

## **OUR COMMUNITY**

### **LEVEL**

The Early Years, Level A-D (towards foundation),  
Foundation – Level 2

### **ACTIVITY DESCRIPTION**

Students identify and describe various places in their community. They discuss what makes up a community and the importance of place. They locate examples of different places and match them accordingly. They consider communities in the past compared to today and discuss the changes in community over time.

### **THEME**

- Past and present
- Community
- Place

### **MATERIALS REQUIRED**

- A3 Community worksheets
- Pencils
- Community pictures
- Scissors
- Glue

### **INSTRUCTIONS**

Discuss the concept of community as a whole group. Answer the following questions through a teacher-led discussion.

What is a community? What makes up a community? What does your community look like? What facilities do you use in your community? What natural features are part of your community? Is your community a special place?

Hand out the worksheet to each student. Discuss each of the places listed on the worksheet. Alternatively, as a whole class activity, use a whiteboard to share ideas.

Ask students to cut out each of the pictures on the worksheet and identify where each picture should be placed.

Ask students to share their work with other students around them.

Discuss with students if they think their community has changed over time? Why?

What does their community look like in the future?

### **SUGGESTIONS FOR ASSESSMENT**

Participation in class and small group discussions. Use of key vocabulary. Identification of different places in the community. Successful completion of the worksheet.

## **Q BACKGROUND INFORMATION**

A community is a place where people live or work together. There are many different places to visit and people to see. People in a community may shop in the same stores, be part of the same group or go to the same school. They help each other and solve problems together. Communities can be a family, recreation, education or employment. Communities have lots of things in common. They all have buildings, business, transport and people. They also have natural characterises like parks and gardens. Some communities have rivers, lakes or oceans nearby. Communities can be different sizes. Some communities have lots of people and are very loud, other communities are small and quiet. There is a different community for everyone.

## **▶ CURRICULUM LINKS**

### **THE HUMANITIES**

#### **HISTORY**

Identify perspectives about changes to daily life from people in the past or present ([VCHHC055](#))

Identify examples of continuity and change in family life and in the local area by comparing past and present ([VCHHC056](#))

Identify the significance of a person and/or place in the local community ([VCHHC057](#))

#### **GEOGRAPHY**

Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently ([VCGGC057](#))

