

Teachers' Manual

for Student Workbooks 1-7

Aligned with the Australian National Curriculum



Book 1

Places Have Distinctive Features

Book 2

People Are Connected To Places

Book 3

Places Are Similar And Different

Book 4

The Environment Sustains Life

Book 5

Characteristics Of Places

Book 6

A Diverse And Connected World

Book 7 - Unit 1

Resources In The World

Book 7 - Unit 2

Place And Liveability

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Section 1

Describing Places

- the pictures into more specific groups, for example under categories such as: transport, animals, buildings, vegetation, landforms, etc.

School Features (Page 14)

Extension Activity

- On a map of the school, colour in natural features and constructed features.

Materials (Page 15)

If students are having trouble suggesting reasons, give them examples of unsuitable materials that the features could be made from (e.g. a basketball court made of foam) and have them say why these materials wouldn't be suitable.

Grouping Features (Page 16)

Students could also group the features under the following headings: big or small, inside or outside, home or school.

Pick This Place (Page 17)

Discuss the features of advertisements with students before completing this activity. For example, advertisements should include: a title, pictures, information about the place (e.g. best time to visit) and words that describe the place. If possible, collect some examples of advertisements for students to view and analyse before completing this activity (preferably advertising a tourist attraction).

Symbols And Keys (Page 18)

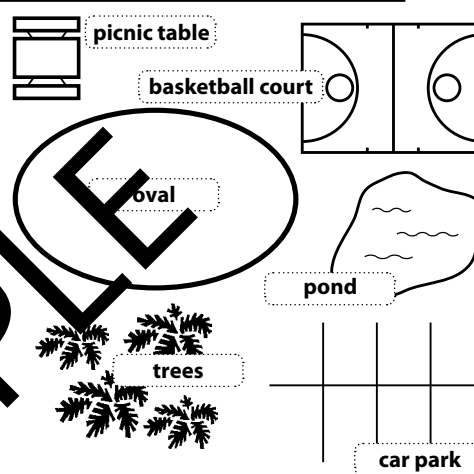
Discuss with students why maps use symbols instead of realistic depictions of places and objects. View a range of maps and discuss the symbols that are present. Highlight to students that the same places and objects

might have slightly different symbols on different maps.

Extension Activity

- Have students add symbols to a blank map of your school to represent certain features, such as: the playground, water fountains, toilets, the library, the art room, etc.

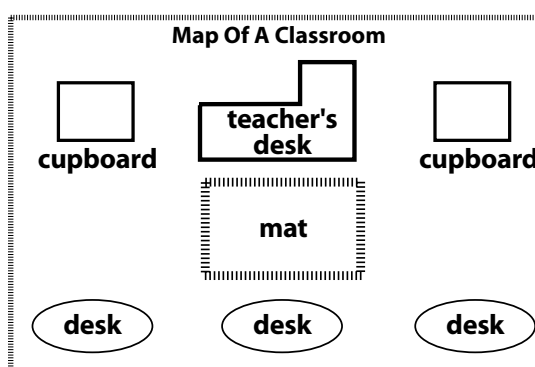
Labeling Features (Page 19)



Extension Activities

- Find a park in the local area on Google Earth. Discuss the features that the students can see when looking down on the park from above.
- Ask students to build towers out of blocks. View them from the side and from above.

Map Of A Classroom (Page 20)



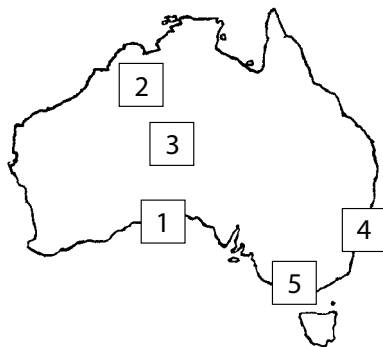
Section 1

Place Names

Australian Place Names 1 (Page 12)

Before the students complete the activity discuss the five famous places. After the students have completed the activity examine the names of the places in more detail. Ask them why these places were given their names - is it because of how they look? Is it because of how the place is used?

1 - D, 2 - E, 3 - A, 4 - C, 5 - B



Australian Place Names 2 (Page 13)

Extension Activity

- Read the book *Are We There Yet?* by Alison Lester to familiarise students with other famous places in Australia. Mark the places mentioned in the book on a map.

Indigenous Place Names (Page 14)

To help students with this activity hold a class discussion first. Pictures will vary depending on the area in which you live.

