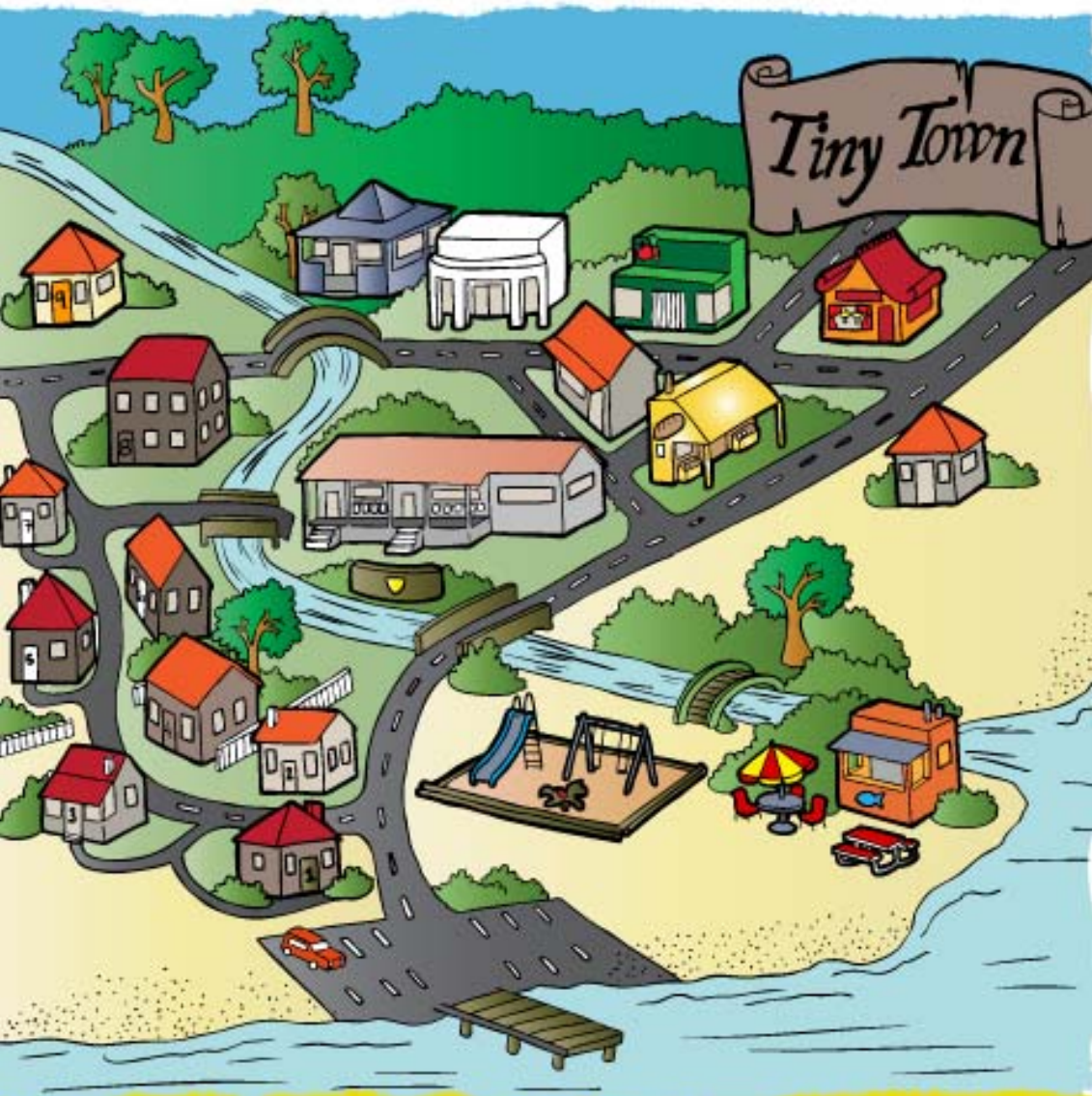


Year 1: Places Have Distinctive Features

Aligned with the Australian National Curriculum



Section 1:
Describing
Places

Section 2:
Using
Spaces

Section 3:
Environmental
Features



By Chenelle Davies

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Teachers' Notes

Year 1: Places Have Distinctive Features is part of the *Australian Geography Series* which consists of nine books in total. This book has been written for students living in Australia who are studying Geography in Year 1. It is divided into three clear sections which connect to the V9 National Curriculum.

The first section, entitled *Describing Places*, includes activities that allow students to identify and describe natural, managed and constructed features of places, locate them on maps, say how they should be cared for, and recognise how they can change. The activities in this section also provides students with the opportunity to examine Dreaming stories which identify the natural features of a place.

