

Year 2: People Are Connected To Places

Aligned with the Australian National Curriculum



Section 1:
Place Names

Section 2:
**Connecting
To Places**

Section 3:
**Spaces:
Near And Far**



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Teachers' Notes

Year 2: People Are Connected To Places is part of the Australian Geography Series which consists of nine books in total. This book is written for students living in Australia who are studying Geography in Year 2. It is divided into three clear sections which align to the V9 Australian National Curriculum.

The first section, *Place Names*, will help students begin to understand that the names of places and features of places have meanings. Students will be given the opportunity to examine the significance of Indigenous names and begin to understand that different places are different sizes and can thus be described in terms of scale. Students will also be asked to label major geographical divisions on a globe.

The second section *Connecting To Places*, explores students' connections with places both close and distant. Students will learn that connections can be formed not only with places where they have been, but also with places that they have heard of: on TV, in books or through other people. Places frequently visited in the local community, places of birth and places in other countries all feature in this section. The activities in this section also help students to understand the special relationship that Indigenous Australians have with the land, sea and animals of their place.

The final section in this book entitled *Spaces: Near And Far*, considers the concept that distance influences the places where we go and how often we visit those places. The activities presented in this section encourage students to see the connection between these two variables and discuss the reasons why people visit distant places less frequently than places which are nearby.

All of the activity pages in this book are visually appealing to help Year 2 students process the concepts being taught. As students complete the activities they will also be learning and practising a range of geographical skills, including sorting, classifying, mapping, labelling, matching, graphing and conducting simple surveys to collect data.

Curriculum Links

Knowledge and Understanding. Geography

Students learn how places can be represented across geographical divisions from local/regional to state/territory and the interconnections between people and places across those scales (AC9HS2K03)

- identifying their place of residence in Australia, in relation to the nearest capital city, region and state/territory, using both maps and globes
- exploring local and broader places that they and their families visit for purposes such as shopping, healthcare, recreation, religious or ceremonial activities and/or other reasons
- recognising connections between themselves and their community with people and places at regional or state/territory levels; for example, understanding where supermarket produce originates, the destinations of local farm produce, family they visit or locations they go to for holidays

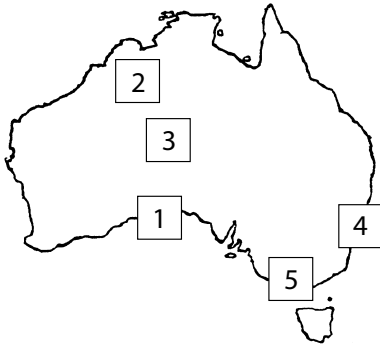
- explaining how communication and transport technologies link their place with other places at regional and state/territory levels, such as online communication, phone, road, rail, air travel and ferries

Students learn about the interconnections of First Nations Australians with a local Country/Place (AC9HS2K04)

- listening to stories that illustrate the connection of First Nations Australians to their Country/Place, encompassing the land, sea, waterways, sky and animals
- engaging with the local First Nations community to identify the original language groups and exploring how language, Country/Place and spirituality are interconnected (this should be a local area study focused on one language group, but if information or sources are unavailable, another representative area may be analysed)
- examining when to use Acknowledgement of Country and Welcome to Country at ceremonies and events to recognise the Traditional Owners and Custodians of the land, sea, waterways, and sky respectfully

Section 1

Place Names



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.

Australian Place Names 2 (Page 16)

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 17)

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 18)

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

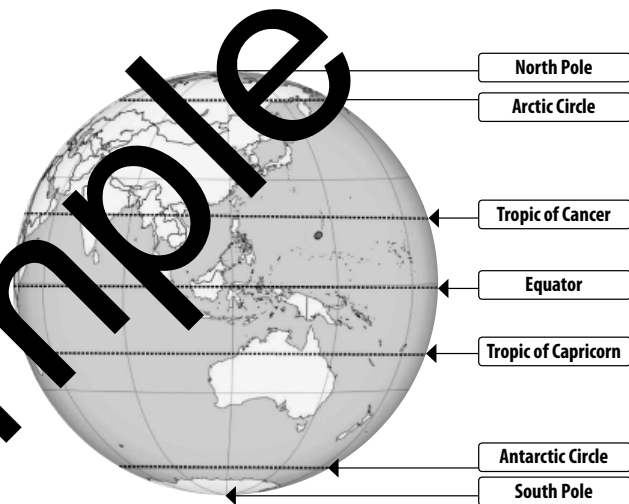
Extension Activity

- 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 19)

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.).

Labelling A Globe (Page 20)



Naming places makes them easier to find.

- ☐ Choose a place on the map below and mark it with an X. Without showing your friend your map, give him/her directions to see if he/she can place an X on the same place that you have chosen.