Scale 1 (Page 15)

To introduce this activity read the picture book *My Place in Space* by Robin Hirst.

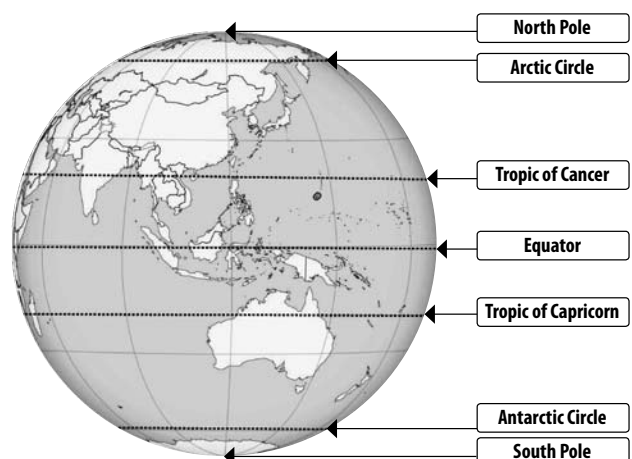
Extension Activity

- Using the satellite view of Google Maps, find your school. Slowly zoom out, discussing how the school is in a suburb; that suburb is part of a bigger town; that town is a place in your state; your state is part of Australia, etc.

Scale 2 (Page 16)

As an introduction to this activity, conduct a class brainstorm of all the places that students have heard of around the world (continents, countries, cities, landmarks, etc.). Write each different place on a piece of card. Discuss how students know these names and may have a connection to them (e.g. places that they have visited, from the TV, the news, in books, heard parents talking about them, friends or family live there, etc.). Ask students to try to classify the pieces of card under the headings on the worksheet. Discuss how landmarks are smaller in size than cities, cities are smaller in size than countries, etc.

Labelling A Globe (Page 17)



Section 3

Caring For Our Land 1

Indigenous Australians have known for many generations that we must care for the land and the sea. Dreaming Stories often describe what would happen to people and animals if natural resources were not used responsibly.

- ☐ Read the story below to your class. Entitled *The Sea Eagle and the Gull* it is from the Bardi people of Cape Leveque, Western Australia. For use with **Pages 56 and 57 - Caring For Our Land** in the Student Workbook.

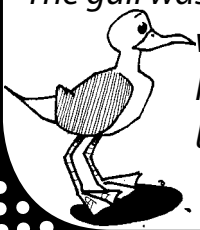
The Sea Eagle and the Gull

Long before people walked the Earth, there was a beautiful island in the ocean. This island was home to animals big and small. Snakes and lizards, birds and insects lived on the land. The ocean was full of dolphins, sharks, turtles, crocodiles and fish. All the animals were happy to call this island their home.

Each animal had its place. The lizards ate the turtle's eggs and the crocodiles ate the lizards. In the ocean, the big fish ate the little fish and the sharks ate the big fish. The animals only ate what they needed. This was the natural way. It was the sea eagle's job to make sure that no animal was greedy and ate more than it needed. This was the job of all sea eagles, handed down from father to son since the beginning.

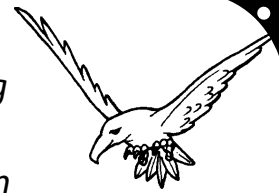
One day the sea eagle needed to leave the island. He asked the gull to look after the island while he was gone.

The gull was happy to do this. As he watched the eagle fly away he thought, "Now I'm the boss, I can do as I please."



The gull started eating more than his fair share of food and then he invited his gull friends to do the same. Soon all the animals were eating much more than they needed. Dugongs and crabs, sharks and parrots were eating everything in sight. Weeks passed. Food was not so easy to find. The animals realised that they had made a big mistake and had to leave the island to look for food in other places.

When the sea eagle returned, he found the island almost empty. He knew what had happened and went straight to the gull. He asked, "What's been going on here?" The gull shook his head and replied in a cheeky voice, "Nothing. There's still plenty of food around if you know where to look!" To prove his point, the gull started eating scraps of food, pretending they were tasty. "Well then, Gull, since you like eating the scraps other animals leave, you will never eat a fresh fish again." This is why you'll see gulls on the beach fighting over the tidbits of food which you leave.



Workbook 4: The Environment Sustains Life

ECONOMIC: The savannahs are vital for tourism, mining, cattle grazing and wildlife conservation.