The second section of this book, *Using Spaces*, gives students the opportunity to investigate the different ways in which spaces are used in their home, school and community. It explores the idea that environmental characteristics and time of day affect how a space is used, and creates an awareness that rearranging spaces can suit different purposes and needs.

Environmental Features, the third and final section of the book help the children to describe, measure and record the weather, as well as compare the weather in their area to the weather in other places in Australia. The study of a First Nations Australians' seasonal calendar is also included.

All of the activity pages in this book are visually appealing to help Year 1 students process the concepts being taught. As students complete the activities they will also be learning and practising a range of geographical skills such as sorting and classifying, mapping, labeling, matching, graphing and collecting data.

Curriculum Links

Knowledge and Understanding

Geography

Students learn about natural, managed and constructed features of local areas and their locality (AC9HS1K03)

- recognising and locating natural features (e.g. hills, rivers, native vegetation, weather), managed features (e.g. farms, parks, gardens) and constructed features (e.g. roads, buildings) on a map
- listening to and viewing Dreaming and Creation stories from First Nations Australians that highlight the natural features of a place
- recording different types of buildings in the local area, such as houses, shops, offices, factories, religious buildings and farm buildings
- explaining local daily and seasonal weather using simple terms such as "rainy", "hot", "cold", "windy" and "cloudy", and juxtaposing it with weather in other places (e.g. "It was windy at the beach but not at my house")

- describing directions to classmates and explaining how to move from one place to another using appropriate terms such as "beside", "forward", "up", "down", "near", "close to", "before" and "after"

Students learn how places change and how they can look after by different groups, including First Nations Australians (AC9HS1K04)

- noting changes in local natural, managed and constructed features (e.g. signs of erosion, new buildings, re-vegetated areas)
- recognising resources that can be recycled, reduced or re-used, and recognise local systems that support these actions (e.g. waste collection, recycling programmes, signs, rules)
- detailing how weather and seasons affect local places and suggesting ways to care for them (e.g. avoid walking in muddy areas, water plants during dry periods)
- investigating how people care for local features, why care is necessary, and who is responsible (e.g. maintaining parks, bushland, wetlands, heritage buildings)

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 20)

Extension Activity

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

Materials (Page 21)

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 22)

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

Pick This Place (Page 23)

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 24)

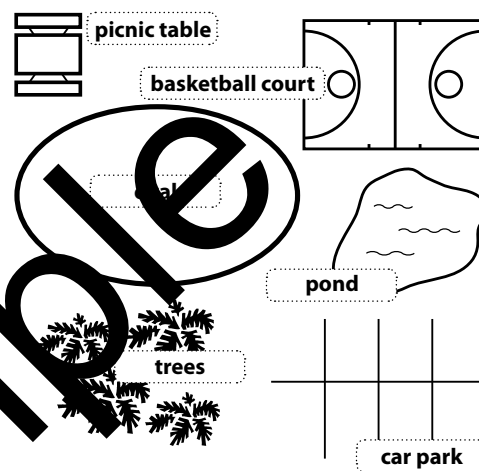
Discuss with students why maps use symbols instead of realistic depictions of places and objects. View a range of maps and discuss the symbols that are present. Highlight to students that the same places and objects

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.

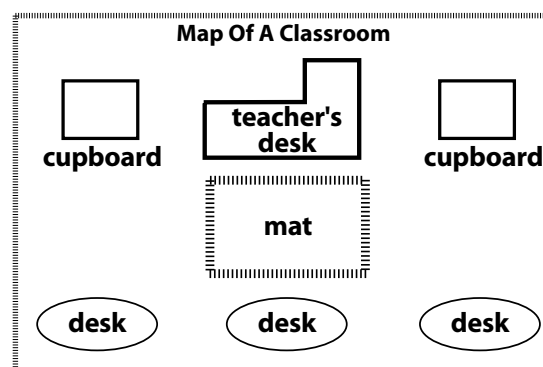
Labeling Features (Page 25)



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 26)



Extension Activity

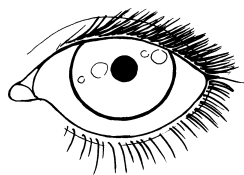
Activity

Use Your Senses

Features of a place can be observed using our senses.

- ☐ Pick a local place and fill in the boxes below by writing and/or drawing.

Place:



I can see ...



I can hear ...



I can feel ...



I can smell ...

Activity

Sorting Features 2

Places are made up of natural and constructed features.