- ☐ Would this activity be easier if the places marked on your map had names? Yes / No.

Places can be described in terms of scale.

☐ Draw your house.

What street is your house on?

☐ Draw something else that is on your street.

What suburb or town is your street in?

☐ Draw a place in your suburb or town that you like to go to on the back of this sheet.

☐ What state is your suburb/town in? Colour and label it on the map of Australia.



☐ What country is your state a part of? Colour and label it on the world map.



What planet is your country a part of?

Activity

Connecting To My Community

People are connected to local places.

- ☐ Write or draw in the boxes to show places that you visit in the local community.

Write your name in the circle or draw a picture of yourself.



This is where I live.



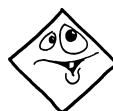
This is where I go to school.

Sample

This is me.



This is where my family go shopping.



This is where I go to have fun.

This is where I go to do after-school activities (swimming, dancing, etc.).

People are connected to the places where they were born.

I was born in: _____

My Mum was born in: _____

My Dad was born in: _____

- ☐ Find and colour the countries that you have written down on the map below.



My Grandparents were born in: _____

- ☐ Find and colour the countries that you have written down on the map below.



Activity

Connecting And Communicating

We stay connected with people in other places using different forms of communication.

- ☐ Think of some of the ways that you can communicate with people who live in a different place to you. Write them below.

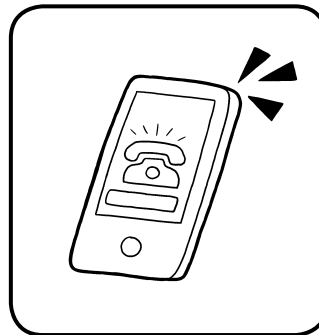
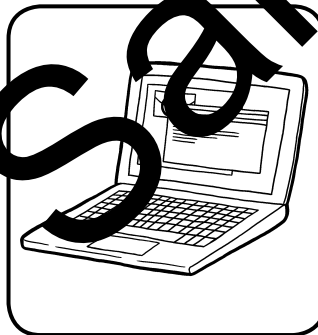
Written

- _____
- _____
- _____

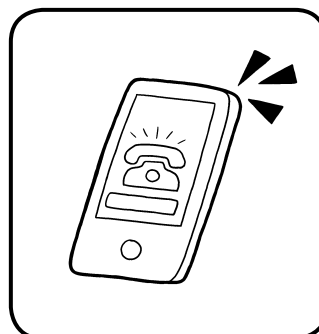
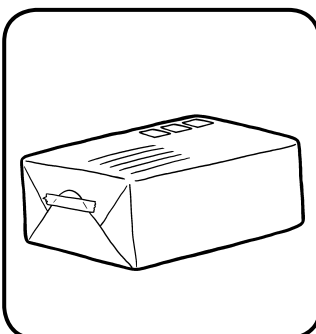
Verbal

- _____
- _____
- _____

- ☐ If you wanted to send someone a message quickly, which form/s of communication might you use? Colour your answer/s.



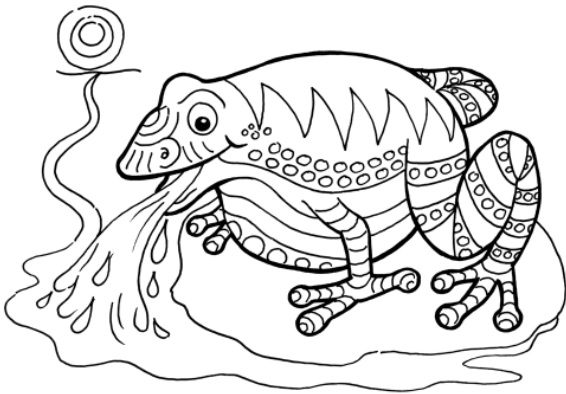
- ☐ If you wanted to send someone a birthday card with a small gift inside, which form of communication would you use? Colour your answer.



Activity

Indigenous Storytelling 1

- ❑ After your teacher reads you *Tiddalick the Greedy Frog*, put the pictures in the right order to show what happened in the story. Cut out each picture and glue it onto a new sheet of paper. Then colour the pictures.



Tiddalick laughed so much that all the water came out of his mouth.



The **kangaroo** hopped on one leg.



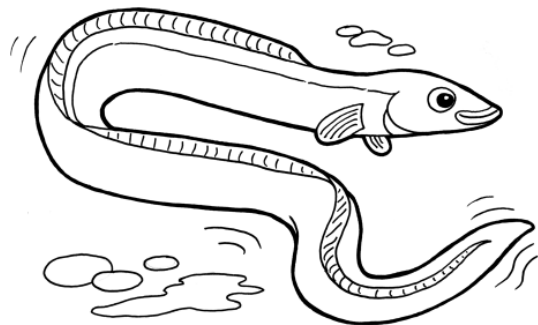
The **wombat** had an idea.