2. Savannahs in Africa, Asia and South America have been greatly altered by the settlement of large populations of people, who have changed the landscape to build towns and produce food. **3.** Possible answers: the fauna and flora, indigenous culture, landforms and natural features. **4.** Indigenous Australians have lived continuously in this environment for thousands of years and have a deep knowledge of the natural cycles of the savannahs. **5.** Cattle grazing by European settlers has resulted in areas of land with vegetation cleared, fences erected, non-native plant and animal species introduced.

Page 35 - Types Of Vegetation

2. 1 – d; 2 – c; 3 – a; 4 – b **3.** Open forest (caused by extensive sheep-farming) **4.** Grasses, ferns and mosses, fish, amphibians, wading birds **5.** SAME: has a title, key, north arrow DIFFERENT: possible answers – no roads or places named, no natural features like rivers or mountains marked.

Page 37 - Landforms 1

River 1: Upper course of river – River is a stream with large boulders, rocks and river pebbles; there is evidence of erosion on the river bank. **River 2:** Lower course of river – River is wider and slow moving. There is evidence of farming activities and human activities (fishing, boating) near river banks. **River 3:** Middle course of river – River is winding across a flood plain; river cliffs formed by erosion from flooding are evident; possible farming activity (grazing – cropped grass near river).

Page 38 - Landforms 2

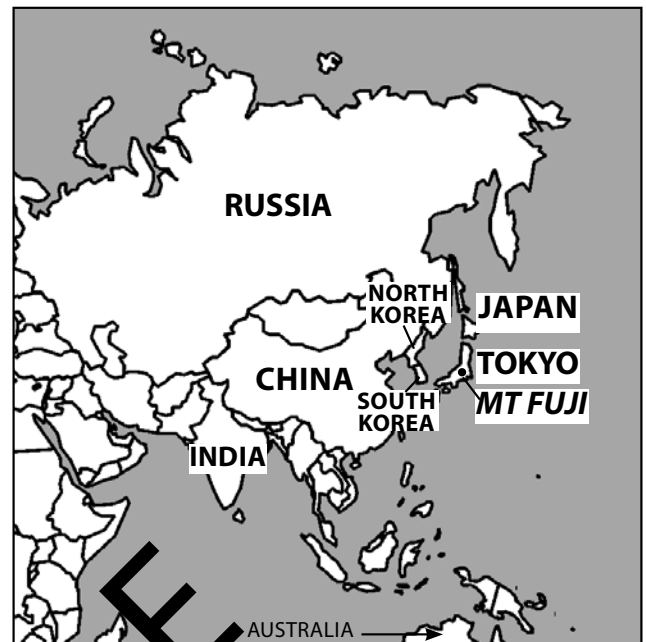
1. Fast-flowing water erodes the soft rock directly under the waterfall. Eroded materials like pebbles and gravel build up in plunge pool. **2.** The pebbles come from eroded rocks further upstream. **3.** The capstone will eventually collapse; the waterfall will be moved back. **4.** The force of the water would be quite strong – with water swirling and splashing in different directions. The water current is strong enough to carry small pebbles and other material.

Page 39 - Landforms 3

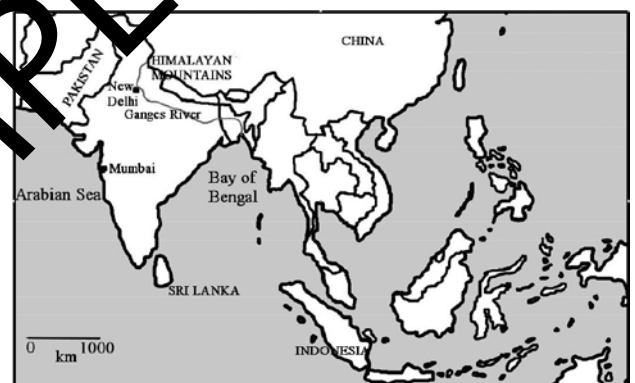
1. gravel – along river bed; leaves – on surface; reeds – on and under surface; feathers – on surface; twigs – on surface; mud – dissolved particles in water; sand – particles in water; pebbles – along river bed; logs – floating on surface/submerged under water/carried along river bed. **2.** (possible answers) **UPPER COURSE:** bushwalking, birdwatching, fishing, swimming, prospecting for minerals and gems, white-water rafting. **MIDDLE COURSE:** farming, fishing, swimming, picnics on river beaches, canoeing/kayaking, wildlife observation, camping. **LOWER COURSE:** fishing

and boating, water-skiing, fish/oyster-farming, camping, farming activities, wetlands conservation, birdwatching.