Natural

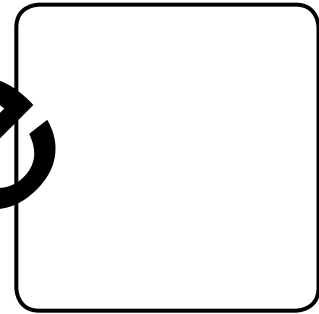
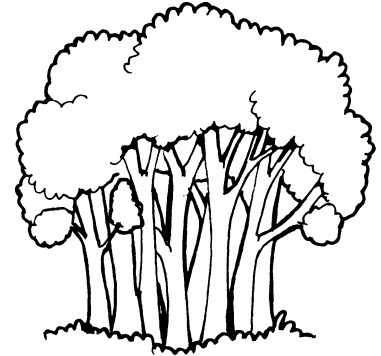
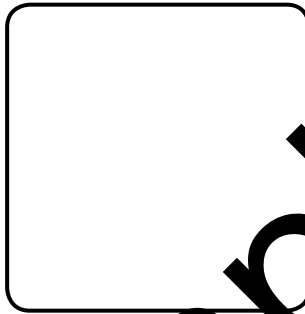
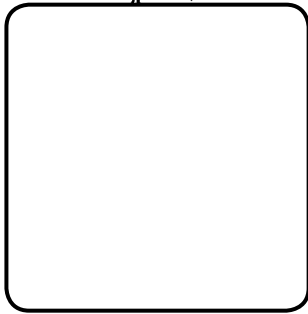
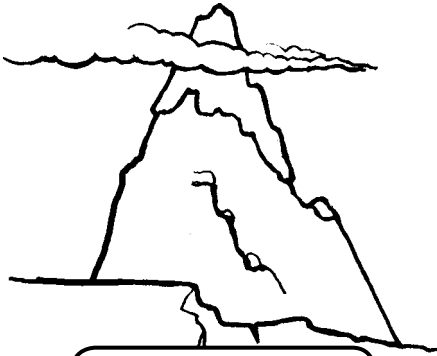
Constructed

Activity

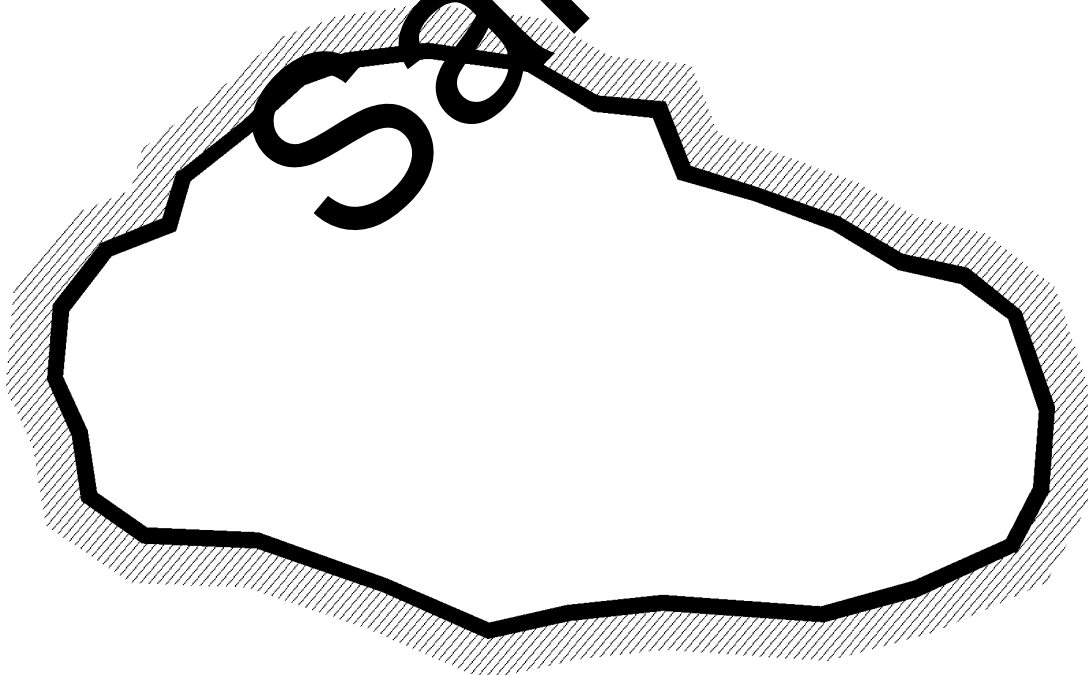
Symbols And Keys

Symbols are a simple way of representing features of a place on a map.