The **lizard** turned around and around and around.



The **emu** danced the can-can and wobbled his big bottom.



The **eel** tickled Tiddalick with his tail.

- ☐ After reading *The Sea Eagle and the Gull* on page 44, answer the questions below.

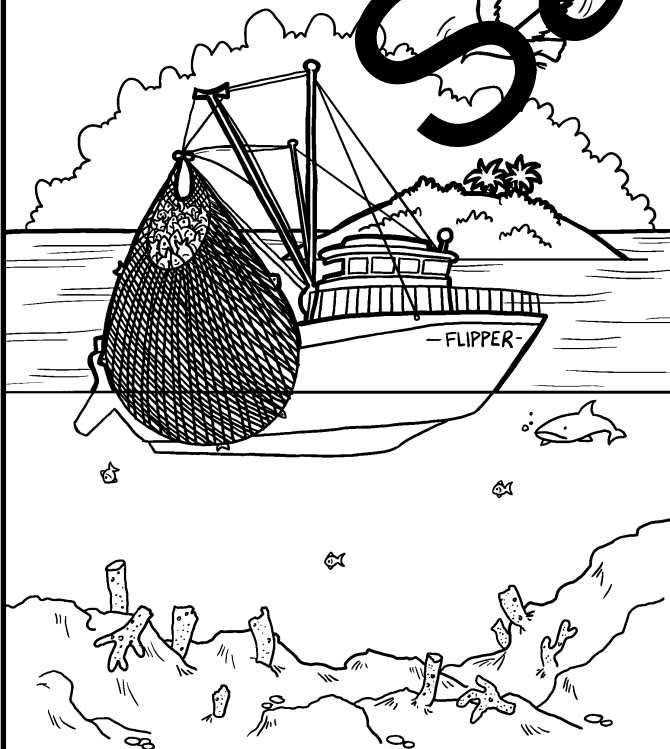
1. Why was the island a happy place for the creatures to live?

2. What was the sea eagle's job on the island?

3. Why do you think the gull did such a bad job of looking after the island?

Image Analysis

- ☐ Study the image below. What could be some of the consequences for the people and sea creatures in this area?



Activity

How Often?

There are some places that we visit regularly and other places that we don't visit very often.

- ☐ Colour the box next to each place to show how often you visit it.
Use the key below.

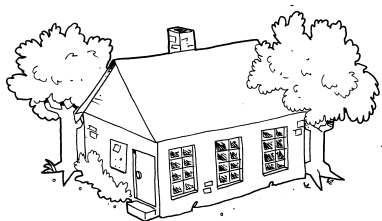
☐ Green = once a week or more.

☐ Orange = less than once a year.

☐ Blue = once or twice a month.

☐ Red = never.

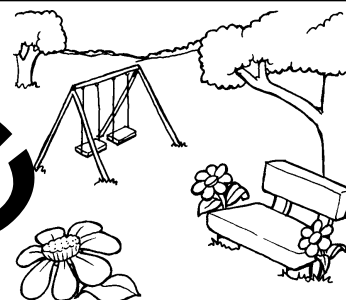
☐ Yellow = one to three times a year.


☐

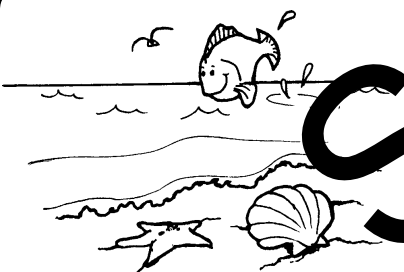
your school


☐

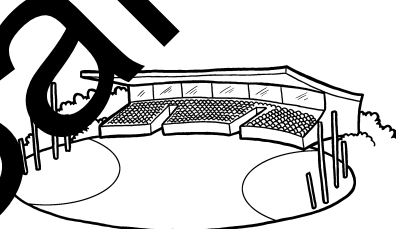
the local shop


☐

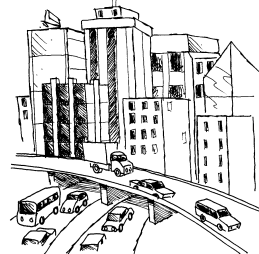
the local park


☐

the beach


☐

a sporting venue


☐

another town or city in Australia


☐

another country


☐

the theatre


☐

a friend's house

There are reasons why people don't often visit places that are far away.

- ☐ Mark each of the places listed below on the map.
Colour each box and place on the map the same colour.
Draw lines to the places from where you live.


☐

China

☐

Canada

☐

Torres Strait Islands

☐

Indonesia

☐

Greenland

☐

United Kingdom

- ☐ Which of these places is the furthest away from where you live?

- ☐ Why don't most people in Australia visit these places very often?