Page 41 - Mapping Skills 1



Page 42 - Mapping Skills 2



2. Most of the Indian population is involved in agriculture so water from rivers is necessary to produce crops to feed such a large population. **3.** These two cities have populations greater than many nations. The population of the city of New Delhi is the same as the entire population of Australia. **4.** About 5,000 – 5,500 km **5.** About 3,000 km **6.** North-west

Page 43 - Animals in Asia

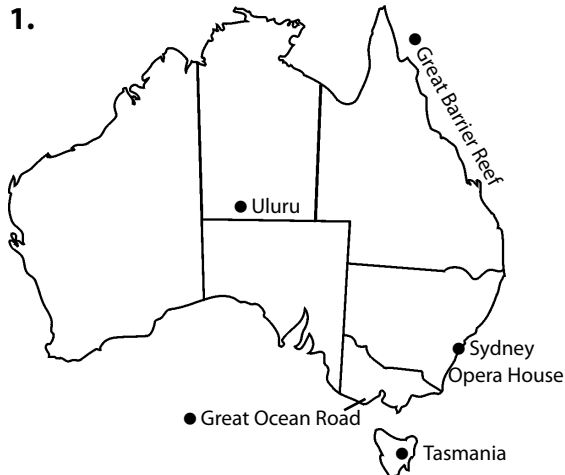
GIANT SALAMANDER: Appearance - grows to 1.5 metres, wrinkly, mottled black, grey and cream coloured skin, tiny eyes, weighs up to 25 kilograms; Habitat - cold, fast flowing streams, hides under rocks; Diet - insects, crustaceans, fish and other small salamanders; Threats - cutting down of trees leads to bank erosion and silting up of rivers, hunting. **INDIAN ELEPHANT:** Appearance - smaller than the African elephant, weighs up to 5 tonnes and measures up to 3 metres tall, greyish-brown in colour; Habitat - grasslands and woodland with scrub vegetation, but also lives in rainforests;

Workbook 5: Characteristics Of Places

MY RESEARCH: Haberdashery: material for sewing and knitting; chandlery: originally a place to buy candles and wax, the meaning today has been widened to include equipment for boats; hosiery: types of leg wear (socks and stockings); drapery: textiles for home furnishings, bridal wear; apothecary: goods that you would buy at a chemist (medicines, health and beauty products, etc.). Many of these products are now purchased under one roof in large department stores.

Page 28 - Places And Tourism

1.



3. Tourism generates billions of dollars for the economy and creates employment directly and indirectly.

4. Australian cities offer a wide variety of cultural and recreational attractions. Their size enables them to provide a range of accommodation and retail shops.

Page 29 - Tourism And The Environment

1. Ecotourism offers people the chance to experience the natural beauty of a place that has not been significantly changed by a built environment.

2. An increasing number of tourists are looking for this type of tourism and this generates income for the economy. Ecotourism is also a way of helping to conserve the natural places in Australia.

3. Natural remote places away from urban centres with unique landforms, flora and fauna.

Page 30 - Tourism

1. AIR TRAVEL: fast and convenient for travelling large distances between tourist destinations. 2. TRAIN: slower, but the opportunity to take in the scenery and meet other people on the journey.

3. FOUR-WHEEL DRIVE: can get off the 'beaten track' and travel to remote and otherwise inaccessible places.

4. PADDLE-STEAMER: can experience a more old-

fashioned form of transport linked to Australia's past - leisurely way of travelling to take in the river's scenery.

Page 34 - A Local Planning Issue 3

1 & 2. Student's answer should justify choice of location (close to transport, school, etc.).

3. Using string to calculate distances that are not in a direct line.

5. Directions should be in list form with time markers (first, next, after that, etc.) and include approximate distances.

Page 35 - A Local Planning Issue 4

This activity requires students to think about the process of planning approval. The order could be: Talk to a local council planner to see if you can build in the zone; Get advice from a professional to draw up plans; Discuss your building plans with the neighbours; Check to see that building complies with council rules; Lodge a building application that includes your permit and plans; Wait for council approval before starting to build.