- ☐ Create simple map symbols for the three pictures below.



- ☐ Design your own island on this map using your three map symbols and the map symbols from the key below.



Key



quicksand



volcano



cave

Indigenous Storytelling – Teachers’ Notes

☐ Read this Indigenous Dreamtime story to your students.

Tiddalick The Greedy Frog

(adapted by Lisa Craig)

A long time ago before people lived on Earth, there was a big frog called Tiddalick. Tiddalick lived in the hot Australian desert and he thought he was the boss of all the animals.

CHORUS: Tiddalick was nasty, Tiddalick was mean, Tiddalick was a green, mean drinking machine!

One day Tiddalick was very thirsty. He went to the only pond of water in the desert garden and he started to drink all the water. He drank and drank and drank. He grew bigger and bigger and bigger. (BLOW UP A GREEN BALLOON PAINTED WITH EYES TO ADD TO THE DRAMA.) He didn’t leave one drop of water in the pond. (CHORUS.)

The other animals in the desert came to the pond to drink. There was no water! They were so thirsty. Then they saw big, fat Tiddalick. “Tiddalick drank all the water!” said the kangaroo.

“What can we do?” asked the kookaburra.

“I know!” said the sleepy wombat. “Let’s make him laugh and laugh and laugh, then all the water will come out of his mouth.” (CHORUS.)

The kangaroo hopped on one leg. Then she hopped on the other. She hopped up and down, up and down, up and down. But Tiddalick didn’t laugh.

“My turn,” said the emu. The emu danced the can-can and wobbled his big bottom at the frog. Tiddalick didn’t laugh, Tiddalick didn’t even smile!

The frill-necked lizard was very confident. “Watch me, you big bad frog,” she cried. The lizard turned around and around and around like a ballerina on the desert sand until she was very dizzy, but Tiddalick didn’t laugh.

The eel that lived in the pond wriggled over to Tiddalick and started to tickle his leg with his tail...then he tickled him on the tummy...then under Tiddalick’s arms. Now the eel was around Tiddalick’s neck and suddenly Tiddalick started to laugh. He laughed and laughed and laughed. Tiddalick laughed so much that all the water came out of his mouth and there was water again for the animals of the desert.

The kangaroo, the kookaburra, the emu, the eel, the wombat and the lizard laughed too and they danced under the desert sun. All the animals were happy again.

It’s true... (CHORUS). But Tiddalick learned something very important. Did you?

It is important to care for the place where you live.

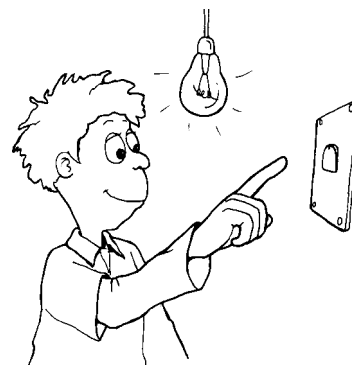
- ☐ Put a tick in the boxes next to the things that you can do to care for your home.



- ☐ Place rubbish in the bin.



- ☐ Help with chores



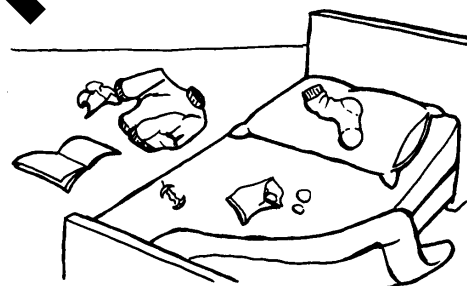
- ☐ Switch off the lights.



- ☐ Weed the garden



- ☐ Water the plants.