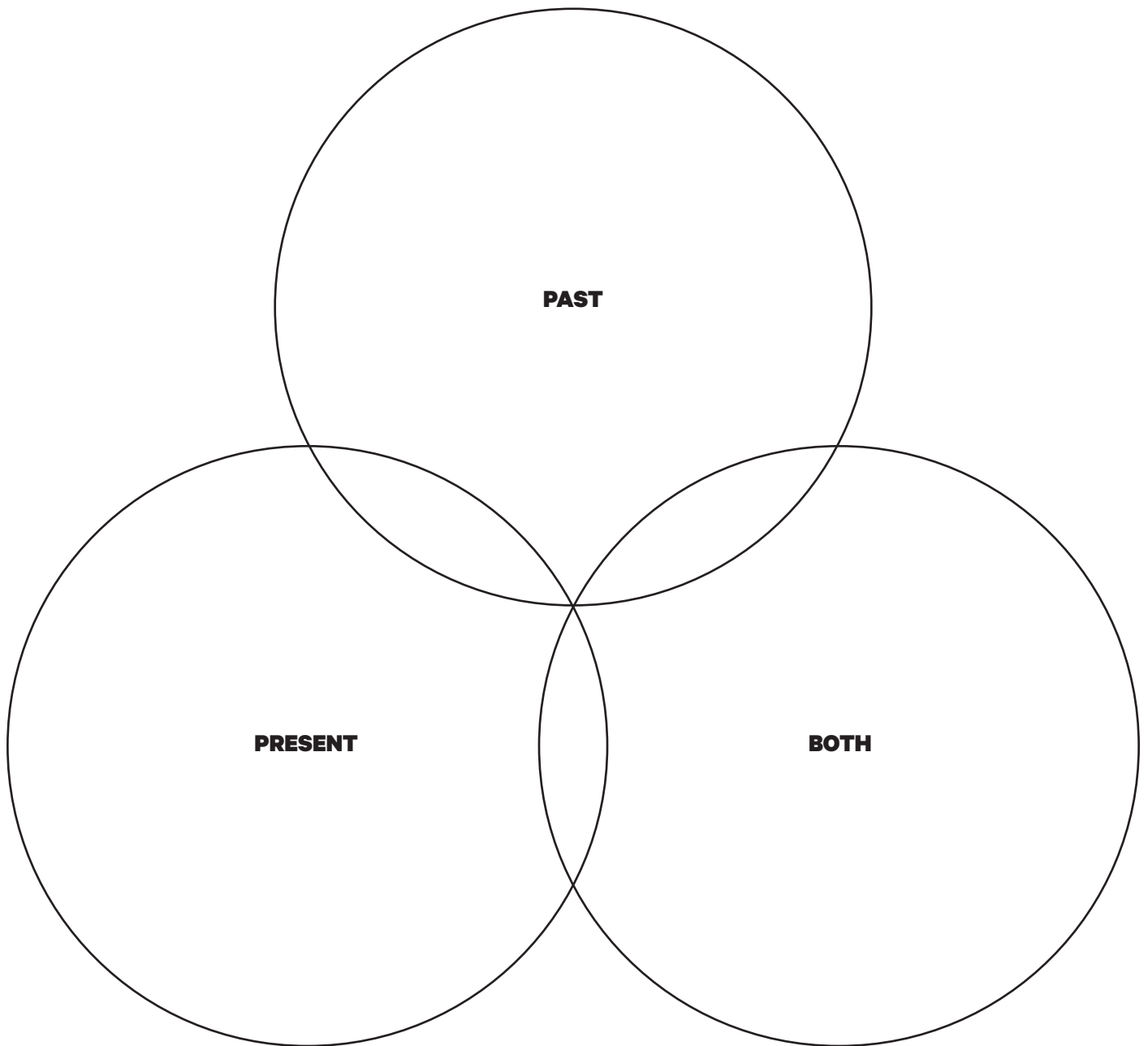
Describe and explain where places and activities are located ([VCGGC058](#))

Identify how people are connected to different places ([VCGGC059](#))

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**WHICH PLACES MAKE UP A COMMUNITY? USING THE HEADINGS, PAST, PRESENT AND BOTH. CUT OUT EACH OF THE PICTURES, AND GLUE THEM UNDER THE CORRECT HEADING.**



Which community places are the same in the past as they are today?

\_\_\_\_\_

\_\_\_\_\_













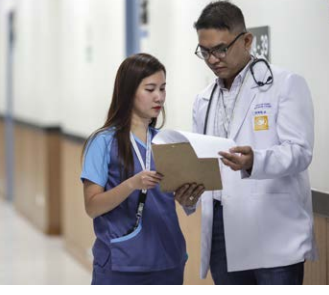
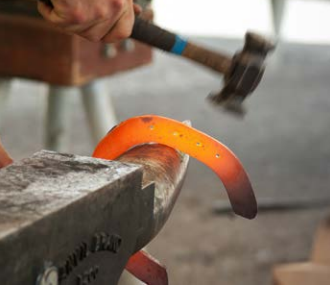

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How has our community changed over time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<p><b>CHURCH</b></p> 	<p><b>HORSE &amp; CARRIAGE</b></p> 	<p><b>BUS</b></p> 	<p><b>FIRE STATION</b></p> 
<p><b>TRAIN</b></p> 	<p><b>SCHOOL</b></p> 	<p><b>MILK BAR</b></p> 	<p><b>POST OFFICE</b></p> 
<p><b>BANK</b></p> 	<p><b>PARK</b></p> 	<p><b>DENTIST</b></p> 	<p><b>RESTAURANT</b></p> 
<p><b>HOSPITAL</b></p> 	<p><b>BLACKSMITH</b></p> 	<p><b>FOREST</b></p> 	<p><b>SUPERMARKET</b></p> 