Page 38 - Australia's Climate 1

1. Australia has a variety of climate zones (tropical, temperate and arid) because it is so vast.

2. In the temperate climate zone and to a lesser degree, the warm and humid zone.

3. Students should use the map on the information page to identify the climate zones for their state/territory. Title could read: Climate Zones in

Page 39 - Australia's Climate 2

1. The state capital cities and coastal areas on the eastern coast, plus Adelaide, Perth, Hobart, Darwin and Canberra. Coastal areas have a more pleasant climate. They are therefore not as subject to bushfires and droughts.

2. Inland areas which have harsher climates. Such climates affect vegetation and increase the chances of natural hazards.

3. Indigenous Australians and those involved in mining. Indigenous Australians can cope with the harsh Australian climates in inland areas. Miners endure harsher climates for employment reasons.

Page 40 - Australia's Climate 3

1. Capital City 1.

2. Capital City 2.

3. There are only two apparent seasons, one with high and the other with negligible rainfall. The average temperature remains steady throughout the year.

4. 35mm.

Workbook 6: A Diverse And Connected World

for potential hazards, including evacuation.

Page 42 - Effects Of Natural Hazards 2

1. Heat wave effects on the environment: higher risk of bushfires due to high temperatures and dry biomass, damage to agricultural crops, dehydration in wildlife, affects levels of water in catchment areas. Heatwave effects on people: can cause muscle cramps, heat exhaustion, dehydration, respiratory problems, falls due to dehydration (elderly people most at risk), risk of food contamination.

Page 43 - Effects Of Natural Hazards 3

Cyclones bring heavy rains and devastating winds → food sources for wildlife are destroyed → wildlife could face starvation. Feeding stations are set up in areas away from houses → animals do not come into urban areas looking for food → doesn't cause problems for residents, avoid being knocked by cars. Southern Cassowaries and Mahogany Gliders are carefully monitored → scientists can study the effects of the cyclone on animals → help to build up dwindling numbers.

Page 44 - Effects Of Natural Hazards 4

A tornado, bushfire, a tsunami and volcano.

Page 45 - Effects Of Natural Hazards 5

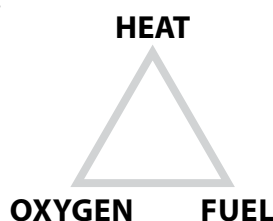
1. Examples: pummelled by hailstones, torrential rain, chaos, broken windows, damage to roofs, drenched classrooms. 2. People: hazards from lightning, traffic accidents, flash-flooding, disruption to work, school and travel plans, stress and fear. Places: damage to property, cuts to electricity supply, closure of transport.

Page 46 - Effects Of Natural Hazards 6

(Possible answers) Picture A - What are the cattle being fed? Why is there no grass? Picture B: Why can't people swim in this place? Where is the water? 2. (Possible answers) Hazards to people: loss of livelihood on farms, damage to agricultural land, shortages in supermarkets of agricultural products. Hazards to animals: loss of pasture on which to graze, malnutrition, death. Hazards to environment: loss of vegetation, soil erosion, extinction of endangered species.

Page 48 - Bushfires 1

1.



2. Fires can begin in the open (OXYGEN) after

periods of high temperatures and/or lightning strikes (HEAT). The dry vegetation can easily burn (FUEL).

My Research: The dry season in the Northern Territory provides dry vegetation that can be easily ignited by lightning strikes that discharge enormous heat energy (up to 30,000 °C) at one time.

Page 49 - Bushfires 2

3. Bushfire outbreaks are usually linked to deliberately lit fires, carelessness with farm machinery, barbecues or downed power lines.

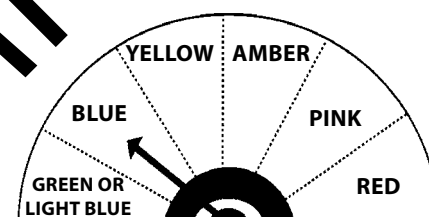
Page 50 - Bushfires 3

Commonality of the three bushfires: heatwave, high temperatures; loss of lives, loss of homes, properties; multiple fires burning at same time.

Page 52 - On Bushfire Alert 1

Possible answers: cut overhanging branches near house, clean gutters, clear bushes, move hanging baskets growing near windows, move barbecue away from vegetation, fix broken roof tiles so that embers cannot enter the house, close windows and lock pets inside.