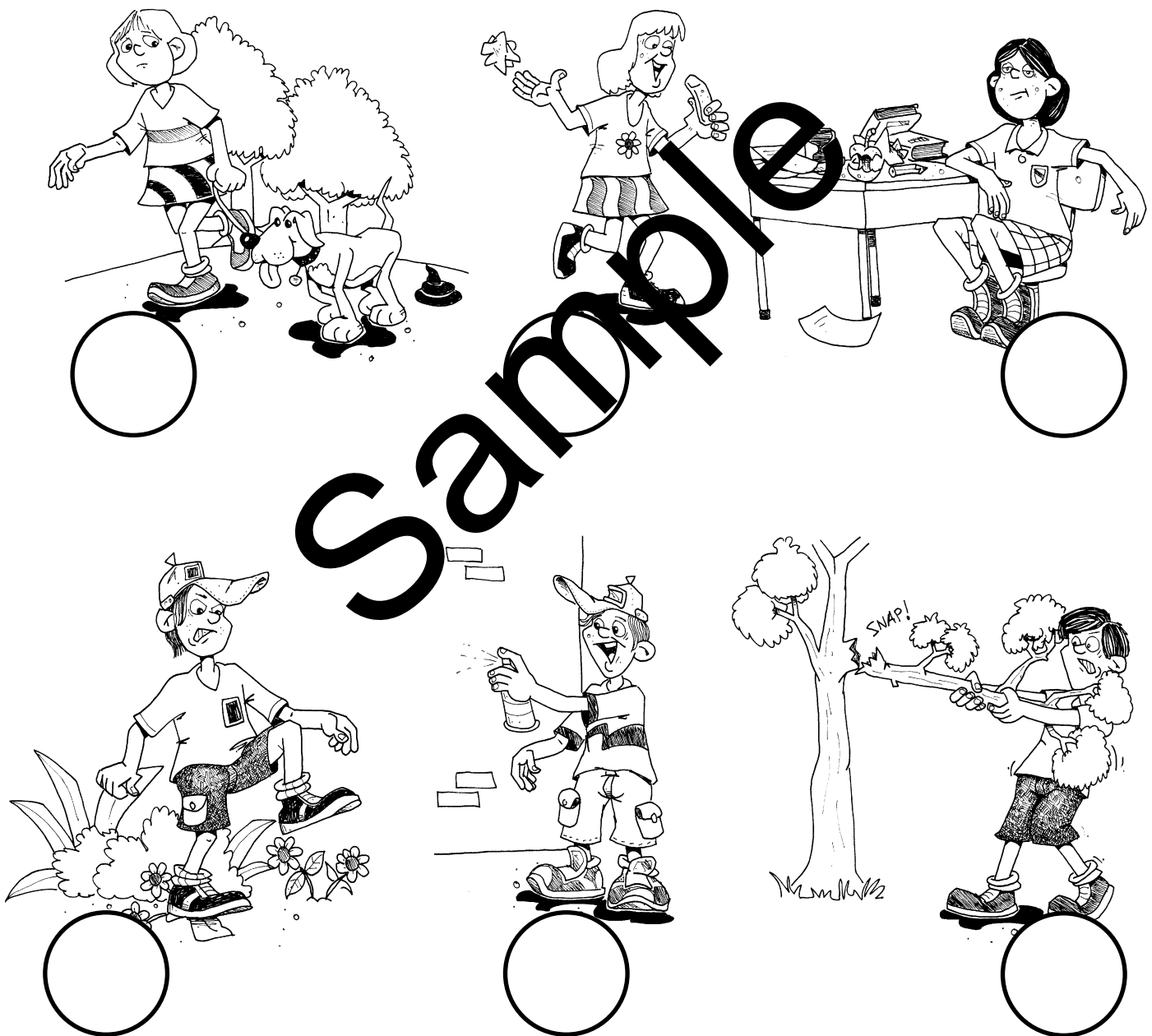
- ☐ Not tidy your bedroom.

- ☐ List four things that you could do to care for a bushland.

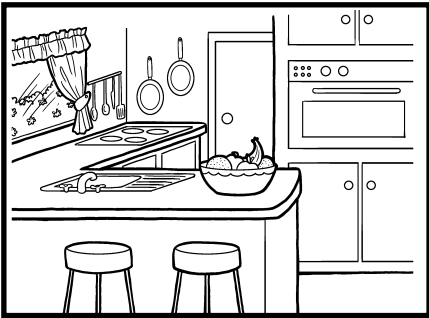
1. _____
2. _____
3. _____
4. _____

People can have negative effects on the environment.

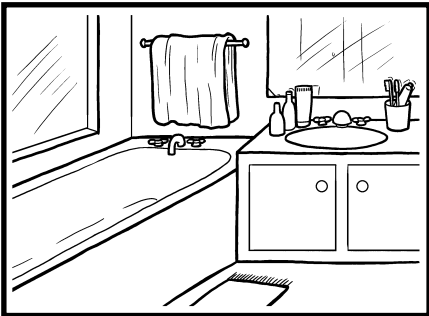
- ☐ The pictures below show people who are doing the wrong thing and spoiling places. Give each picture a number out of ten to show how bad the action is, ten being the worst. To help you do this, think of the consequences of each action.



