Around the World

Duration: 40 minutes

Note: it is recommended that family support be sought prior to this lesson to acquire if students have connections to different places in the world. Invite students to discuss countries their family comes from or has links to, such as places relatives live, cultural traditions, holidays or languages spoken at home.

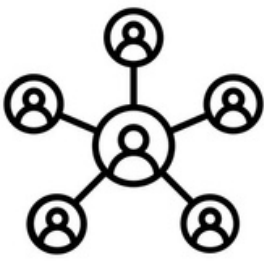
People often feel connected or have connections to different places in the world.

These connections may be through family, culture, special memories or experiences such as travel.

Name: _____ Date: _____

Self Assessment

I can describe reasons people are connected to places across the world.	☐ 	☐ 	☐ 
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Lesson 2: 1/4 Locating Australia

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