Page 53 - On Bushfire Alert 2



1. Fire danger ratings may vary from state to state. Light blue (low-moderate – monitor the situation). Blue (high – monitor situation, fires are being controlled). Yellow (very high – only stay at home if your house and family are well-protected). Amber (severe – leaving early is the best measure for survival). Pink (extreme – leaving early is the best measure, fires are moving at a rapid rate). Red (catastrophic – leaving early is the best measure, even the most well-prepared houses will not withstand the heat of the bushfires). My Research: protective clothing: long-sleeved shirt, jeans, hat, gloves, boots, long socks, mask or handkerchief.

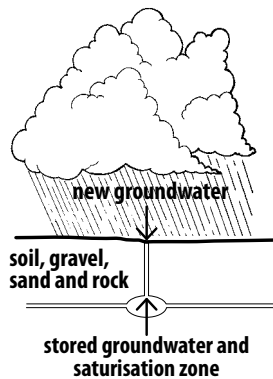
Page 54 - On Bushfire Alert 3

The purpose of this task is for students to discuss and justify the order of their timelines. Some actions can be interchanged. The first action after sighting smoke in a nearby parkland would be to alert adults, then contact 000. Before the fire brigade arrives, family members and pets should be inside with doors and windows locked and wet towels sealing gaps.

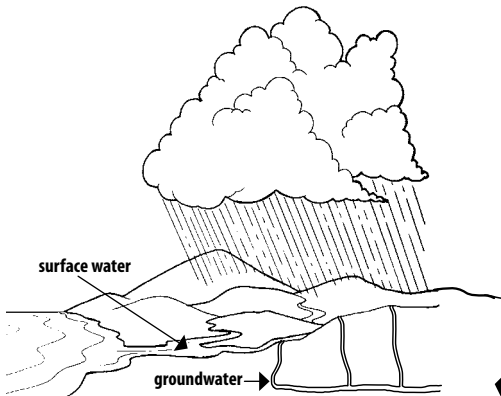
Workbook 7 - Unit 1: Resources In The World

Page 16 - Surface And Groundwater 1

- A) Below is an example of a diagram which students might draw.



- B) The diagram shows how rain is collected in rivers, lakes or oceans. This is known as surface water. When surface water soaks into the ground, it becomes groundwater.



- C) Surface water is water which is held in rivers, dams and oceans, etc. Groundwater is water which has soaked into the ground.

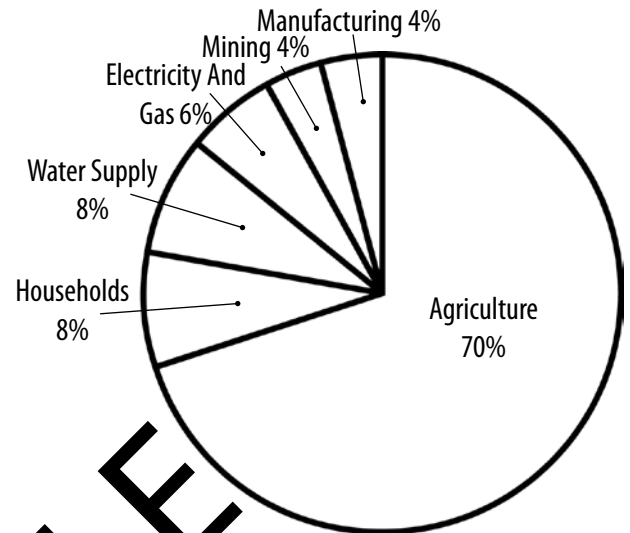
Page 17 - Surface And Groundwater 2

- A) Water Licensing: The issuing of licences for people to use water.
Resource Planning: Protecting and managing water for the community and for business and industry.
Groundwater and Surface Water Allocation: Plan how water will be allocated in the community.
River Care / River Restoration: A team which ensures rivers are cared for and restoration works are carried out.
Waterways Planning and Recreation Management: Proactive policy development and management to ensure waterways are clean.
Information Collection, Management and Analysis: A system set up to collect data on the use of water.
- C) Bananas would not grow to their full size or have their usual flavour if the soil moisture content was not high enough due to low

rainfall or soil moisture.

Suggested at home activity: If you have a school vegetable garden or a vegetable garden at home, check the soil moisture by placing a trowel deep into the soil to see if the soil is dry or wet.