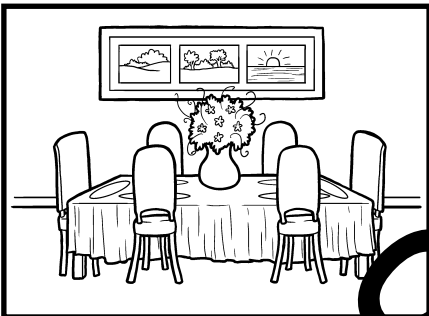
The features of a place determine how the place is used.



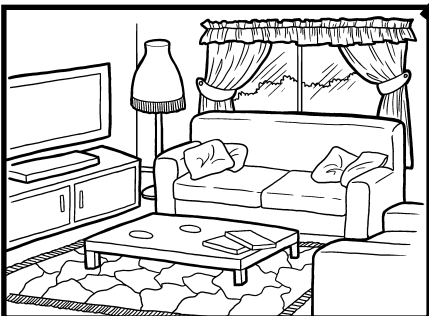
What is this room used for?



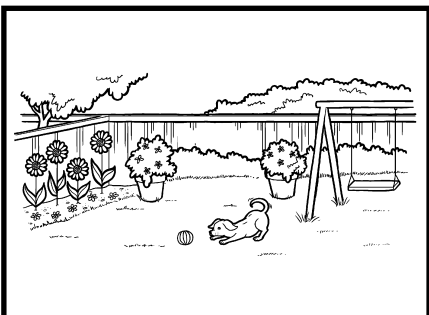
What is this room used for?



What is this room used for?



What is this room used for?



What can this place be used for?

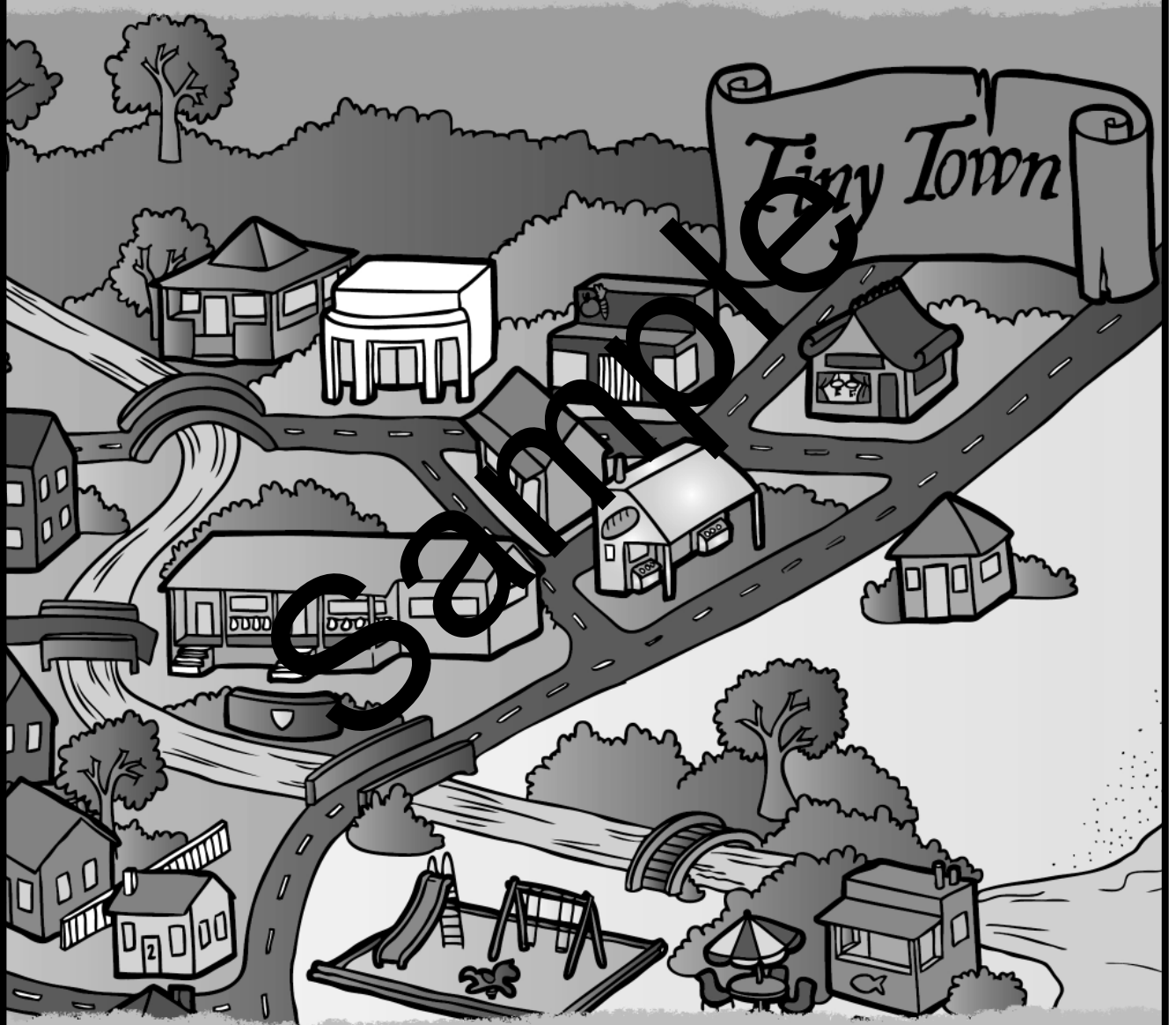
Spaces around the school are used in different ways at different times.

