

Special Places (People live in Places)

Field of Mars Reserve - Early Stage 1



School name: Public School

School phone:

Organising teacher - first name:

Organising teacher - last name:

Email:

Mobile:

Incursion:

Start time: 10.00am

Finish time: 2.15pm

Date:

Approx student numbers:

Number of classes: 2

Grades: Kindergarten

2nd date (if required):

Approx student numbers:

Number of classes:

Grades:

Teacher checklist

Location – Field of Mars Reserve, western side of Pittwater Road, East Ryde.

Bus access - give supplied access information to driver. No bus entry into Field of Mars Reserve.

Cost -DOE \$16.00 per student, no GST. Non Gov School Cost: \$26 per student (GST free, minimum charge \$550)

Bring - essential items only: medications, food, water, sunblock, hat and raincoat in a small backpack.

Clothing - sports uniform recommended. Hats and sturdy closed shoes essential for all visitors.

Staffing - classroom teachers will be involved in all activities including rugged bushwalking.

Parent helpers - one per class. Closed shoes and hat essential. No preschoolers please.

Name tags - reusable and pinned on.

Extreme or wet weather - may result in the excursion being modified, postponed or cancelled. This includes days predicted to be above 35°C, high winds, extreme bush fire danger and dust storms.

Ph: 98161298

Cancellations - less than two weeks notice \$100. This does not apply to cancellations due to weather.

Medical or special needs - please notify EEC staff.

Limited bin access - all student waste will be taken home by students so 'nude food' containers are encouraged.

Student welfare - students will be outdoors all day, bushwalking in various terrain types. It may not be suitable for students who have been recently unwell.

Inquiry questions

Where is the Field of Mars reserve?

What is the Field of Mars reserve like?

What makes the Field of Mars reserve special?

What does the Field of Mars reserve mean to different people?

Learning activities

Acquiring geographical information

- Sensory exploration of places
- People in places
- Forest places

The focus of these three exploration activities is for students to investigate the features of the Field of Mars reserve, the characteristics of places within the reserve and to consider how we can care for them.

The **Sensory exploration of places** bushwalk activity explores the banks of Buffalo creek and the parkland, bushland and rocky outcrops nearby. Students use an attractive kindy-friendly map to plan their route, hear the Aboriginal dreaming story of Garigan the blue-tongue lizard and use natural grass materials to simulate the texture of a lizard's back. They will also engage in other activities such as leaf shape rubbings, directional games treetop-mirror walking and other sensory experiences.

The **Forest places** activity occurs on a sandstone platform surrounded by eucalyptus trees and shrubs. Students work together to reach this special place using their maps. They connect their experience of the surroundings to Aboriginal story of Kookaburra and snake. Other activities may include a nature spot, hand-lens micro-hiking, symphony of bush sounds and a treasure hunt of natural materials.

The **People in places** activity takes place in a peaceful area where grassy recreational spaces mix with the bush. Areas such as this have distinct meanings for aboriginal and other people.

After hearing some stories of people and place students are given freedom to plan, create and construct their own nests, shelters and even shopfronts using the abundant natural materials. Students are introduced to the "leave no trace" rule and challenged to help return area to a natural state.

Processing & communicating geographical information

Storymapping

After hearing the story of "The lost girl" there may be time for a final activity where students work in small groups using natural and human-made materials to create and share stories of people, animals and places, why the places are special and why we need to take care of them.

Syllabus outcomes and content

Geography K-6

Outcomes:

- identifies places and develops an understanding of the importance of places to people GEe-1
- communicates geographical information and uses geographical tools GEe-2

Important places

- Investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)
- identification of places they live in and belong to
- discussion of why places are special and how people care for them
- explanation of why people need to take care of places

Locating places

- Investigate how the location of places can be represented, for example: (ACHGK001)
- location of familiar and local places on maps
- description of the location of places

Other content

Learning experiences will also support but not explicitly teach the following content:

- investigate the Countries/Places important to Aboriginal or Torres Strait Islander Peoples, for example: (ACHGK003)