Page 18 - Availability Of Fresh Water



Page 19 - Distribution Of Fresh Water

- A) 1. In the mining industry.
2. For food production.
3. For tourism or recreation.
4. In households.
5. In agriculture (food production).
6. In a rural household.
- B) Possible answers: farmers, government department representatives, local community members, police officers, volunteer fire brigades, etc.

Page 20 - Limited Stocks Of Water 1

- A) After Reading: 1. True 2. False 3. True 4. False 5. True

Page 21 - Limited Stocks Of Water 2

- A) The majority of fresh water in the world is frozen in icebergs, 22% is located in groundwater and 1% is found in lakes, rivers and streams. 97% of the Earth's water is salt water found in oceans.
- B) 1. USA 2. Canada 3. Brazil 4. Colombia 5. The Democratic Republic of Congo 6. Russia 7. India 8. China 9. Indonesia
- C) 1. glaciers 2. groundwater 3. Earth 4. surface water 5. oceans

Page 22 - Direct, Indirect And Competing Water Usage

- A) Direct (suggestions): showering, using the tap, drinking, washing hands, washing clothes, washing dishes.
Indirect (suggestions): eating food produced

Answers

Page 6 - Distribution Of Indigenous Australians 1

A. The land, its resources and spiritual connections determined where Indigenous Australians lived pre-colonisation. After colonisation, European settlers played a part in determining where Indigenous Australians lived. Many Indigenous Australians were driven away from the places that they were connected to by new settlers' farming practices and attitudes towards them.

Page 9 - Distribution Of Indigenous Australians 4

- A.** 1. 500 members.
2. If one clan invaded another clan's territory there would be a conflict.
B. Bands formed clans formed tribes.
C. 1. families
2. servants
3. ninety
4. orphans

Page 11 - Distribution Of Indigenous Australians 6

- 1.WA
2.Tasmania
3.No
4.9.3%

Page 14 - The Australian Population 2

- A.** 1901- Federation
1914 – 1918 World War I
1930s - The Great Depression
1939-1945 - World War II
1946-1971 - Post war immigration and the Baby Boom
1970s - The availability of the contraceptive pill
1980s - Low fertility rates and immigration
B. 1. People feel confident that they can support a family.
2. To ensure Australia would be able to form a defence force.
3. It allowed women to control when they wanted to have children if at all.
4. Continue to have families and encourage immigration.

Page 15 - The Australian Population 3

- A.** 1.a, 2.e, 3.g, 4.h, 5.b, 6.f, 7.i, 8.j, 9.c, 10.d

Page 16 - Where Australians Live 1

- A.** 1. Unevenly spread.
2. New South Wales or in coastal areas along the south east and south west of Australia.
3. Northern Territory or inland Australia.
4. The least populated areas lack resources and have harsher climates.

Page 19 - Choosing To Live In Australia 2

- A.** 1. People looking for a quiet, healthy life in the countryside.
2. To country areas.
3. Migrant camps were where people who had to leave their homes during the war lived.
4. The poster depicts two men looking carefree and happy on a farm. One man is on a horse and the other is riding a tractor with his arms in the air. The inclusion of the lambs, the trees, clear skies and a picture perfect house all suggest to the viewers that they could lead this contented, worry-free life and autonomous lifestyle if they moved to Australia.

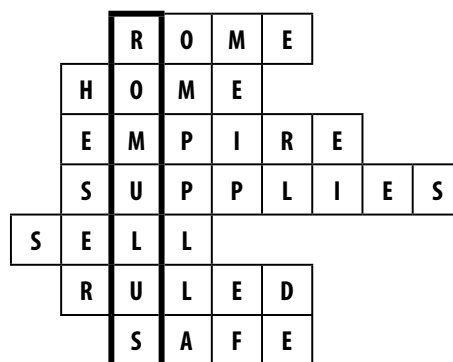
Page 23 - Remoteness 2

Urban Population – houses, swimming pools, city skyscrapers, highways, roads, cafés, apartments, skate parks, hotels, airports, petrol stations, traffic lights.

Rural Population – storage sheds, swimming pools, dams, houses, stables, hotels, petrol stations, cafés.

Remote Population – storage sheds, houses, stables.

Page 35 - The Creation Of Cities 1



Page 40 - The Growth Of Local Towns

- C.** An 'oasis town' is a town which is supporting towns around it whose businesses are closing due to population decline.

Page 43 - Technology Can Determine Where We Live 2

- C.** Accountant, Book Keeper, Author, Journalist, Online Business, Dietician