- ☐ Go for a walk around the school. In the table below, list the different things that are happening, who is doing them and where they are taking place.

What	Who	Where

Section 3:

Environmental Features



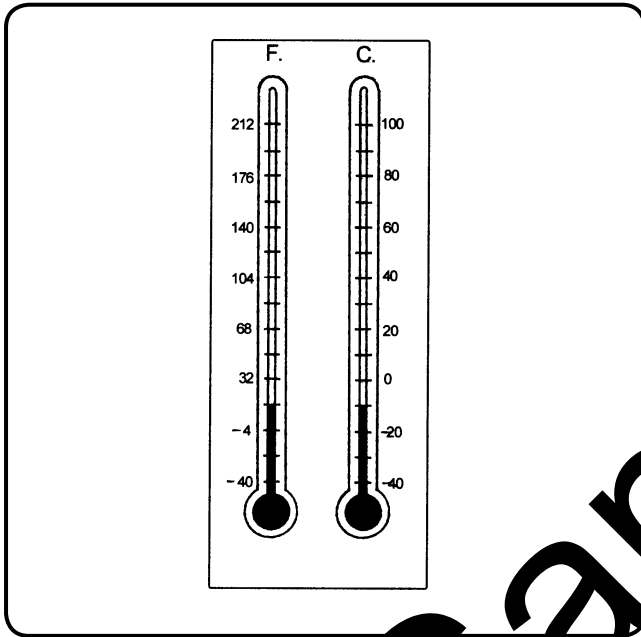
Activity

Measuring The Weather

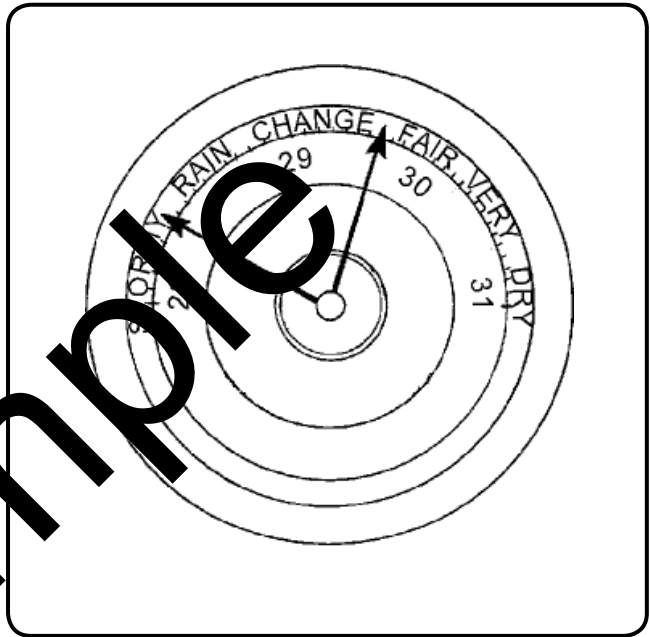
Temperature, rainfall, wind speed and wind direction are measured using special instruments.

☐ Label the instruments used to measure the weather. Discuss as a class how each one is used.

