

# YEAR 2/3

# Gold Coast Landmarks

## Gold Coast Landmarks Education Program - Teacher Overview

### Introducing the program

This self directed program allows students to develop a greater appreciation of the Gold Coast's historic and geographical environment and its place within South East Queensland's landscape. Students embark on an exciting exploration of fact finding fun – learning about the construction of the SkyPoint building and its importance as an identifiable landmark within the Gold Coast area.

### Optional unit plan

To assist with the implementation of SkyPoint's Gold Coast Landmarks program an optional unit plan has been designed to strengthen and contextualise the learning outcomes. The program aligns with the Queensland Curriculum, Assessment and Reportings Framework (QCAR) Essential Learnings and Standards. It encompasses learning outcomes that fall within the Studies of Society and Environment strand, but also provides opportunities to link with most KLAs including English and Technology Essential Learnings.

### Activity booklet

The student activity booklet includes pre and post learning activities and excursion tasks. The booklet has been designed to allow the students to collate information gathered throughout the unit and reflect on the learning acquired.

### Overview of Essential Learnings covered

#### **Main Focus                      Studies of Society & Environment - Place and Space**

- Local environments are distinguished by natural features, places of importance to particular groups, and public spaces
- Resources and environments can be used, conserved and protected by valuing and applying sustainable practices
- Maps have symbols to represent places and identify the relative position of features including landmarks and locations

Key Learning Areas	Knowledge & Understanding	Ways of Working	Experience/s
<b>Studies of Society &amp; Environment</b>	-Place and Space -Time, Continuity and Change	-pose and refine questions for investigations -plan investigations based on questions and inquiry models -collect and organise information and evidence -communicate social and environmental ideas	-describe how aspects of places in their local area have changed over time -describe how people use and affect different environment -draw simple maps and plans of familiar environments observing basic mapping conventions -describe direction using the four cardinal compass points
<b>English</b>	-Speaking and Listening -Reading and Viewing -Writing and Designing -Language Elements -Literary and Non-literary texts	-identify main ideas and the sequence of events and make inferences -recognise and select vocabulary and distinguish between literal and figurative language	-ask and answer questions, share ideas in class discussions, small and large group activities -use visual displays at SkyPoint to complete activities -Illustrate and record ideas while at SkyPoint -draw and recount visit to SkyPoint using appropriate language to describe the main features of the visit -draw and write ideas about how the Gold Coast will change over the next few years
<b>Mathematics</b>	-Number -Measurement -Space	-reflect on mathematics and identify the contribution of mathematics to personal situations	-count objects -identify shapes and draw objects with different attributes -record information in a tally graph and display and discuss results
<b>Science</b>	-Science as a Human Endeavour -Earth and Beyond -Life and Living	-draw conclusions that are supported by evidence, reproducible data and established scientific concepts	-describe natural physical and biological conditions, and human influences in the environment, which affect the survival of living things
<b>Technology</b>	-Technology as a Human Endeavour -Information, Materials & Systems	-generate design ideas that match requirements -communicate the details of their design using 2D or 3D visual representations	-plan, design and construct a model building
<b>Health &amp; Physical Education</b>	-Personal Development	-apply personal development skills and strategies in team and group situations	-participate in class discussions and demonstrate appropriate behaviour while visiting SkyPoint

## SUGGESTED LEARNING ACTIVITIES

### MOTIVATION

1. Students talk about the places students like to visit in the Gold Coast.
2. Students illustrate one of their favourite places and include three specific activities they can do there.
3. Group students who have chosen the same special places. In groups students discuss and record why that particular place is special, and the activities that can be carried out there.
4. Report back the whole class.
5. Display the students' work.

### SPECIFIC LEARNING

1. Teacher introduces the word 'LANDMARK' and asks students to share their ideas of what this word means.
2. Students use a dictionary to find the meaning and record some places they think may be landmarks in the Gold Coast.
3. Teacher tells the students that a LANDMARK is a large prominent or well-known object in a particular landscape and that there is only one of these objects.
4. Whole class brainstorm, identify and record some Gold Coast Landmarks.
5. What makes these landmarks special? (*There is only one and it may have meaning e.g. memorial*)
6. What can you do at these places? (*Exercise, relax, play sports etc.*)
7. Think, pair, share activity. Students talk about and records ideas about what makes landmarks special, why people may visit them and what activities people can do at these places.
8. Individually students use a Venn diagram to compare two Landmarks with the activities people can do there. Include the different activities that can be carried out at each of the places (**Activity 1**).
9. Complete a comparison chart that shows each place and the activity people do there.
10. In pairs students look at a map of the Gold Coast and identify the locations of various Gold Coast Landmarks.
11. In pairs or individually, students chose a landmark to research thoroughly. Students identify and answer their own questions by using book references, the internet or gathering information from the particular place (may take two weeks to complete).
12. Students look at a variety of brochures and talk about the design elements, layout and information content.
13. Students record the information about their chosen landmark in an information booklet that promotes the landmark and encourages people to visit.
14. Before the visit, talk about the significance of Q1 Tower and the impact it has on the Gold Coast.
15. Students discuss the reasons why SkyPoint / Q1 was built (*residential Tower, Observation Deck and Gold Coast Icon*).
16. Students discuss the people who visit the SkyPoint and the different reasons for their visit (*tourists to see the city, students to research the city etc*).
17. Ongoing – Monday morning make a class graph of the places students visited over the weekend. Talk about the results. Students make weekly predictions of where they think class members may have been. Write a report about their weekend visit.

#### QDECK VISIT

In small groups students collect information about Gold Coast landmarks as required by the teacher.

**Activity 2** – Find the Landmarks

**Activity 3** – Mapping

**Activity 4** – What can you see?

**Activity 5** - City Shapes and Lines

#### FOLLOW UP AT SCHOOL



**SKYPOINT**  
OBSERVATION DECK | GOLD COAST

1. Whole class discusses the SkyPoint visit.
  - What did we learn?
  - What were the good things we did?
  - What did we see?
  - How did we feel?
  - What made it a great experience?
2. Students sequence the activities in a flow chart.
3. Students write a recount of the visit using 'w and h' questions and format to plan.
4. Students write paragraphs of information and questions to go with the digital photographs to make a display.
5. Students make a slide show or power point presentation using the digital photographs.
6. Whole class talks about the activities people like to do at particular places and environments.
  - What would happen if people were unable to go to these places?
  - Could they still participate in their activities?
  - Would the activities change?
7. Whole class talk about what the Gold Coast will be like in 100 years.
  - Would the Q1 Tower still be there?
  - Why might there be changes? (*More people, more inventions*)
  - How will these changes affect people living in the Gold Coast and the activities they can participate in? (*More choices, faster pace, less outside playing areas*)
8. Students choose 2 landmarks to focus on and draw and record ideas on how they may have changed over 100 years (**Activity 6**).
9. Students design and create a building they think maybe part of the Gold Coast in 100 years time. Devise a plan that outlines the materials needed and the process of making the building. Students take into consideration of the impact the building may have on society, the environment and economy.