



Stage 1 – Geography Features of Places

Rumbalara Reserve, Gosford

Program Overview

A bushwalk and hands on investigation of Rumbalara Reserve that allows students to use the geography inquiry process to examine interconnections between natural and human features and sustainability for the future.

Key Questions

1. How do people and animals use this environment?
2. How can we care for this place?
3. How can spaces within a place be used for different purposes?

Learning Experiences & Content

Geographical Tools

Students will use a map and key of Rumbalara Reserve to identify how people use the reserve and then make their own sketch map of human and natural features. Using their senses they will collect data about the natural features of the reserve.

Walk through Rumbalara Reserve

The walk begins at Yaruga Lookout and continues down to Rumbalara EEC. Along the way students will see many different types of plants and habitats. At a second lookout overlooking Gosford, students can observe the different ways people use Gosford.

Aboriginal Shelters

En-route to Rumbalara students will walk past a gully that was once an Aboriginal camp site. Students will use natural materials from the bush to design/build their own gunyas and discuss how Aboriginal Peoples cared for the environment.



Treasure Hunt

Students will follow clues to solve a mystery in a narrative about a ringtail possum. This activity is interactive and involves a short stroll around the Rumbalara Centre immediate area. Students will learn about where local animals might shelter and how we can help protect animal homes.



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Outcomes







Geography K-6

- ✿ **GE1-1** describes features of places and the connections people have with places
- ✿ **GE1-2** identifies ways in which people interact with and care for places
- ✿ **GE1-3** communicates geographical information and uses geographical tools for inquiry

Geography Content

This program explicitly teaches: **Features of Places**

Students:

- ✿ investigate features of places and how they can be cared for, for example: **(ACHGK005)** 
 - description of the natural and human features of places **STVR** 
 - discussion of the natural features of places identified in Aboriginal Dreaming stories and/ or Legends of the Torres Strait 
 - consideration of how a place can be cared for eg a park, farm, beach, bushland   

Supports: How places are organised

Students:

- ✿ investigate activities that occur within places, for example: **(ACHGK007, ACHGK008)**
- ✿ examination of why various activities in an area are located where they are eg school, shops

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This program also supports:
Science Stage 1 – Outcomes

A Student:

- **ST1-4LW-S** describes observable features of living things and their environments