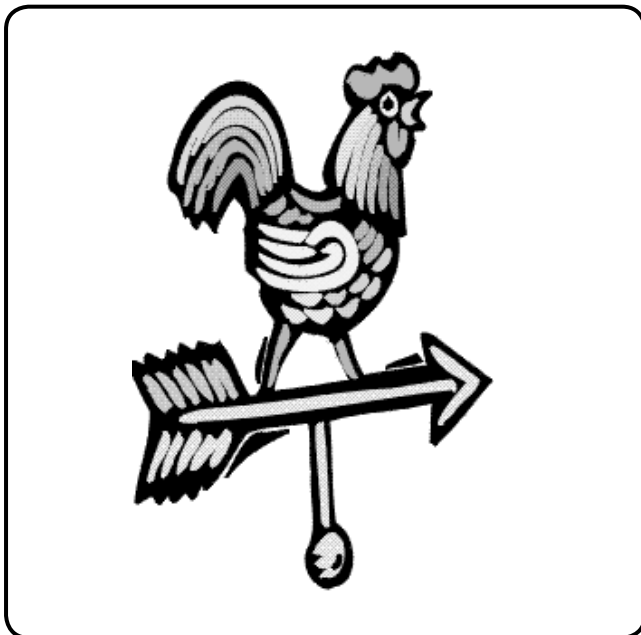
☐ Temperature is measured
using a _____.



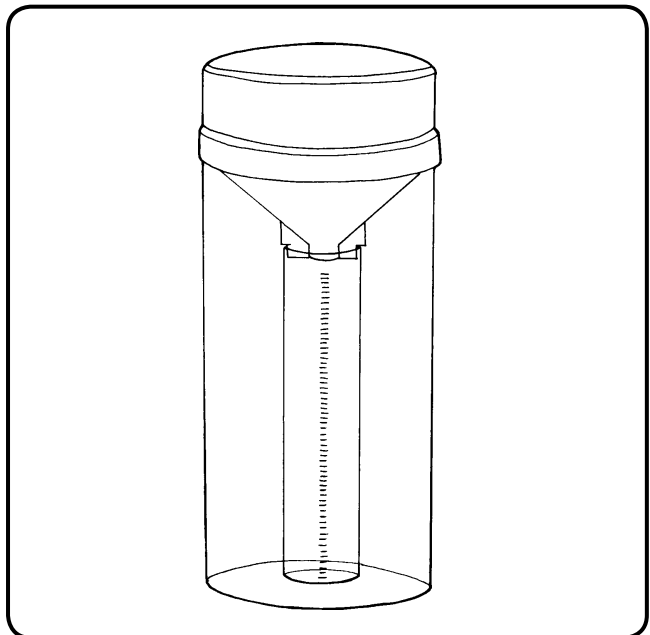
☐ Wind speed is measured
using a _____.



☐ Wind direction is measured
using a _____.



☐ Rainfall is measured
using a _____.



Activity

Australian Weather

Warmer places are usually located in the top half of Australia.

☐ Draw lines to match the pictures and names.

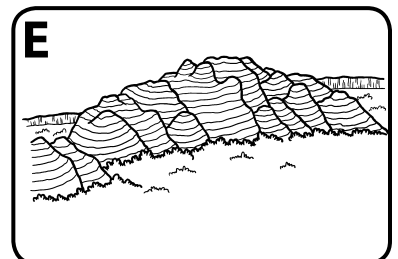
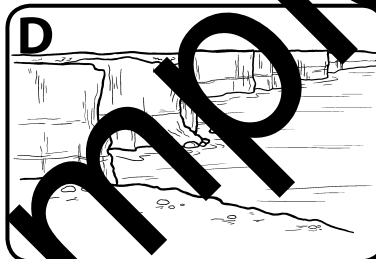
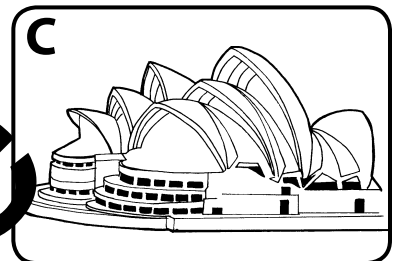
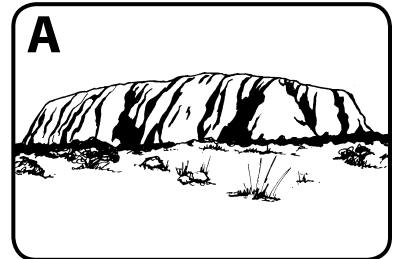
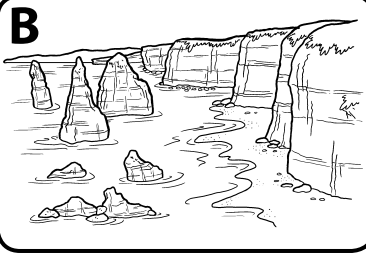
1. Great Australian Bight

2. Bungle Bungles

3. Uluru

4. Sydney Opera House

5. 12 Apostles



☐ Label the map of Australia using numbers.

1. Great Australian Bight

2. Bungle Bungles

3. Uluru

4. Sydney Opera House

5. 12 Apostles

6. Colour the warmer places red and the cooler places blue.

